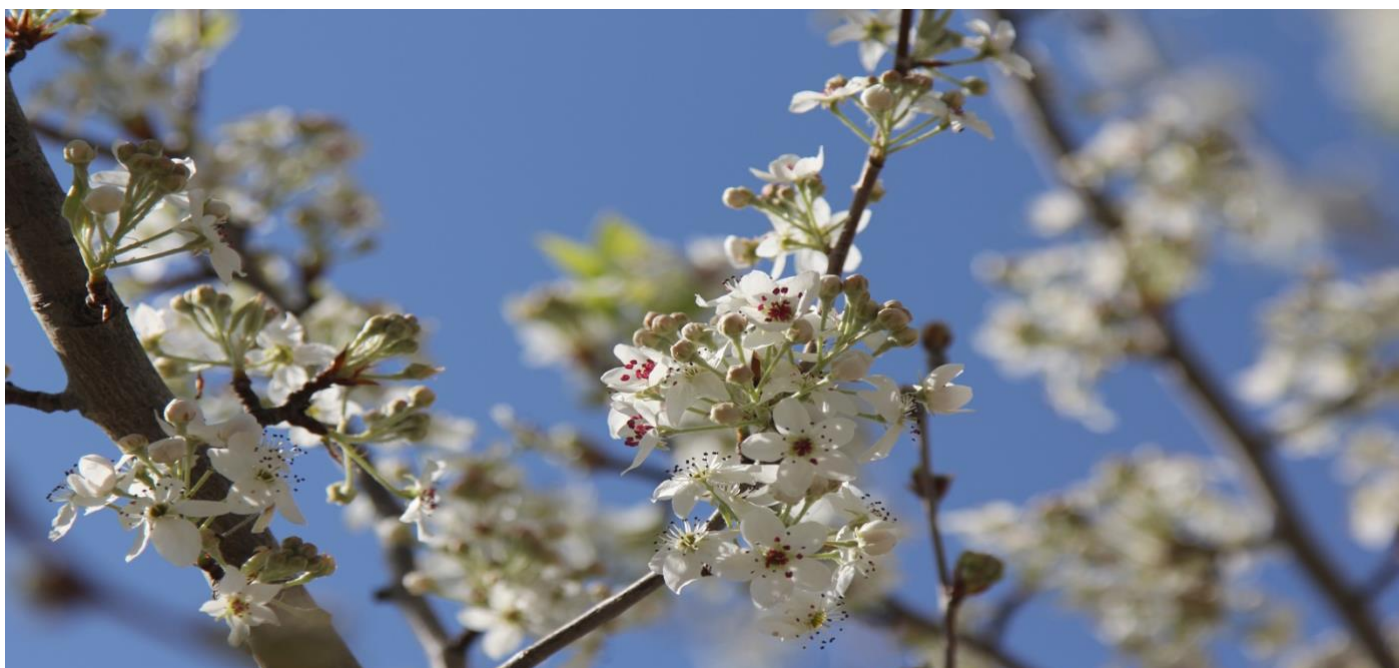


Carmel Adventist College Primary ANNUAL REPORT 2022





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 were completed 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 About the School

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, Vision and Values

Our VISION: *to be a thriving Christ-centred Learning Community.*

Our desire is to build a dynamic, nurturing inclusive community so that Carmel Adventist College Primary will be a lighthouse in our community – shining for Jesus, serving with care and excellence. Every level of our school community is committed to working in harmony to build a vibrant culture of excellence.

Our MISSION: *to enable every student to flourish.*

Our belief is that students and young children will truly flourish when their spiritual, mental, physical, and social needs are met. We want to inspire and care holistically for each person – equipping them with the beliefs, values, and skills to live a life of purpose, hope, joy, and peace as a global citizen for Christ.

Our VALUES

Our values are not simply words on a wall. They are to be a practical reflection of Jesus Himself, and an outpouring of our personal and corporate worldview.

• **Respect** – Value yourself and others through your words and actions.

Treat others just as you want to be treated. Luke 6:31

• **Responsibility** – Make wise choices and be accountable in all situations.

We each must carry our own load. Galatians 6:5

• **Effort** – Work to the best of your ability and don't give up.

Work hard at whatever you do. Ecclesiastes 9:10

• **Compassion** – Be kind and understanding of one another at all times.

Make just and faithful decisions; show kindness and compassion to each other. Zechariah 7:9



Mission, Vision and Values cont....

- **Service** – Put the needs of others first and lend a helping hand.

Serve each other with love. Galatians 5:13

- **Integrity** – Do the right thing even when others aren't watching.

If you do the right thing, honesty will be your guide Proverbs 11:3

- **Resilience** – When things don't go right, keep your chin up and stay positive.

Christ gives me strength to face anything. Philippians 4:13

- **Humility** – Do not think you are better than others. Treat everyone with dignity.

Be humble and consider others more important than yourselves. Philippians 2:3

- **Discernment** – You are free to make your own choices, but be wise as there are consequences for all actions.

Fix your thoughts on what is true, and honourable, and right, and pure, and lovely, and admirable. Philippians 4:8

- **Hope** – Be optimistic and confident about life, even when things are difficult.

Then you will know that I am the LORD; those who hope in me will not be disappointed. Isaiah 49:23

- **Justice** – Always be willing to stand up for what is right, especially those in need.

Learn to do good. Seek justice. Help the oppressed. Isaiah 1:17



Our View of Students

Every student and young child is created in God's image. Every single one is unique and of immeasurable worth with the right to develop their God-given potential regardless of race, gender, ability, and religion.

This drives us to recognise the diversity and needs of all learners and provide an inclusive, quality education to all. We seek to create effective learning environments that enable students and young children to flourish holistically, committed to their individual differences and needs.

We count it a privilege to nurture, guide, teach, and inspire all those in our care, and to reflect Christ's love to all.





Student Attendance

Student Attendance 2022						
Semester	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	85.5	88.8	92.3	90.7	92.1	90.4
2	91.4	87	93.2	92	90.5	90.4

In accordance with Government requirements, the school maintains records of student attendance. During 2022 the average attendance rate was as listed above. This percentage was lower than the past few years and almost certainly related to Covid 19 absences. Absences of 5 days or more were typical and were mandated by the WA Government for positive Covid cases. Early in the year, contacts of positive Covid 19 cases were also required to isolate at home and this included many siblings. Most students completed online learning or were issued with work packs during these absences.

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.



Teacher Attendance 2022

As a school we promote a culture of continuous learning, with staff encouraged to participate in professional development and take to take advantage of networking opportunities with other professionals. Through participation in these activities, benefits flow through to the classroom. Teachers also have access to a variety of statutory personal leave entitlements that they access as necessary. On average fulltime teachers took approximately 5 days during 2022 for Professional Development.

Teacher attendance was 97% for 2022. This was an outstanding result particularly considering the impact Covid had on attendance. This total does not include the days for Professional Development but does include sick leave, carers leave and any personal leave taken.





Professional Development

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

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

The Schools' Performance and Development process 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 2022, 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.

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 2022.

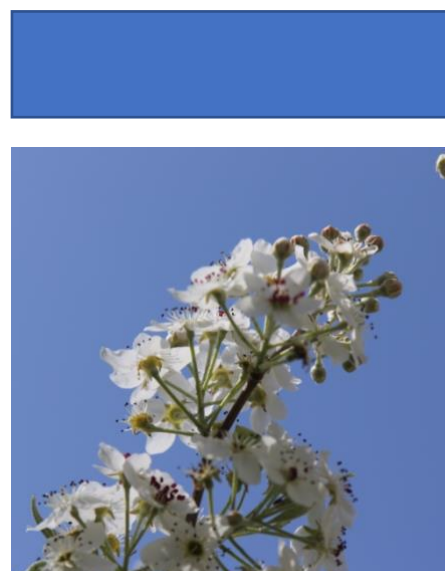


Professional Development cont.

The focus was on whole-school programs, focusing on learning and teaching. All staff maintained their First Aid and Resuscitation upgrades.

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 prepare a report for the 2023 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 and data used to inform teaching programs.
- 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 2020
- 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.
- Accelerated Reading was used to monitor student progress.



Professional Development 2022

Date	Course	Attended By
17 January	New Staff Induction	Paul
20 January	Acquaint	Paul
28 January	CPR Training (First Aid Refresher)	Janine, Nicola, Narelle, Debra, Laurene, Jeff, Paul, Glenys, Dayle, Jonathan, Candice, Raeanne, Brydon, Holly, Amy, Stephanie, Concetta, Megan
14-15 February	Building Cultural Capacity Training Leadership	Janine, Nicola, Raeanne
21-22 February	Zoom AUC Adventist Education New Administrators Program	Nicola
March	Creating Assessments & Rubrics for learning Auslan (Primary School)	Rebecca
21-22 March	Building Cultural Capacity Training -SIT Team	Jeff, Narelle, Candice, Jonathan, Janine
31 March	Western Australian Football Clinic	Brydon
5 April	Badminton PD	Brydon
21 April	Religious Education Studies	Jeff Wallis
26 April	PL Day	All staff
May	Immersive Auslan Teacher Training	Rebecca
9 May	NAPLAN Administration Training	Jodee Walker
13 May 9:00-11:00	Building Cultural Capacity SIT Team	Jeff, Narelle, Candice, Jonathan, Janine
13 May 11:30-1:30	Building Cultural Capacity Leadership	Janine, Nicola, Raeanne
14 May	Coaching and Mentoring Online Course	Nicola, Raeanne
13 June	No Tosh	Jeff, Janine
15 June	Building Cultural Capacity Coaching (CAC)	Anne
16 June 9:00-11:00	Building Cultural Capacity Coaching	Jeff, Narelle, Jonathan, Candice Janine

16 June 11:30-1:30	Building Cultural Capacity Coaching Leadership Team	Janine, Nicola, Raeanne
20 June ½ day	Complispace	Raeanne, Janine
18 July	Staff PL Day	Janine, Nicola, Debra, Jeff, Jodee, Bec, Paul, Wennie, Glenys, Jonathan, Raeanne, Brydon
27 July 9:00-11:00 am	Building Cultural Capacity Coaching SIT Team	Jeff, Narelle, Jonathan, Candice, Janine
27 July 11:30-1:30 pm	Building Cultural Capacity Coaching Leadership	Janine, Nicola, Raeanne
3 August 3:30- 5:30	SHARP Reading	Jodee, Paul, Wennie, Glenys, Jonathan, Candice, Raeanne, Nicola, Janine
9 August	Certificate IV in Training and Assessment	Brydon
9 August	Metro Early Childhood Network Meeting	Jeff
10 August 3:30-5:30	SHARP Reading	Jodee, Paul, Wennie, Glenys, Jonathan, Candice, Raeanne, Nicola, Janine
22 August	No Tosh	Jeff, Nicola
29 August ½ day	No Tosh	Jeff
31 August 3:30-5:30	SHARP Reading	Jodee, Paul, Wennie, Glenys, Jonathan, Candice, Raeanne, Nicola, Janine
13 September	SHARP Reading Online	Paul
15 September	Building Cultural Capacity Coaching	Janine, Nicola, Narelle, Debra, Laurene, Jeff, Concetta, Jodee, Paul, Wennie, Glenys, Jonathan, Candice, Rae, Holly, Brydon, Amy, Megan
21 September	No Tosh	Jeff
3 October	National Quality Schools	Jeff, Debra, Jodee, Paul
4 October	Sharp Reading Online	Paul
10 October	Staff PL Day	Debra, Jeff, Jodee, Bec, Paul, Wennie, Glenys, Jonathan, Candice, Raeanne, Brydon, Nicola, Janine
18 October	Curriculum PL Year 3-4	Jonathan, Glenys, Wennie
19 October	Curriculum PL Year 5-6	Raeanne
20 October 3:30-5:30	Seven Steps Writing Workshop 1	Jeff, Jodee, Bec, Paul, Wennie, Anne, Jonathan, Candice, Elizabeth, Raeanne, Nicola, Janine
24 October	No Tosh	Jeff
25 October	Curriculum PL PP, Year 1-2	Jodee, Jeff, Jodee, Rebecca, Paul
26 October 3:30-5:30	Seven Steps Writing Workshop 2	Jeff, Jodee, Bec, Paul, Wennie, Anne, Jonathan, Candice, Elizabeth, Raeanne, Nicola, Janine
29 October	ADHA WA Conference	Jeff Wallis
2 November	Curriculum PL Kindy	Debra
2 November	BCC Coaching - SIT Team	Jeff, Narelle, Jonathan, Candice, Janine
3 November	Auslan PD	Rebecca
2 November	BBC Coaching Leadership	Janine, Nicola, Raeanne
15 November	Visit EC teachers at VPP and LCS	Paul
16 November	BrightPath Moderation	Teaching Staff
16 November	Animal Ethics	Jeff Wallis
17 November	Seven Steps Writing Workshop 3	Jeff, Jodee, Bec, Paul, Wennie, Anne, Jonathan, Candice, Elizabeth, Raeanne, Nicola, Janine
17 November		Brydon, Jeff
24 November	Seven Steps to Transform Writing Workshop One	Jeff
25 November	School Registration Seminar	Janine



Carmel Primary Teaching Team 2022

Name	Role	Qualification	Years of Experience
Janine Taylor	Principal (0.6FTE)	B Ed Primary	35 years
Raeanne Fehlberg	Year 6 Teacher	B Ed Primary	21 years
Candice Keating	Year 5 Teacher - 0.6 FTE	B Ed Primary	10 years
Elizabeth Ananda	Year 5 Teacher - 0.4 FTE	B Ed Primary & Early Childhood	12 years
Jonathan Hughes	Year 4 Teacher	B Ed Primary	18 years
Glenys Blagden	Year 3 Teacher 0.6FTE	B Ed Primary	36 years
Wennie Habekost	Year 3 Teacher 0.4FTE (6 months)	Bachelor of Early Childhood Education	16 years
Dayle Mauga	Year 2 Teacher FTE 0.4 (6 months)	B Ed Primary	14 years
Jodee Walker	Year 1 Teacher - 0.8 FTE (6 months)	B SC Dip Ed	5 years
Kylie Blagden	Year 1 Teacher - 0.8 FTE (6 months)	B Ed Primary	7 years
Jeff Wallis	Kindy/ Pre-Primary Teacher	Dip Ed. Early Childhood	21 years
Debra Sheldrick	Kindy Teacher (6 months)	B Ed Primary (Early Childhood)	10 years

Rebecca Hiscox	AUSLAN 0.2 FTE Year 1 Teacher 0.2FTE	B Ed Primary	9.5years
Brydon Eaton	Music and Sport Teacher	B Ed Secondary	6 years
Amy Turner	Chaplain	Bachelor of Arts (Religion) Bachelor of Teaching	10 years
Nicola Warchol	Dep Principal 0.4FTE	B Ed Primary	21 years



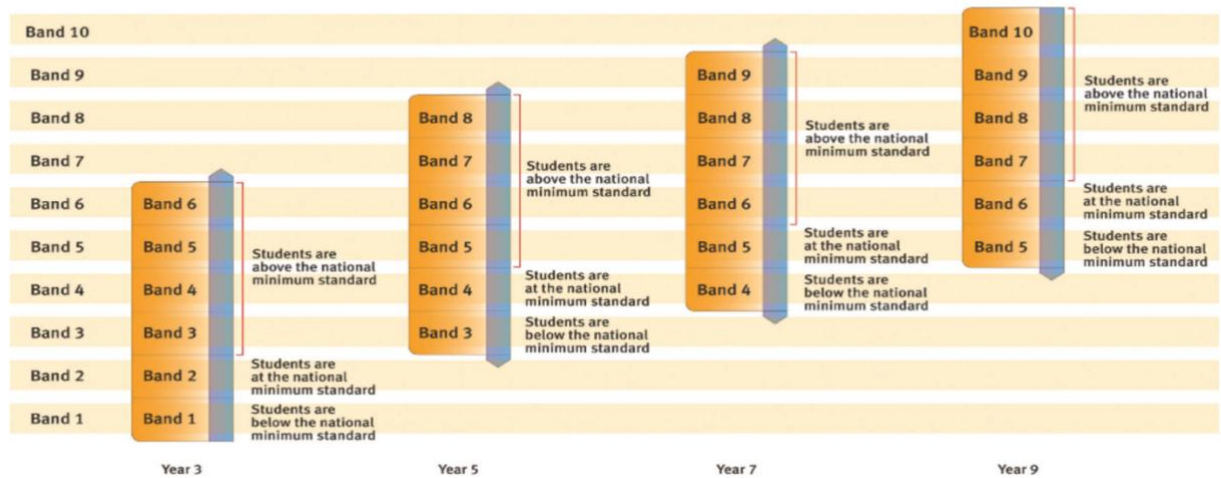


Benchmark testing results

NAPLAN

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

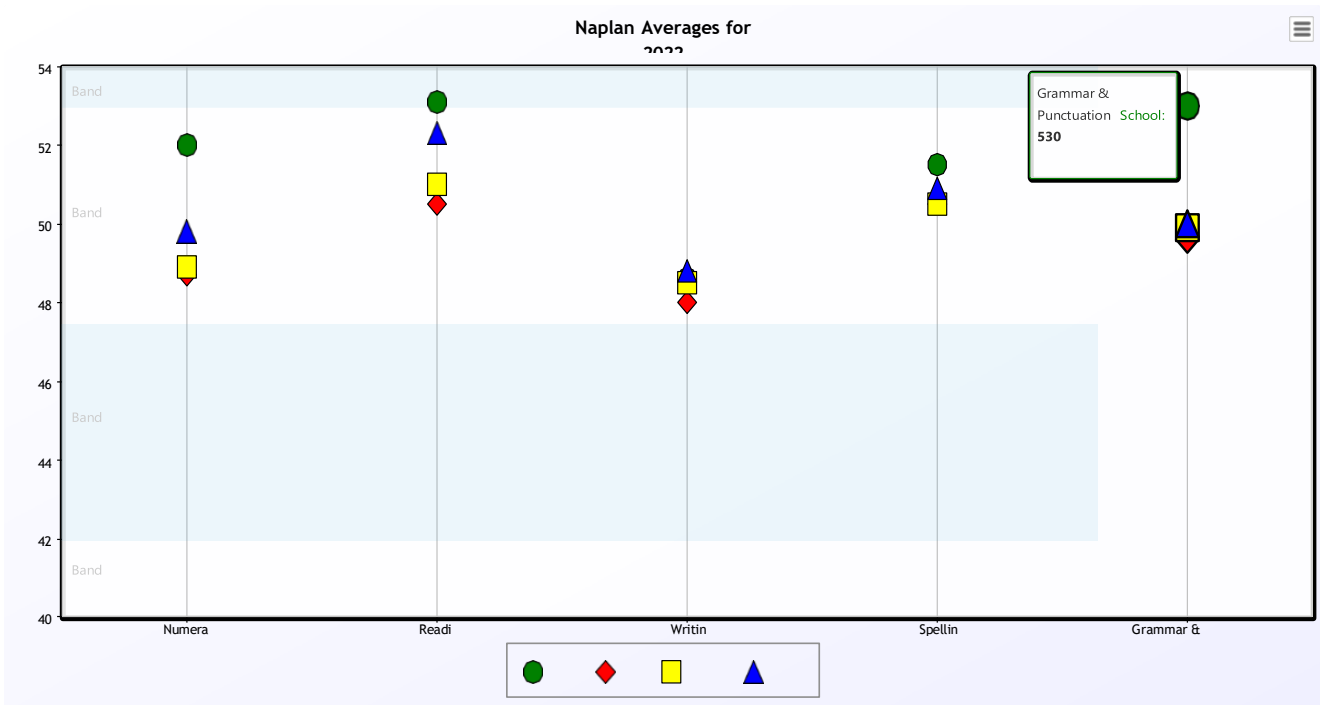
National Assessment Program—Literacy and Numeracy National Assessment Scale



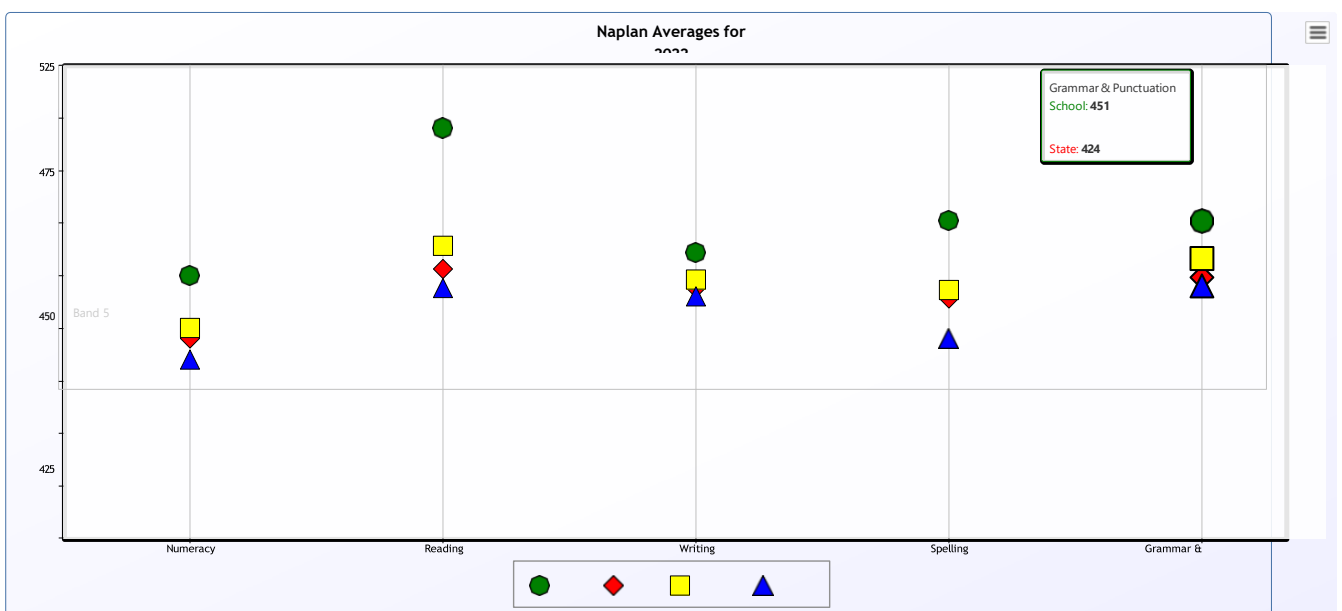
Source: www.nap.edu.au/results-and-reports/how-to-interpret

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Grey - below the minimum national standard			
Numeracy	0	0	3	6	8	3	Yellow - at the minimum national standard			
Reading	0	1	3	6	8	3	Green - above the minimum national standard			
Writing	0	0	3	5	7	5				
Year 5	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Numeracy	0	0	0	2	2	5	6	1		1
Reading	0	0	0	0	2	7	6	2	0	0
Writing	0	0	0	2	6	7	1	1	0	0

In the Year 3 cohort, our students are performing very well in NAPLAN tests in both Literacy and Numeracy. In each of the five areas, the cohort has performed above the National average, the state averages, and that of similar schools. The NAPLAN results are consistent with their Year 2 PAT-R results from the end of 2021, Accelerated Reading results and teacher observations and assessments. As a school, we have made a strategic decision to work on improving Writing. Whilst it indicates the group is scoring slightly above average, we feel this is an area we can improve if we develop a cohesive whole-school approach. In 2022, we commenced workshops in Seven Steps Writing. All classroom teachers participated. In addition, we are using Brightpath assessments as a form of moderation.



The results in the Year 5 cohort indicate that our students are also performing well in both Numeracy and Literacy. Data from 2021 PAT-R tests, AR Reading assessments and teacher data correlate closely with the NAPLAN data. Year 5 is a small class with several students with significant learning needs, so achieving these scores is encouraging. Writing is the area that CACP scores closest to state and national averages, and as stated in the Year 3 summary, we have made a strategic decision to work on improving Writing. Whilst it indicates the group is scoring slightly above average, we feel this is an area we can improve if we develop a cohesive whole-school approach.





Parent, Student and Teacher Satisfaction

Since 2016, Adventist Schools Australia has engaged Insight SRC to conduct an annual School Improvement Survey for all Adventist Schools across Australia. This provides Carmel Adventist College Primary with useful data to monitor the school community's health and provide valuable data for future planning.

The survey is extensive and provides a significant amount of information. It has been encouraging to note that the overall trends in survey data remain stable, with several areas showing improvement. This result was encouraging after significant disruptions during the Covid lockdowns. Areas that showed improvement were student motivation, student connectedness to school, homework and learning focus. An area that showed a slight dip was extracurricular activities, and this area is potentially due to limited opportunities to participate in additional activities outside of school hours during 2021 and 2022.

Students feel valued, and most have strong friendships. Their comments on spiritual leadership were very positive and pastoral care from the Chaplain and teachers was highlighted as a strength.

Parent survey results were positive and provided valuable data for us to work with. Disappointingly, we had limited responses to the survey again this year. However, the information received was valuable and we recognize that if we can show parents how we use this information to provide a positive experience for both them and their children, we feel they may be more engaged with the survey process.



Parent Survey Item	% positive Responses
My child looks forward to going to school	94.1
My child enjoys the learning they do at school	100
The academic standards at this school provide an adequate challenge for my child	96.1
The education programs at this school are suitable for my child	98
This school is meeting the academic need of my child	94.1
This school provides an appropriate range of extracurricular activities	78.4
My child's homework helps them with their learning	92.2
My child is mastering a range of social skills	98
My child is developing valuable social skills	100
My child gets on well with their peers at school	100
My child feels accepted by other students at school	92.2
I feel comfortable about approaching this school about any concerns I might have	98
This school takes parents' concerns seriously	92.2
There is good two-way communication between the staff and parents at my child's school	98
This school encourages parents to have a say in planning for the future	82.4
My child's school report is very helpful	94.1
This school always strive to improve	96
This school has a clear understanding of its strengths and weaknesses	92.2
The teachers at my child's school manage student behaviour fairly	88.2
The teachers at my child's school manage student behaviour in a consistent way	86.3
The teachers at my child's school manage student behaviour sensibly.	90.2
The teachers at my child's school are very good at making learning fun	100
The teachers at my child's school are very good at encouraging my child to learn	98
This school encourages my child to persist with their learning when it is difficult	94.1
The teachers at my child's school are very passionate about teaching.	100
The teachers at my child's school have a lot of pride in their work.	98
The teachers at my child's school are very energised	98
The staff in this school collaborate effectively with parents to optimise students' learning.	92.2
The staff in this school know how to engage parents in the learning process.	90.2



Strategic Direction

The ongoing goals for Carmel Adventist College Primary continue to remain a focus during the 2022 school year. Staff consultation identified a need for further development of the initiatives below to benefit the students learning, growth and development. As a result of this during 2022 we:

- Reviewed and introduced writing programs within the school to support student in developing higher level literacy skills.
- Further developed strategies to better support growth in health and well-being of our students and staff.
- Worked with a coach to build cultural capacity. This has helped us refine ways to review our practice and set very specific goals to improve in the areas identified as of importance.
- Worked intentionally to ensure that we were looking out for our school community and involving them in our activities in a variety of ways during challenging Covid restrictions.
- Sought to provide rich and varied learning opportunities outside of the classroom. I.e. Mountain Bike Riding, Sporting Schools Programs, Worship Bands, Excursion and Year 6 Camp, Year 6 Leadership Conference, Concerts and Sporting Events.

We are committed to developing a culture of continuous improvement.