

# Carmel Adventist College Primary

2021 - Annual Report





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# School Overview



## **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
- **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

## Introduction and Contextual Information

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.



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.

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## 2021 Fast Facts

<b>Education Level</b>	Primary
<b>Type</b>	Co-educational
<b>Affiliation</b>	Seventh-Day Adventist Church
<b>Average Class Size (Yrs 1-6)</b>	20 students

### Carmel Adventist College Primary Campus

<b>Years</b>	Pre-Kindy to Year 6
<b>Address</b>	18 First Avenue BICKLEY WA 6076
<b>Phone</b>	08 92916399
<b>Email</b>	<a href="mailto:primary.admin@cac.wa.edu.au">primary.admin@cac.wa.edu.au</a>
<b>Web</b>	<a href="http://www.carmelcollege.wa.edu.au">www.carmelcollege.wa.edu.au</a>
<b>Principal</b>	Mrs Janine Taylor

# A Message from the Principal



1 Samuel 7:12 'Thus far the Lord has led us...'

2021 was a year like no other in history. It has been encouraging to look back and see that Carmel Primary has remained open and functioning through two World Wars, a Depression, numerous recessions and now a Worldwide Pandemic. I can't help but wonder what the early settlers in this area might have envisaged for this little school in the hills when they planned the first buildings and the first courses to be taught. I doubt they would ever have dreamt of the world shaping events that lay ahead. Something that would have been very familiar though, is the leading of the Lord.

This report will outline some of the important data, show areas of progress and outline challenges that lie ahead. However, any report will struggle to capture the heart and soul of this school, because people are at the very core of this place and each person has a story to tell.

We feel blessed that students have faced challenges, conquered fears and grown in confidence, personally and well as academically. The staff have worked faithfully to develop the positive academic, spiritual and social culture, encouraging students to thrive and maximise learning opportunities.

Despite the obstacles and restrictions caused by the pandemic, our school community remained resilient, supportive and collaborative. While not all planned events took place due to the restrictions imposed, we feel blessed that so many could go ahead.

I would like to acknowledge the wonderful efforts of the Carmel Adventist College Primary staff in this trying year. Staff were regularly required to pivot and adapt to change to meet the guidelines schools were required to operate under. Our students and school community were also incredibly supportive and flexible. The input and encouragement from our school community in so many ways was crucial to our school and much appreciated.

I look forward to working with our school community in 2021 and in continuing to enhance the learning opportunities and environment for all our students.

We go ahead in strength because we know the Lord has led us.

Janine Taylor



## Teacher Professional Engagement

### Staff Retention

The Staff at Carmel Adventist College Primary is very stable with most staff remaining at the school for 2021. Some adjustments were made to the grade levels taught, but overall, there were very few changes.

At the end of 2020 our Year 6 was transferred from the Primary Campus to the Secondary Campus. However, a staff member who had been working parttime at the Primary increased hours and so we were able to fill the Year 6 position this way. The Year 3 part-time role created by this change was then filled when another staff member increased her FTE.

The experience and passion for teaching has established a cohesive and professional staff community.

Our Chaplaincy team was slightly modified with the two Chaplains from the High School and Primary Campuses sharing the role across the campuses rather than working exclusively at one. The reason for this was to give male/female balance to both teams and to assist students when transitioning from Primary to High School.

### Staff Leave

One full time team member took a term of Long Service Leave during 2021 and another took two weeks leave. A 0.2FTE also took one term, or 10 days of Special Leave

### Staff Attendance

Covid 19 isolation requirements impacted staff attendance in 2021. However, we achieved an attendance rate of 97.4%.

### Expenditure and Teacher Participation in Professional Learning

\$4281 was spent on Professional Development in 2021. A further \$7375 was spent to assist staff with Advanced Study programs. The \$7375 is paid into a system account for Advanced Study purposes and one of our staff members benefited from this assistance as she continues to work on her Doctoral Program.



## Other Professional Development Activities



The pandemic meant that many of the external professional development opportunities that we usually participate in were not available. However, the challenges also provided opportunities and many staff members undertook professional development activities with peers and online.

I have listed some of the main activities undertaken but have not captured them all as they are simply too numerous to list.

### **Some of the PD Completed in 2021**

IT Professional Development – Remote Learning  
All teaching staff

SCSA Curriculum Briefing – J Taylor

PLD Literacy and Learning in Years 1 and 2 – R Fehlberg

Toe-by-Toe – Reading intervention online training – L Chapman, D Sheldrick, J Pearson, M Pryce, C Lovelock

SEQTA PD'S and Curriculum Development  
All teaching staff

Moderation of Writing  
All teaching staff

Bronze Medallion – B Eaton

Brightpath – Oral Narratives – T Hort

Brightpath – Formative Assessments – W Habekost

NESLI Wellbeing Workshop – 5 days  
All staff

National Advisory Council- J Taylor

Interpreting Brightpath Data – K Blazicevic

CPR update and assessment – teachers, education assistants, support staff

Wellbeing workshop with Dr David Mander- all staff

Insight Survey Workshop with Hamish Valentine – J Taylor, R Fehlberg

Mountain Bike – Development Instructor Accreditation – B Eaton

Renaissance Accelerated Reading Zoom PD – teaching staff

Early Encounters Zoom PD – ECE staff – D Sheldrick, T Hort

Animal Ethics PD – J Taylor

MyOn Reading PD – Zoom – teaching staff.

Brightpath extended course – C Keating and J Hughes

IEP Writing PD with Paul Mattner – R Fehlberg and J Hughes

PAT-R Data – in house – all teaching staff.



## Staff Qualifications

### Carmel Adventist College Primary Teaching Staff

Name	Role	Qualification	Years of Experience
<b>Janine Taylor</b>	Principal	B Ed Primary	35 years
<b>Jodee Walker</b>	Year 6 Teacher 0.8 FTE	B SC Dip Ed	5 years
<b>Nicola Warchol</b>	Year 6 0.2FTE	B Ed Primary	21 years
<b>Candice Keating</b>	Year 5 Teacher - 0.8FTE	B Ed Primary	10 years
<b>Jonathan Hughes</b>	Year 4 Teacher	B Ed Primary	18 years
<b>Glenys Blagden</b>	Year 3 Teacher	B Ed Primary	36 years
<b>Kahlie Blazicevic</b>	Year 2 Teacher - 0.6 FTE	B Ed Primary	18 years
<b>Wennie Habekost</b>	Year 2 Teacher - FTE 0.4	B Ed Primary	14 years
<b>Raeanne Felhberg</b>	Year 1 Teacher	B Ed Primary	21 years
<b>Jeff Wallis</b>	Pre Primary Teacher	Dip Ed. Early Childhood	21 years
<b>Tanya Hort</b>	Kindy Teacher	Dip Ed Primary	32 years
<b>Rebecca Hiscox</b>	AUSLAN Teacher	B Ed Primary	9.5years
<b>Brydon Eaton</b>	Music and Sport Teacher	B Ed Secondary	6 years
<b>Andrew Olsen</b>	Chaplain 0.5 FTE	B Arts - Theology	9 years
<b>Miranda L</b>	Chaplain 0.2 FTE	B Arts - Theology	7.5 years



## Attendance: Student

In accordance with Government requirements, the school maintains records of student attendance. During 2021 the average attendance rate was 94 %. This is a slightly down compared to the previous 5 years, and this has been in part due to the impact of the pandemic and the required isolation of close contacts.

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.

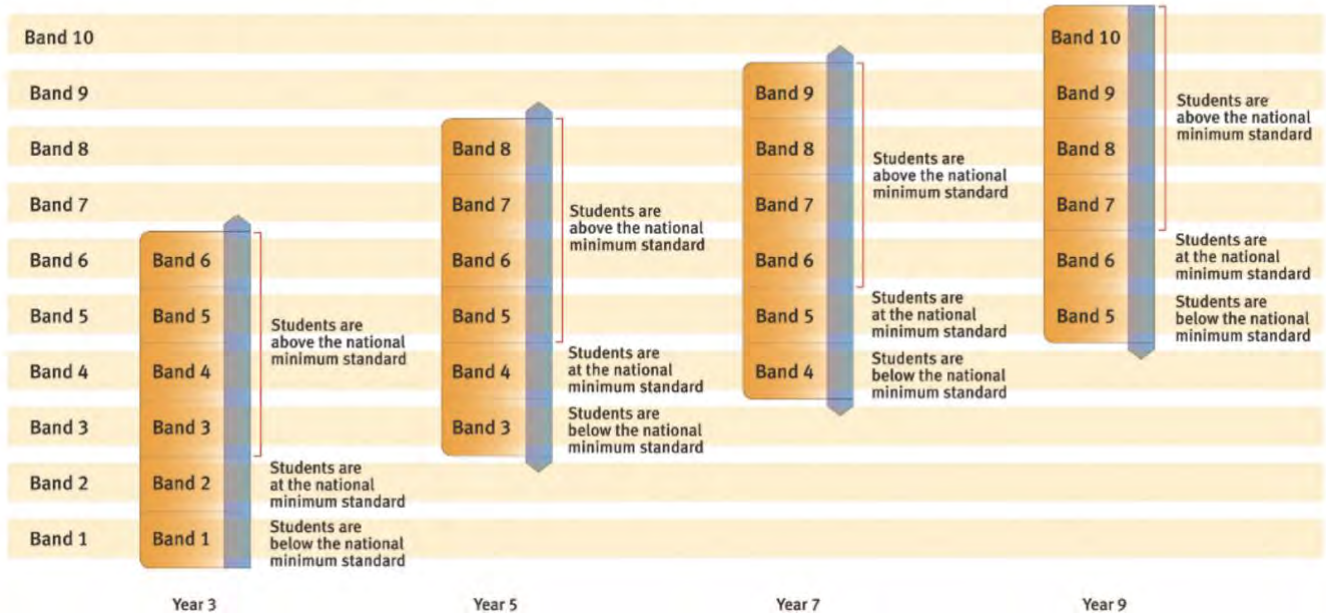
# National Benchmarks



## 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](http://www.nap.edu.au/results-and-reports/how-to-interpret)

## Student performance in NAPLAN

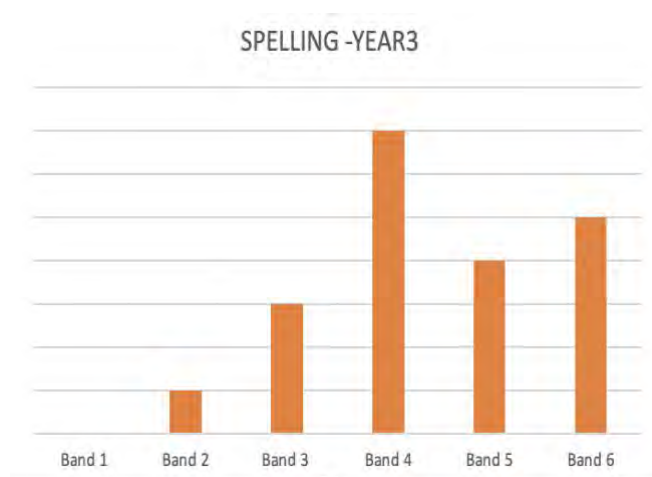
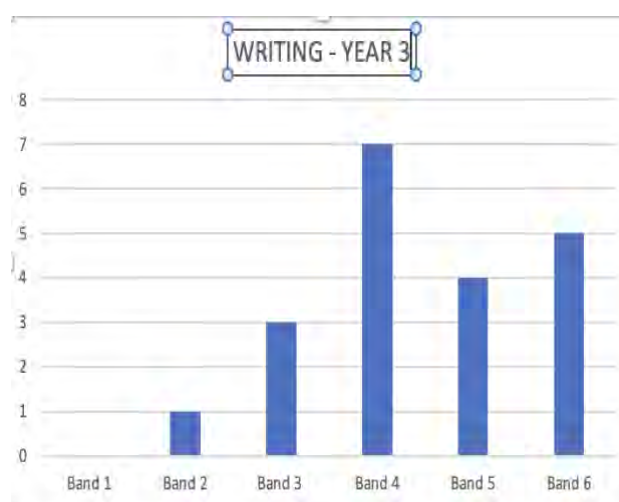
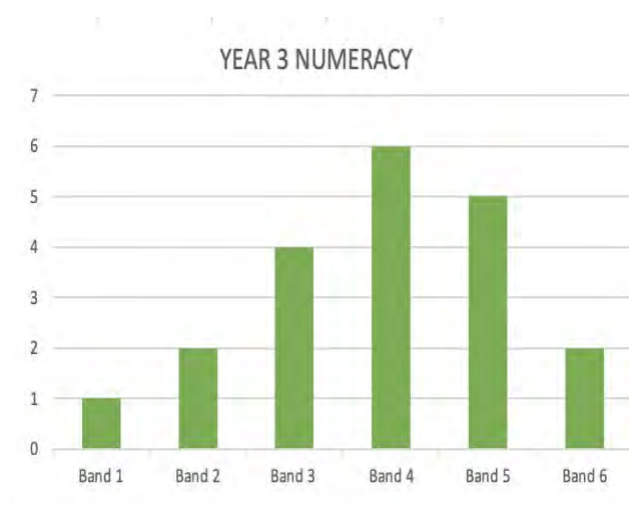
The percentage of students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading, Spelling, Grammar and Punctuation, Writing and Numeracy.

Reading			
	below national minimum standard	at national minimum standard	above national minimum standard
Year 3	1	0	19
Year 5	0	0	19
Writing			
Year 3	1	0	19
Year 5	1	1	18
Spelling			
Year 3	0	1	19
Year 5	1	2	17

Grammar and Punctuation			
Year 3	0	0	20
Year 5	0	2	18
Numeracy			
Year 3	1	2	17
Year 5	0	1	20

Carmel Adventist College is a non-selective school and enrolls students from a variety of backgrounds and levels of academic achievement. Therefore, each individual student could potentially begin their time at Carmel College with a benchmark level below the Australian benchmark levels. Carmel College teachers work hard to ensure that each student makes strong academic progress regardless of their initial academic level. The teachers work to help every student attend every possible learning experience because this helps to ensure student academic success. Such an approach also works to help students develop positive attitudes and characteristics such as reliability, thoroughness, dependability, and diligence.

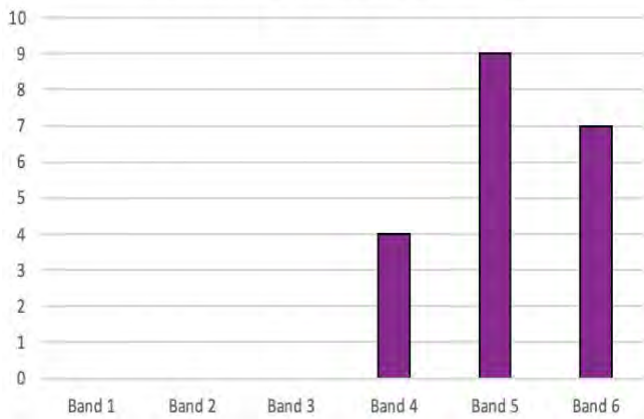
\*In Year 5 – 1 student was absent for the Reading test and 1 student only completed Numeracy tests.



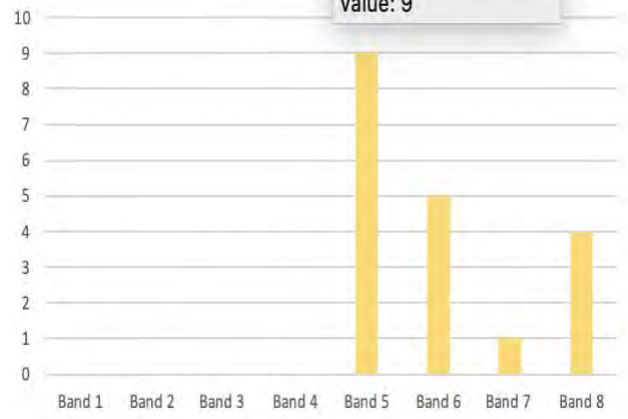
The Year 3 cohort has established itself as quite a strong cohort and scored well in all areas. We have identified several students in this group as having specific learning disorders and these students participated in the NAPLAN tests. In the general classroom setting these students receive support from an Education Assistant and have Individual Education Plans. Teachers at Carmel have identified Writing



GRAMMAR & PUNCTUATION YEAR 3

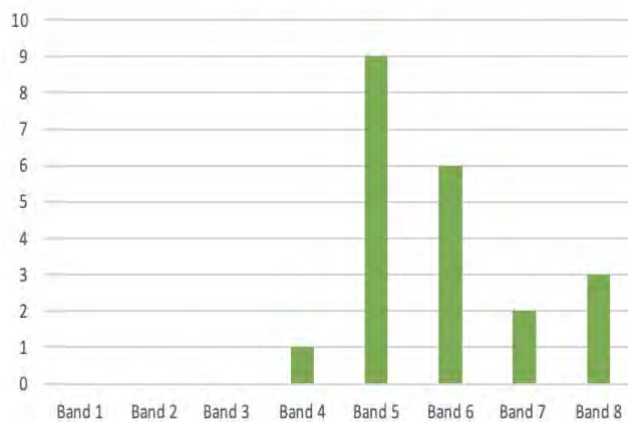


READING - Series 1 Point "Band 5" Value: 9

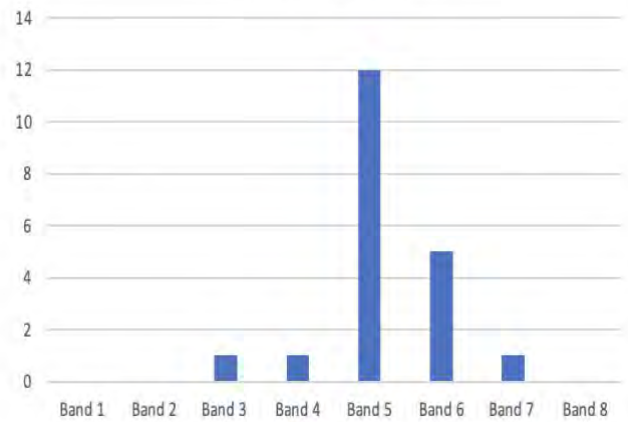


Carmel Adventist College Primary uses ACER – PAT-R Standardised testing to check progress of students in all Grades from Years 1-6. This allows us to track progress more regularly than the two times that NAPLAN occurs for , Year 3 & 5 students. The results in NAPLAN are quite consistent with PAT-R results. PAT-R and NAPLAN are used along with other classroom data to assist us in determining whether students require additional support.

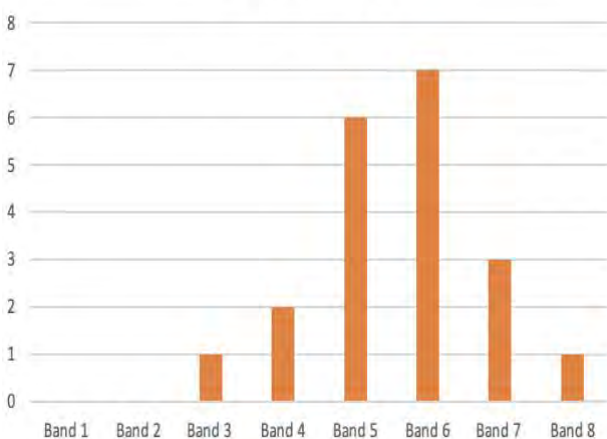
NUMERACY --YEAR 5



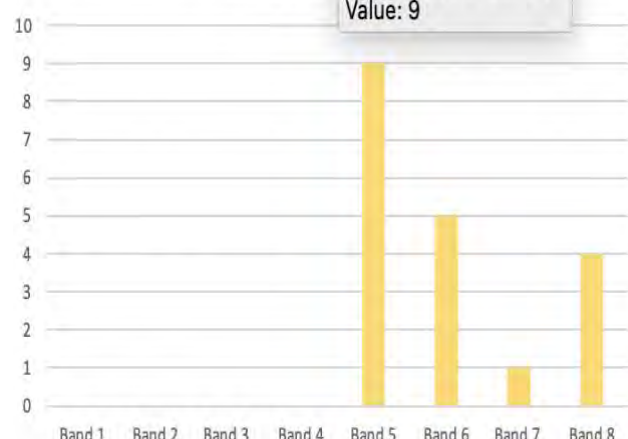
WRITING - YEAR 5

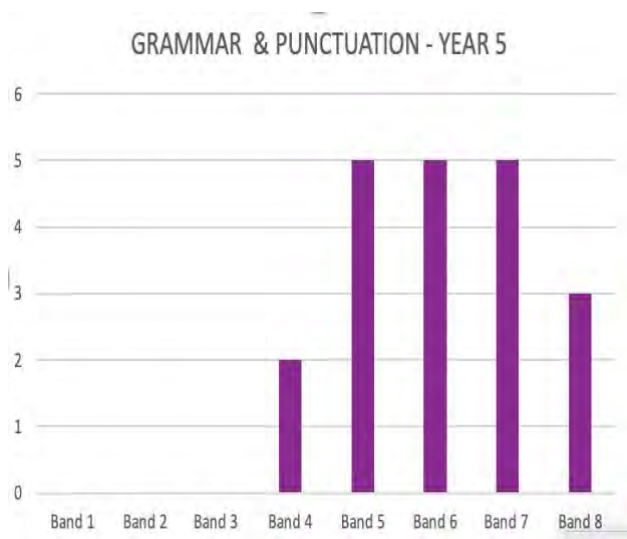


SPELLING - YEAR 5



READING - Series 1 Point "Band 5" Value: 9





This Year 5 cohort has on average not performed quite as well as previous Year 5 cohorts in NAPLAN and PAT-R Standardised tests. This is due to the higher-than-average number of students in the class with specific learning difficulties. Dyslexia being the predominant difficulty. The time limits on NAPLAN tests prove challenging for these students who take longer to read passages and to write.

In the regular classroom setting these students receive support from an Education Assistant and have Individual Education Plans. However, the number of students who have scored in the higher bands is also significant.

Teachers at Carmel have identified Writing as an area that we would like to see our students improve across all grades. Whilst most students are above National minimum standard, we would like build on this and have Writing become an area of strength.

## Value Adding Programs

Carmel Adventist College Primary exists to add value to the education experience of our students and the experience of the wider school community. Value is added by extending the statutory curriculum requirements imposed on schools, by our ethos, culture and environment, and by additional experiences provided by the school.

### Curriculum Related Activities

- Standardised PAT-R Testing for Reading, Maths, Vocab, Spelling, Grammar and Punctuation
- Stephanie Alexander Kitchen Garden Programme. Early Childhood
- On Entry Testing – Pre-Primary – Year 2
- Accelerated Reading Programme and MyOn Renaissance
- STAR Reading Assessment
- Book Week Activities and Parade
- Science Focus Week
- Excursions such as:
  - Kings Park
  - Kalamunda History Village
  - Tranby House
  - Scitech
  - The Zoo
  - Fire Education Centre
  - Reptile Park
  - Hills Environmental Centre
  - Parliament House

### Co Curriculum Activities

- Year 6 Camp
- Music tuition – private. Guitar, Piano, Violin
- Year 6 Student Leaders Group
- In-term Swimming Lessons
- Combined Schools Athletics Day
- Cross Country
- Mountain Bike – Cross Country
- After Schools Sports Clinics
- MTB – after school
- Music/ Drama Productions both Junior Primary and Senior Primary

- Mud Day
- Year 5 Market Day
- Kindy/ Pre-Primary Bush Nativity Evening
- Worship Band



## **Community Events and Involvement**

- Flanno Friday – Father’s Day event for our dads
- Mother’s Day – event unable to run onsite in 2020 due to COVID restrictions. Special ZOOM chapel for mums
- Book Week Parade
- Weekly Chapel/ Assembly (Zoom during COVID restrictions).
- Storytime in the Bush
- Senior Concert and Speech Night
- Junior Concert (Years 1-3)

# School Community Feedback



Feedback from our school stakeholders is important to us and therefore each year we conduct satisfaction surveys with our students, parents and staff. Results from the 2021 survey allowed the school to analyse feedback. Here are the key results of these surveys.

The data received in 2021 is very consistent with that received in 2020. It is evident that corona virus has added stress and worry to staff and students, but both groups have felt a high level of support.

Parent Perceptions	%Favourable
Overall, I am satisfied with the education my child receives from their school	We had very limited response from parents to the survey in 2021. Feedback from parents was that during Covid they had not have the same involvement in the school program. Also, the timeline for responses was quite short in 2021.
My child enjoys the learning they do at school	
My child is well prepared for the next stage in her/her education	
My child is developing valuable social skills	
The teachers at this school manage student behaviour fairly	
Teachers at this school motivate my child to want to learn	
I feel comfortable about approaching this school with any concerns I might have	
Student Perceptions	
I feel good about being a student at this school	98
I feel positive at school	88
I feel I belong at this school	95
My teachers ensure that all students are cared for	95
My teachers help me to do my best	95
I am liked by others at this school	90
Teachers provide help and support when needed	88
My teachers are good at helping students with problems	98
My teachers really want me to learn	95
My teachers listen to what I have to say	92
I think I am generally successful at school	90
Staff Perceptions	
There is support from the leaders in this school	100
Staff in this school are frequently asked to participate in the decisions that affect the way they do their work	95
There is good team spirit in this school	100
Staff at the school always focus on improving the quality of the school's teaching and learning practices	75
The staff at this school understand the importance of partnering with parents to help students achieve their full potential	100
Staff go about their work with enthusiasm	100
There is good communication among staff in the school	94
I receive support from my colleagues	94
I am encouraged to pursue further professional development	89

The staff are committed to the school's goals and values	100
Staff take pride in this school.	100
Staff at this school always treat others with human dignity and equality	100
Inclusion and hospitality are clear characteristics of this school	100

<b>During this year's coronavirus (COVID -19) pandemic - (staff responses)</b>	
I have the resources I need to do my job well	100
I have been able to draw on my colleagues when needed	100
The students in this school have been motivated to continue their learning	94.1
I have been effective in completing my work	100
It has been hard to concentrate on my work	82.4





## School Improvement

Each year the staff and School Council work with the Quality Adventist Schools Framework tool and put forward recommendations for future improvements.

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

### **School Improvement: Physical**

Our Next Goal:

To upgrade the basketball court and surrounding play area - 2023

Upgrade reception area – aim is to commence this by 2024/2025

### **School Improvement: Parent and Wider Community** **Storytime in the Bush Programme**

**2021 Plans** –Storytime has continued as planned with 6 sessions each term.

The plan is to continue this for 2022.

### **Parents and Friends Committee**

**Our Goal is to:**

**Form a combined Primary and Secondary Campus Parents and Friends Committee**

This has been formed and now we want to continue to build and increase parent involvement in the Parents and Friends Committee.

### **Facebook/ Website**

#### **Website update**

Some minor changes made to the Website with a more comprehensive review and overhaul of the Website planned for 2023.

A marketing specialist was appointed in March 2021 and will continue to work towards the development of improved Websites for all the WA Adventist Schools along with a number of other important Marketing Projects.

# School Improvement: Our Targets for Learning and Teaching 2021

## **Professional Development in Brightpath -2021**

Calendar of School Wide writing has been developed and will be extended further in 2022 to include Information Reports, Scientific investigations and Book Reviews.

**Progress is ongoing and will continue in 2021/2022** as Brightpath is now the recognised SCSA tool for WA schools to use.

**Use ICT more effectively** to develop critical and creative thinking skills. The 2021 goal was to increase teacher confidence and skills in using IT resources. Considerable gains were made in 2021.

COVID has provided an excellent incentive for teachers to upskill themselves in ICT. All teachers are using ICT more confidently and for a broader range of tasks. We have boundaries around the amount of screen time and so have worked to focus on areas that give the greatest benefit.

**Goals for 2021:** The Board of Directors for Adventist Christian Schools has worked to bring IT infrastructure up to a high standard in all the WA Adventist Schools. This has involved a new server, new internet wifi points in all classrooms and an assessment of what IT resources are available. This will continue in 2022 with a plan to have renewal of IT equipment reduced from a 5 year turn around to 4 and reduce that to 3 years within the next 5 years..

**School Curriculum Plan – reviewed and developed.** Our aim for 2021 was to distribute leadership of curriculum more broadly and to encourage peer networks to grow and flourish.

Peer collaboration has never been greater as staff have shared skills and collaborated to overcome the challenges that COVID has thrown at not just our school but the whole country. We have been able to provide each teacher with more DOTT time in 2021 and this will now be embedded into our timetable.

## **Learning and Teaching Goals for 2021/2022**

English – developing a whole school plan for Reading and Writing remains our focus. This is proving to be quite time consuming, but a valuable process. We want to ensure that we provide opportunities for Professional Development in areas of individual need so that teachers feel empowered and confident.

As a school we have implemented Accelerated Reading and MyOn to enrich our Reading Program.

SHARP reading is now used across the school and professional support has been provided by the Association of Independent Schools (WA).

**Seven Steps to Writing Toolkit was recently purchased as a whole school resource to teach Writing.**

2021 proved challenging for Professional Development with higher-than-normal staff absences. We have commenced using the Seven Steps Writing Resource/Toolkit, but have not completed the Professional Development components yet.

The plan has been to commence more focused PD on how to use Seven Steps in 2022 so that we can embed it more fully in 2023.

Our early experiences in using this resource have indicated is that this is a valuable tool and to fully implement the program effectively, we must invest in the training required to support teachers.