



CARMEL ADVENTIST COLLEGE

ANNUAL REPORT 2018



SECONDARY CAMPUS

Address: 210 Glenisla Rd, CARMEL WA 6076

T: (08) 9293 5333 **F:** (08) 9293 5307

E: secondary@carmelcollege.wa.edu.au

A Glimpse Of Adventist College

In 1906 the Western Australian Seventh-day Adventist (SDA) Conference decided that an SDA College was needed so that students did not have to leave WA for their education. Friends of Charles Ashcroft suggested that he donate his property in the Heidelberg Valley to build a college. It was an ideal location including 100 acres of fertile land, an established farm, orchard, garden, vineyard and water, which was easily accessible through high quality perpetual springs. By the end of the year a two-storey addition had been made to Ashcroft's homestead. School started on January 13, 1907 with just two students. By the end of that year there were fourteen. In 1908 the school was relocated to a better position higher up the valley. In 2007 Carmel Adventist College celebrated its Centenary. In 1956 the establishment was modernised and two dormitory buildings were added. Charles Ashcroft Hall to house 50 boys and Kathleen Giblett Hall to accommodate 50 girls. The next building venture took place in 1977, which included the construction of the Main Building, as we know it today and the Science Block. Since then the new Design and Technology building was constructed in 1983 and the Gymnasium was completed in time for the 1993 Graduation. The beginning of 2004 saw the Art Department move into the Taylor Wing of the Design and Technology building, with the official opening held on 31 October that year.

The College is now entering its second century of providing excellent, Christian education in Western Australia. In 2008 the boarding kitchen and cooking rooms were refurbished. In 2009 Carmel Adventist College entered a new phase and now includes Year 7 studies.

Carmel Adventist College continues to thrive with its long-standing motto

'Greatness Through Service'

Our Purpose

The purposes of the educational activities of the College are to provide opportunities for every student to achieve his/her maximum development intellectually, spiritually, socially and physically.

An understanding of the world and ourselves is only attainable through an acceptance of the Holy Scriptures as the absolute measure of reality and truth. Education is a search for the truth and therefore is guided not only by reason, but also by revealed will of God in the Bible. Humanity is endowed with intelligent powers of choice but is accountable to God in every aspect of life.

Seventh-day Adventists believe in the reality of God the Creator, and that man was created perfect in God's image. Man has fallen from his original perfection through sin. The ultimate aim of Christian education is the restoration of the image of God in man through the redemptive power of Jesus Christ.

VISION

Carmel Adventist College is centred on God, preparing lives for service that is valued by the community.

MISSION

- Model Christian values.
- Present the good news of salvation in Jesus.
- Promote a safe, secure environment where lives are nurtured valued and cared for.
- Inspire a love for learning, a passion for life and a desire to achieve.



Governance And Management

Carmel Adventist Leadership Team 2018

PRINCIPAL	Mr Nicholas Thomson
DEPUTY PRINCIPAL	Mrs Jessica Foster
DIRECTOR OF STUDIES	Mr Brad Flynn

College Council

CHAIR PERSON	Mr Brendan Newitt	
DIRECTOR OF EDUCATION	Mrs Rhonda Belson	
PRINCIPAL	Mr Nicholas Thomson	
MEMBERS	Mrs Stacey Kendall	Mr Brendon Derry
	Mr Mike Caldwell	Mr Peter Forrest
	Mrs Janine Taylor	



Staffing

Here at Carmel Adventist College we have 32 staff. All our staff are committed to provide opportunities for every student to achieve his/her maximum development intellectually, spiritually, socially and physically. All our teaching staff are registered members of the Teachers Registration Board of Western Australia. All our support staff hold necessary qualifications and all hold a current Working with Children's card.







% Staff Retention from Previous Year

SECONDARY 90.5%

TEACHING 91%



Composition of Staff at Carmel Adventist College 2018

MALE/FEMALE	FULL TIME/PART TIME	TEACHING/NON TEACHING
 11	 20	 21
 21	 12	 11

Student Information

ENROLMENT

Enrolments of students are based on families together with the College, share the same desire and outcomes of their children. Following the Carmel Adventist College's vision – *Carmel Adventist College is centred on God, preparing lives for service that is valued by the community.*

Enrolment at Census August 2018

	2017	2018
TOTAL SECONDARY STUDENTS YEAR 7 TO 12	199	197
TOTAL	199	197

Enrolment By Gender Census August 2018

	FEMALE	MALE
NON-ABORIGINAL STUDENTS	88	72
ABORIGINALS	23	14

Attendance Rates 2018

	PERCENTAGE
NON-ABORIGINAL STUDENTS	92.05%
ABORIGINALS	82.98%

Management of attendance at Carmel Adventist College is handled in accordance with the College's Attendance Policy. Absences are recorded by Teaching Staff on SEQTA by 9am each day. Late students and departures are recorded in the late/departure book and entered on the school data management system.



Student Outcomes

NAPLAN 2018

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9 this assessment includes reading, writing, language conversations and numeracy.

NAPLAN Results - At or Above Minimum Standard

	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
YEAR 7	98%	90%	74%	83%	88%
YEAR 9	97%	87%	73%	83%	93%

NAPLAN Results - Average Results - School to State

	NUMERACY	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION
SCHOOL YR 7	537	519	484	522	518
STATE YR 7	549	539	504	545	543
SCHOOL YR 9	583	577	530	553	573
STATE YR 9	602	589	551	586	586



Year 12 Outcomes



Year 12 Student Numbers

	NUMBER OF STUDENTS	PERCENTAGE
TOTAL STUDENTS WITH ATAR WHO APPLIED	15	100%
MEDIAN ATAR OF STUDENTS WHO APPLIED	13	87%
TOTAL STUDENTS OFFERED THEIR FIRST PREFERENCE	15	100%
TOTAL STUDENTS OFFERED ANY OF THEIR PREFERENCES	0	0%

Year 12 ATAR Scores

	NUMBER OF STUDENTS WITH AN ATAR WHO APPLIED
TOTAL ATAR STUDENTS WHO COMPLETED A CERTIFICATE II	3
TOTAL VET/GENERAL STUDENTS WHO COMPLETED A CERTIFICATE II	9

	NUMBER OF STUDENTS WITH AN ATAR WHO APPLIED	MEDIAN ATAR OF THE STUDENTS WHO APPLIED
SCHOOL MEDIAN ATAR	14	79.60
WESTERN AUSTRALIA	10597	83.00

Year 12 Outcomes - Continued

	NUMBER OF STUDENTS	PERCENTAGE
TOTAL STUDENTS WITH ATAR WHO APPLIED	15	100%
MEDIAN ATAR OF STUDENTS WHO APPLIED	13	87%
TOTAL STUDENTS OFFERED THEIR FIRST PREFERENCE	15	100%
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	NUMBER OF STUDENTS	PERCENTAGE
EMPLOYMENT	3	10.3
CONTINUING EDUCATION	21	72.4
OTHER	5	17.3



Carmel Adventist College Secondary Prefect Council

School Improvement

Big Rocks

The 4 Big Rocks are Carmel Adventist College's main focus areas for 2018 and beyond, these 4 Big Rocks were brought to the forefront following the QASF (Quality Adventist Schools Framework) Cyclic Review.

These focus areas and are as follows:



QAS

The college works within the structures and framework of Adventist Schools Australia. As such we acknowledge that the Quality Adventist Schools Framework gives structure and guidance to how we operate. This version is known as QAS II. As a college we will focus on the 15 areas by taking on an average of 3 per year.



Spiritual Master Plan

The school seeks to develop and implement a spiritual master plan program provides schools with a Spiritual Masterplan. This is an initiative by Adventist Schools Australia and as a college we seek to not only develop our students and staff further in this but for this year we will also be focusing on extending this to the school and wider community. This has come about as both need and desire from our school community.



Live More

Live More is a lifestyle program. We decided to initiate this in 2018 due to the focus area of staff well-being. Due to the success of this program we are now not only continuing this as a staff but are also sharing this with the students through termly 'well-being days'. We are also taking this to the wider school community through workshops run by the staff, through the college.



ASPIRE - X

Currently the college is running a year 9 program we call the Aspire Program. Aspire-X is designed to be run from year 7 through to year 10. This program focuses on building up student resilience and building 'good people' who are mentally well equipped to take on life challenges.

School Improvement

Satisfaction

As Part of Carmel Adventist College, ongoing commitment to evaluate all areas of College life, the leadership engaged the services an external company called *Insight SRC* school improvement survey, on behalf of the ASA (Adventist Schools Australia). A vital part of the survey is the opinions of our parents.



Chaplaincy Care

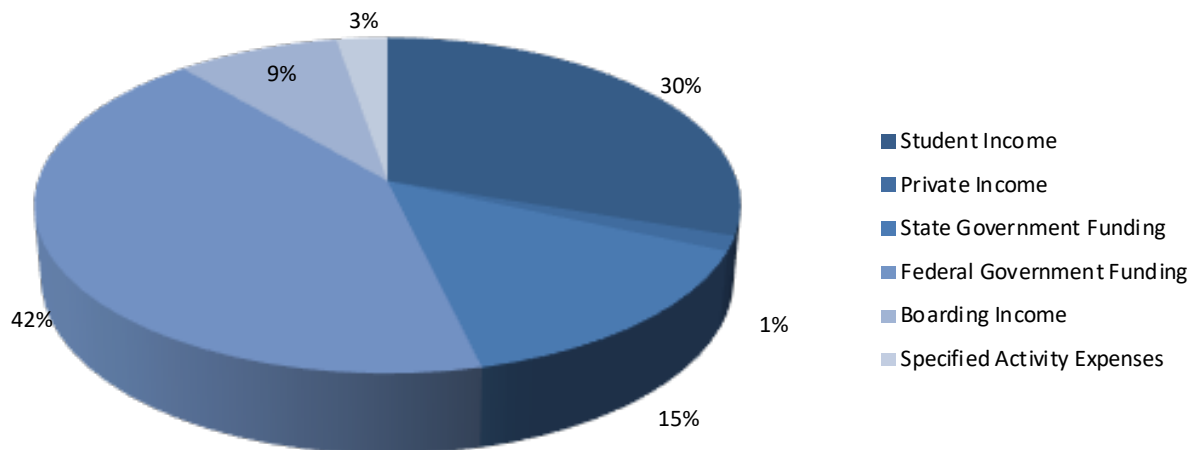
The Chaplaincy Program of Carmel Adventist College is available for all members of the school community, staff, students and their families. The program is designed for student welfare and to build resiliency in students.

The Chaplaincy Program is jointly funded by the Australian Government Department of Education, Employment and work place Relations under National School Chaplaincy and Student Welfare Program and the Western Australian Conference of the Seventh-day Adventist Church. As a College, we are thankful to these entities for their funds and support.

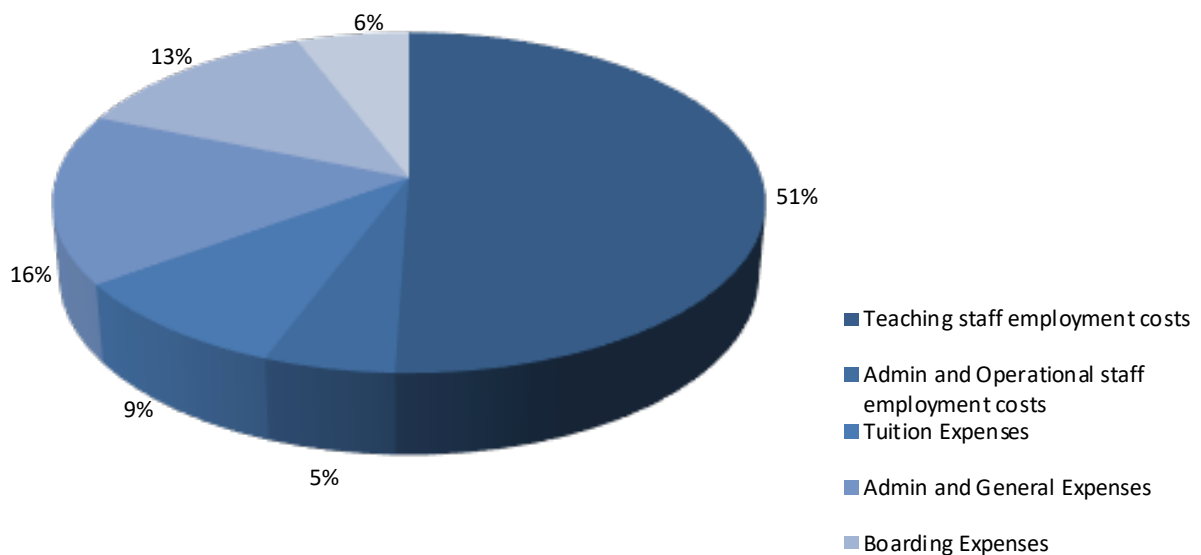


Financial Information 2018

Carmel Adventist College 2018 Income Sources



Carmel Adventist College 2018 Expenses



Special Character

Special Character

Authentic communities are what CAC is all about! We know how important they are to you and we want you to know how important they are to us. We acknowledge that as the educational branch of the church we are pivotal to giving this real meaning. If we are not authentically Adventist and if we are not working in conjunction with our greater community then we are not completely fulfilling our duty. We therefore see it as the school's mission to be central and integral to the church's mission and to coordinate the range of exciting things we do from week to week as a church and place ourselves at the centre of this, e.g. Bible studies, Pathfinders/ Adventurers, parent groups, out of hours' activities and social activities. We are making deliberate pathways with our local churches into the schools/ church's pathway of Belong, Believe, and Become. The exciting part is that we are witnessing an increase in church attendance from our non- Adventist school families.

