



Carmel Adventist College Primary

ANNUAL REPORT

2020

Contact Information

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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

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 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

• *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.



The Carmel Team



2020 • Carmel Adventist College Primary Staff



Front Row: Tanya Hort, Robyn Olsen, Laurene Chapman, Janine Taylor, Narelle Duncan, Candice Keating, Dayle Mauga, Debra Sheldrick

Second Row: Raeanne Fehlberg, Kahlie Blazicevic, Anne Tonkin, Jodee Walker, Janine Beck, Glenys Blagden, Jeff Wallis

Third Row: Joanne Pearson, Andrew Olsen, Jonathan Hughes, Nicola Warchol, Brydon Eaton

Absent: Matthew Corker, Holly Gunter, Rebecca Hiscox, Megan Pryce, Chloe Watson, Stephanie Watson

Principal: Mrs Janine Taylor



Carmel Adventist College Primary Teaching Staff

Name	Role	Qualification	Years of Experience
Janine Taylor	Principal	B Ed Primary	34 years
Anne Tonkin	Year 6 Teacher	B Ed Primary	25 years
Candice Keating	Year 5 Teacher - 0.8FTE	B Ed Primary	9 years
Kahlie Blazicevic	Year 5 Teacher - 0.2 FTE	B Ed Primary	17 years
Jonathan Hughes	Year 4 Teacher	B Ed Primary	17 years
Glenys Blagden	Year 3 Teacher	B Ed Primary	35 years
Dayle Mauga	Year 2 Teacher - FTE 0.4	B Ed Primary	13 years
Jodee Walker	Year 2 Teacher - 0.6 FTE	B SC Dip Ed	4 years
Jeff Wallis	Year 1 Teacher	Dip Ed. Early Childhood	20 years
Tanya Hort	Pre-Primary Teacher	Dip Ed Primary	31 years
Raeanne Felhberg	Kindy Teacher	B Ed Primary	20 years
Rebecca Hiscox	AUSLAN Teacher	B Ed Primary	8.5years
Brydon Eaton	Music and Sport Teacher	B Ed Secondary	5 years
Andrew Olsen	Chaplain (July-Dec)	B Arts - Theology	8 years
Robyn Olsen	Chaplain (July-Dec)	Not applicable	1 year
Nicola Warchol	Chaplain (Jan-June)	B Ed Primary	20 years

Professional Development 2020

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 2020, 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 2020.

The following is a list of some of the Professional Development Training completed by staff during 2020. It does not include the in-house Professional Development undertaken, the sharing sessions when staff present to the team the PD they have completed and other minor PD sessions of an hour or so included during Staff Meetings. However, it does give an overview and show that PD is something that all staff undertake at Carmel Adventist College Primary.

Please note that due to COVID restrictions, we found that there were not as many opportunities to complete Professional Development Courses in 2020. However, teachers have worked together to support each other and to share their knowledge and experience with each other. Some of the courses completed are listed below.

System PD – Class Act

Janine Taylor, Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol, Kahlie Blazicevic, Matt Corker, Narelle Duncan

SHARP Reading

Janine Taylor, Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort

Mandatory Reporting

Janine Taylor, Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol

Recognising Grooming

Janine Taylor, Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Dayle Mauga, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Debra Sheldrick, Nicola Warchol, Brydon Eaton

National Advisory Council (2 days).

Janine Taylor

QASF Review – whole day

Glenys Blagden, Tanya Hort, Candice Keating, Anne Tonkin, Jonathan Hughes, Jodee Walker, Dayle Mauga, Raeanne Fehlberg, Robyn Olsen, Janine Taylor

Environmental Friends Group – Kalamunda Council 'Adopt-a-Patch' Program

Jeff Wallis and Janine Taylor

BRIGHTPATH PD. Moderation

Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Dayle Mauga, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Debra Sheldrick, Nicola Warchol.

SEQTA PD Yr 5 & 6 (2 days)

Candice Keating, Kahlie Blazicevic, Brydon Eaton, Anne Tonkin

SEQTA PD Yr 3 & 4 (2 days)

Jonathan Hughes, and Glenys Blagden

SEQTA PD Yr 1 & 2 (2 days)

Jodee Walker and Jeff Wallis

SEQTA PD – Early Childhood (2 days)

Raeanne Fehlberg, Tanya Hort and Dayle Mauga

PAT-R Using Band Reports to Support Student Learning

Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Brydon Eaton

Using Zoom for Remote Learning and Using See-Saw, SETQA etc to provide lessons

Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Brydon Eaton

Accelerated Reading and MyOn (Renaissance) – multiple Zoom sessions

Anne Tonkin, Candice Keating, Jonathan Hughes, Glenys Blagden, Jodee Walker, Jeff Wallis, Tanya Hort, Raeanne Fehlberg, Janine Taylor, Brydon Eaton



Teacher Attendance for 2020

Staff attendance was 96% for 2019. This was slightly higher level of absence than previous years. The main reason for the slightly higher rate was an extended absence for one staff member who required medical leave. Also, during COVID 19, any teacher who presented with cold like symptoms needed to be tested for COVID and remain at home isolated until returning a negative test result.

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 2020 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.







Student performance in National and State-wide tests and examinations

Due to the COVID 19 Pandemic, no NAPLAN testing took place in 2020.

Carmel Adventist College Primary continued to use PAT-R testing across the school and On Entry Testing for Pre-Primary, Year One and Year Two to track the progress of students.

Music is an integral part of the Carmel Adventist College Primary Programme.

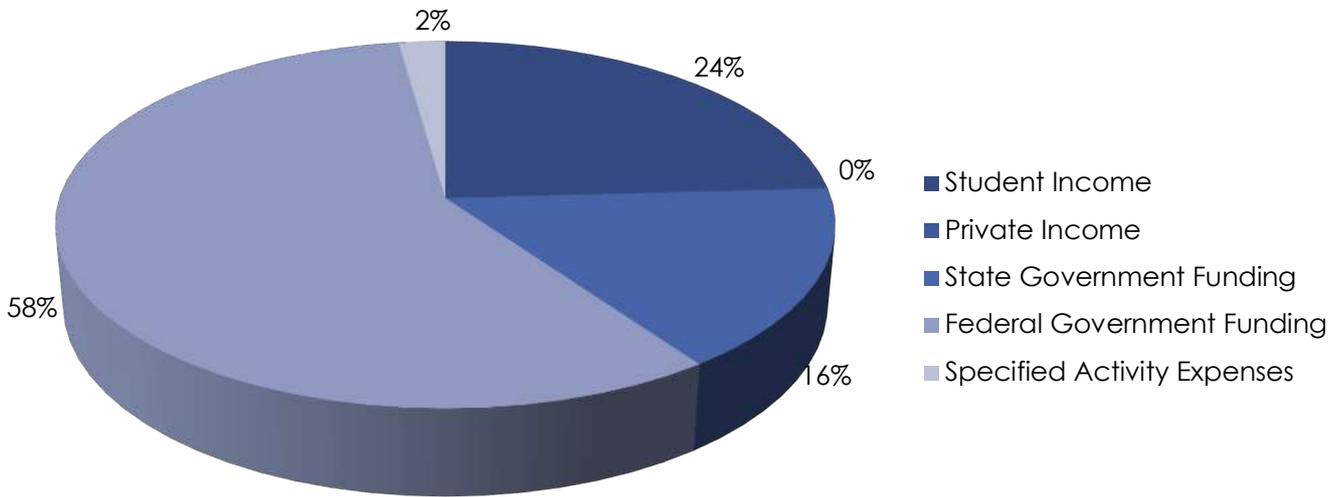
A specialist teacher works with each class and private lessons are available in piano, guitar, and violin.



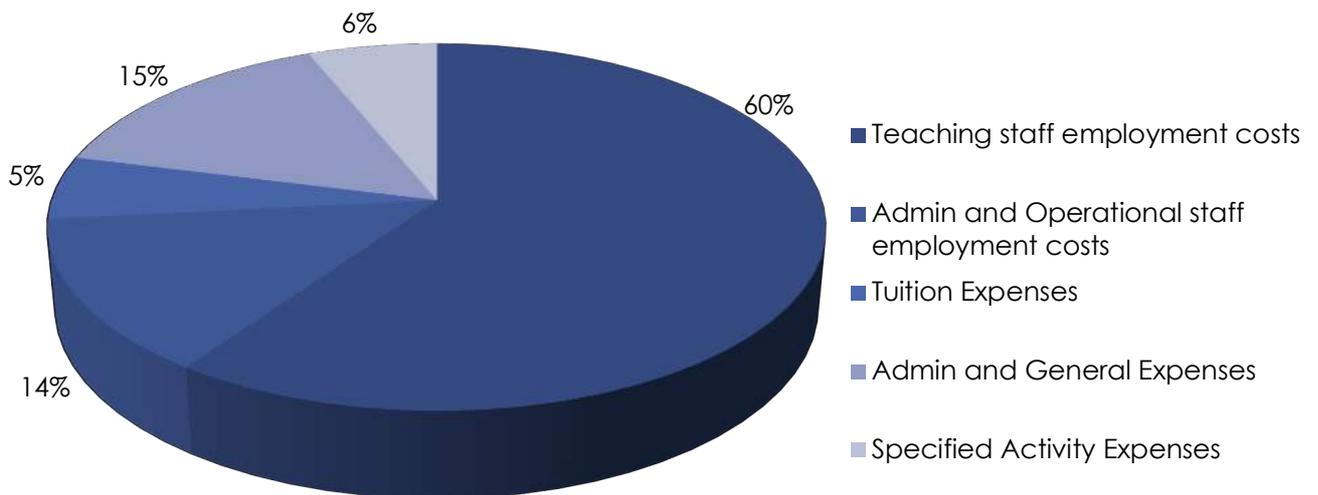
The Arts can help students become tenacious, team-orientated problem solvers who are confident and able to think creatively."

A Duncan

Carmel Adventist College Primary 2020 Income Sources



Carmel Adventist College Primary 2020 Expenses



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
- Typing Tournament – teaching keyboarding skills
- Stephanie Alexander Kitchen Garden Programme
- On Entry Testing – Pre-Primary – Year 2
- Lexile Pro Reading Programme
- Accelerated Reading Assessment
- Book Week Activities and Parade
- Science Focus Week
- Service Groups – 3 D Printing, Gardening, Food Preparation and Environmental Projects
- Excursions such as:
 - Kings Park
 - Kalamunda History Village
 - Tranby House
 - Scitech
 - The Zoo
 - Fire Education Centre
 - Reptile Park
 - AQWA
 - Constable Care Incursions
 - 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
- Choir
- Combined Schools Athletics Day
- Cross Country
- Mountain Bike – Cross Country
- After Schools Sports Clinics
- Music/ Drama Productions both Junior Primary and Senior Primary
- Mud Day
- Year 5 Market Day
- Kindy/ Pre-Primary Bush Nativity Evening
- Worship Band





Cross Country and Mountain Bike Race



Book Week Parade - Celebrating Reading and Literature



Weekly Chapel/ Assembly allows students an opportunity to be participate and lead out in the College's Program.



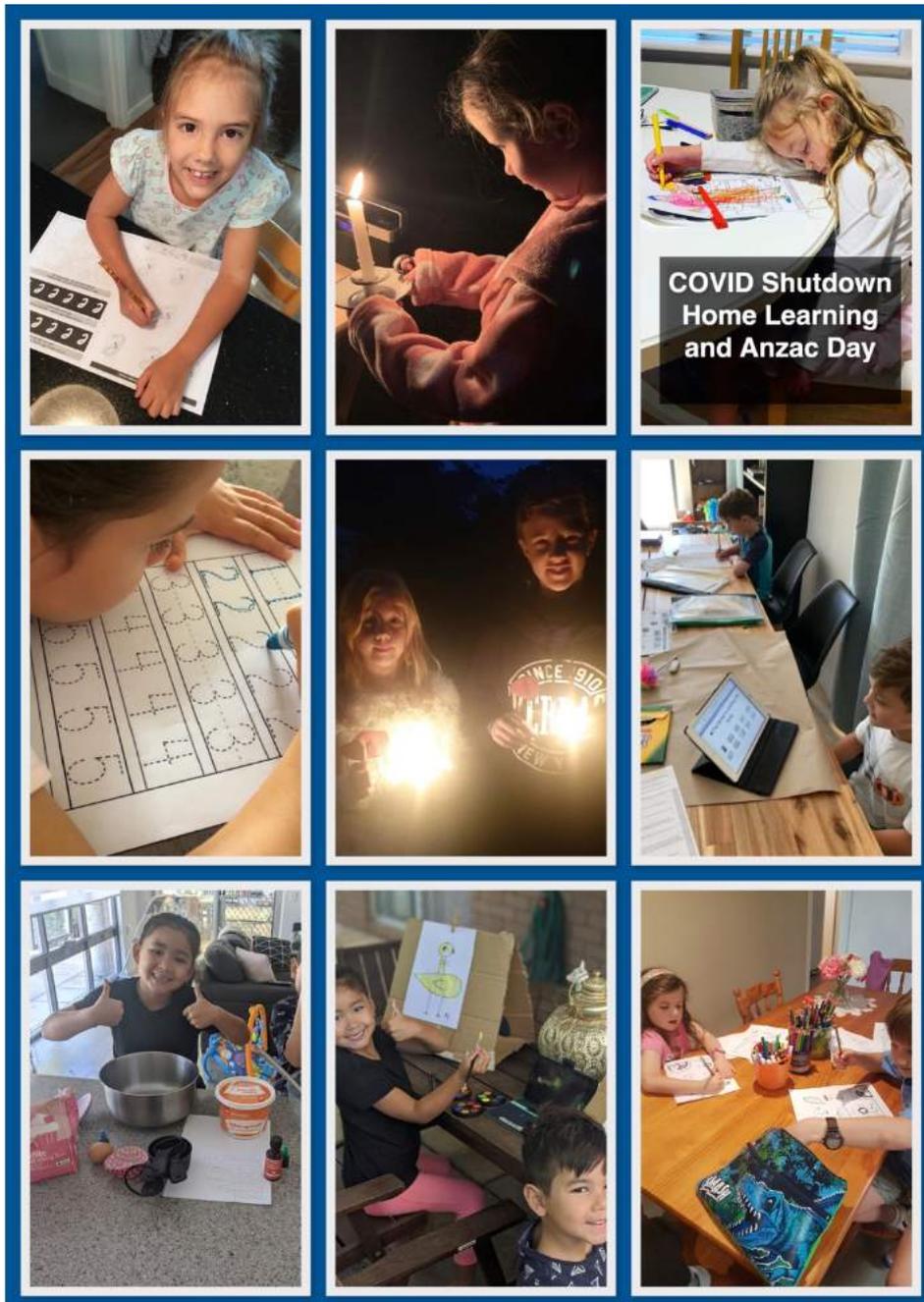
Student Attendance and procedures for non-attendance

Semester One - 95%

Semester Two - 93%

In accordance with Government requirements, the school maintains records of student attendance. During 2020 the average attendance rate was 94 %. This is a very similar figure to the past five years.

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.



Home Learning and ANZAC Day during 2020 COVID restrictions.

Parent Survey – Graphs Showing Survey Results

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 2020 survey allowed the school to analyse feedback received from these three cohorts. Here are the key results of these surveys.

The data received in 2020 is very consistent with that received in 2019. It is encouraging to see that parents and students value pastoral care and a sense of community in our school.

Parent Perceptions	%Favourable
Overall, I am satisfied with the education my child receives from their school	100
My child enjoys the learning they do at school	100
My child is well prepared for the next stage in her/her education	100
My child is developing valuable social skills	95
The teachers at this school manage student behaviour fairly	95
Teachers at this school motivate my child to want to learn	100
I feel comfortable about approaching this school with any concerns I might have	100
Student Perceptions	
I feel good about being a student at this school	98
I feel positive at school	98
I feel I belong at this school	95
My teachers ensure that all students are cared for	98
My teachers help me to do my best	100
I am liked by others at this school	95
Teachers provide help and support when needed	95
My teachers really want me to learn	100
My teachers listen to what I have to say	98
I think I am generally successful at school	93
Staff Perceptions	
There is support from the leaders in this school	90
Staff in this school are frequently asked to participate in the decisions that affect the way they do their work	100
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	100
The staff at this school understand the importance of partnering with parents to help students achieve their full potential	100
Teachers feel enthusiastic at this school	100
There is good communication amount staff in the school	100
I receive support from my colleagues	100
I am encouraged to pursue further professional development	100
The staff are committed to the school's goals and values	100
Staff take pride in this school.	100

School Improvement – our Targets for 2021 and Progress in 2020 Goals

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 Goal was to:

Provide vibrant and motivating spaces and opportunities for student learning and well-being.

- Complete Nature Playground during 2020
- Refurbish the Junior Toilet block (Years 1-3) during 2020

Both projects were completed in 2020 and greatly appreciated by all students.

Our Next Goal:

To upgrade the basketball court and surrounding play surface area

School Improvement: Parent and Wider Community

Storytime in the Bush Programme

2020 Plans –Our aim was to continue Storytime in the Bush for 6 weeks of each term.

This was achieved and the plan is to continue this for 2021.

Home and School Committee

Our Goal is to:

Re-establish a Home and School Committee in 2020/2021

Many parents have indicated their areas of interest and have shown throughout the year that they are willing to get involved in a range of school projects. The decision was made to run the same way for 2020 – advertise special projects for the school in the Newsletter and on Facebook

2021 and Beyond

Support for various events and projects has been very positive. We would like to make further gains in formalising a Home and School Committee and so have raised the idea of combining the Primary Home and School Committee with the High School Campus committee as many families have students at both campuses.

School Council and staff are keen to try this initiative and to investigate other models of encouraging parent involvement in our School. COVID has thrown up additional challenges in this space and we will continue to work towards this goal in 2021/2022

Facebook/ Website

2020 Goal – Website update to take priority this year along with a focus on developing shared resources and services with other Adventist Schools in WA. This goal was not realised in 2020 due to the Marketing Officer not being replaced in 2020, but delayed until March 2021.

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

School Improvement: Our Targets for Learning and Teaching 2020

Professional Development in Brightpath -2020

Teachers have committed to work together to hone skills in assessing writing samples for students from PP to Year 6. They will focus on Persuasive Writing and Narratives first, and then move to Information Reports if time permits.

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 2020 goal was to increase teacher confidence and skills in using IT resources. Particular emphasis will be given to SEQTA and teachers will be working towards having all outlines for learning programs on SEQTA by the end of 2020.

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

Goals for 2020: The Board of Directors for Adventist Christian Schools will seek to assist with the development and implementation of an ICT plan for the WA Adventist Schools using a model similar to that given for Curriculum Development/ SEQTA support 2019/2020.

2020 – the ICT plan is in place and as a network of Adventist Schools in WA we are making good progress in this area. Work will continue again in 2021 as the plan is only partially completed.

School Curriculum Plan – reviewed and developed. Our aim for 2020 was to distribute leadership of curriculum more broadly and to encourage peer networks to grow and flourish. Time pressures are always a challenge and so we are actively seeking to create time within the current timetable to allow staff more time to collaborate.

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. As yet we have not been able to provide more DOTT time, but we are seeking ways to work smarter not harder.

New Learning and Teaching Goals for 2020/2021

English – Establish a whole school plan for Reading and Writing in 2020

This is underway. As a school we have implemented Accelerated Reading and MyOn to enrich our Reading Program. A considerable sum of money was spent to upgrade reading resources across the school for the start of 2020 and are being well used.

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

When combined with Brightpath, we believe that this programme will ensure that we have a consistent resource and shared language across the school. There has been some excellent teaching in English for a long time, but all teachers felt that our missing component was consistency across the school. It will take some time to fully integrate into classrooms, but as a group, we are learning together.

Junior Primary Concert:



Senior Primary Concert:



Learning to work together and independently through a wide range of activities



Combined Schools Sports Day at Gerry Archer Athletics Field



Outdoor learning and physical activity form an important part of our program.



Year 6 Camp at Ern Halliday Recreation Camp

Excursions are carefully selected to enhance classroom learning.



Finally,

FROM THE PRINCIPAL'S DESK

We hope that this report provides a useful insight into the operations of Carmel Adventist College Primary as an institution of learning guided by Christian values. Our commitment to value-based learning, has resulted in consistently solid academic achievement, and a school culture which our families find welcoming, inclusive and supportive.

If you would like to see how Carmel Primary is a place of learning that aspires to live its values of Integrity, Respect, and Joy, please contact the reception desk and book a tour, which includes a meeting with the Principal.

Sincerely Janine Taylor
Principal

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