

Carmel Adventist College Annual Report 2017

Janine Taylor



History and Overview

In November 1907, a small college of eight pupils and one teacher was opened in Bickley Valley. It took the name of the district for those times and was known as the Heidelberg School. After a few years operation at the bottom of the valley, the college was transferred to the Bickley Seventh-day Adventist Church site in Heidelberg Road.

The College operated for approximately three decades adjacent to the church until 1935 when it was transferred to its present site in First Avenue. For many of those early years the college ran as a secondary college as well as a primary institution with studies extending to Year Ten. It is now reported to be the oldest continually operating primary school run by the Seventh-day Adventist Church in Australia.

The beautiful rural setting makes it an ideal location for a primary campus. All current buildings have been erected in the last forty years, with the most recent addition being a new PP Room in 2012 and Kindergarten Learning Centre in May 2014. The building of two new classrooms has been approved by the Board of Management for senior primary classes and construction is underway meaning these rooms will be ready for use by the 2018 School Year.

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 there are 50 Adventist colleges 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.

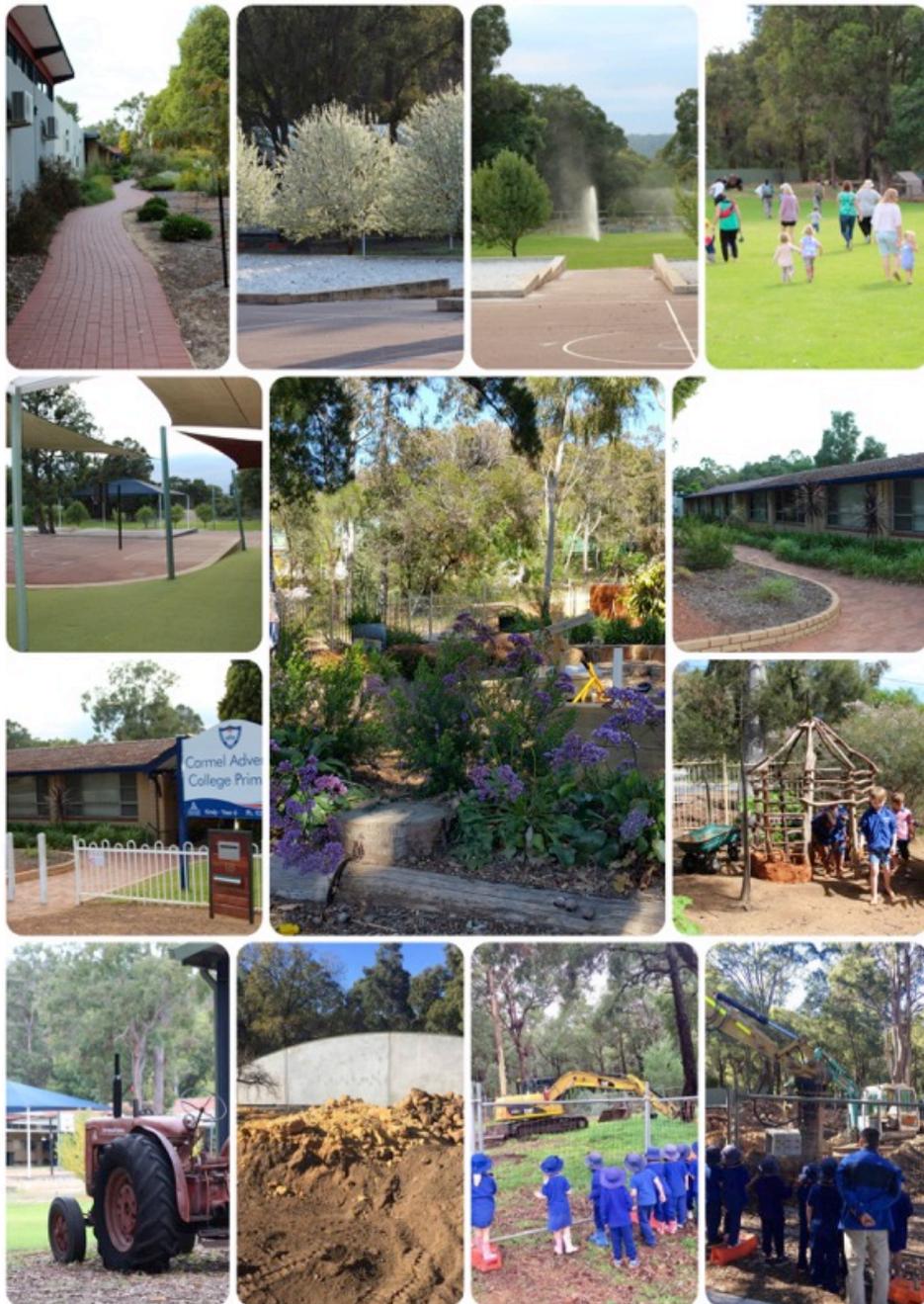
Contextual Information

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. 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.



Mission and Values

Mission Statement

To provide a caring Christian environment in which children can work, learn and play whilst endeavoring to achieve their full spiritual, social, emotional, mental and physical potential.

Values are often described as the glue that holds a society together. In Adventist schools, values are also seen as a reflection of God's character and a way of learning to know God. Values are taught intentionally and incidentally across the curriculum and at all stages of education. There are 9 value clusters, each cluster being represented by a core value. Values for Adventist schools reflect a loving God that are taken from 1 Corinthians 13. These values are motivated by the overarching value of love and are evident in acts of service.

Values

L O V E	Excellence	S E R V I C E
	Compassion	
	Humility	
	Respect	
	Integrity	
	Justice	
	Discernment	
	Responsibility	
	Hope	



The Carmel Team

Carmel Adventist College Primary Staff

 Janine Beck	 Glenys Blagden	 Kylie Blagden	 Matthew Corker	 Narelle Duncan	 Brydon Eaton	 Raeanne Fehlberg
 Holly Gunter	 Tanya Hort	 Jonathan Hughes	 Hannah Jaeger	 Candice Keating	 Joanne Pearson	
 Karyn Stanton	 Janine Taylor	 Jodee Walker	 Jeff Wallis	 Nicola Warchol	 Ruth Webb	

Absent: Stephanie Watson
Principal: Mrs Janine Taylor



Carmel Adventist College Primary Teaching Staff

Name	Role	Qualification	Years of Experience
Janine Taylor	Principal	B Ed Primary	31 years
Karyn Stanton	Year 6 Teacher	B Ed Primary M Ed Primary TESOL	23 years
Candice Keating	Year 5 Teacher	B Ed Primary	6 years
Jonathan Hughes	Year 4 Teacher	B Ed Primary	14 years
Hannah Jaeger	Year 3 Teacher	B Ed Primary	2 years
Tanya Hort	Year 2 Teacher	Dip Ed Primary	28 years
Glenys Blagden	Year 1 Teacher	B Ed Primary	32 years
Jeff Wallis	Pre-Primary Teacher	Dip Ed. Early Childhood	17 years
Raeanne Felhberg	Kindergarten Teacher	B Ed Primary	17 years
Jodee Walker	Part-time Year 5 & Year 6 Teacher	B SC Dip Ed	
Elodie Daugenette	French Teacher		2 years
Brydon Eaton	Music and Sport Teacher	B Ed Primary	2 years
Nicola Warchol	Chaplain	B Ed Primary	18 years

Professional Learning and Teacher Standards

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 aligns 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 2018, 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.

Professional Development - 2017

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 then incorporated into their daily teaching practice.

This includes contributions 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 onsite and in the staff members' own time., this PD is not included as much of it is provided by AISWA or staff within our school system. Currently we have two teachers involved in Doctoral studies.

The following is a list of some of the Professional Development Training completed by staff during 2017. It does not include the inhouse 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

- **SHARP Reading AISWA consultants** - Candice Keating, Karyn Stanton, Jodee Walker, Jonathan Hughes, K Jones, Hannah Jaeger, Tanya Hort, Glenys Blagden, Jeff Wallis, Rae Fehlberg, Janine Taylor, 31st of July
- **SHARP Reading Stage 3 Training** Janine Taylor and Candice Keating, 25th July.
- **Learning Through Play** - Years 1 & 2 Glenys Blagden, 25th July.
- **How School's Work** Janine Taylor , 11th July 2017.
- **Essential Elements of Early Numeracy Day 2.** Rae Fehlberg
- **Stephanie Alexander Kitchen-Garden Training** Tanya Hort and Hannah Jaeger. 25th July.
- **First Aid Training** was completed by all teachers, office staff, education assistants, groundsman and cleaner. The training course provided meets the ACESQA standards as required by the National Quality Schools Framework.
- **SHARP Reading training** - Rae Fehlberg, Jeff Wallis, Glenys Blagden, Tanya Hort, Hannah Jaeger, Jonathan Hughes, Karyn Stanton and Jodee Walker participated in this training.
- **SHARP Reading - AISWA** consultants visited Carmel and either demonstrated some of techniques used or observed and coached teachers implementing these strategies in their own classroom environment.
- **Bronze Medallion** - completed by Brydon Eaton
- **Doctoral Studies** are currently being undertaken by Karyn Stanton and Candice Keating. This involves approximately 5 days each term released from school to work with lecturers or in research, data collection.
- **Data Dashboard** training for all teachers and principal through video link with Mark Hansen.
- **National Quality Schools update for principals** - Janine Taylor
- **Early Years Numeracy** - Rae Fehlberg
- **Early Years Network Meeting** - Rae Fehlberg
- **SEQTA training and update with Brad McClintock** - Jonathan Hughes
- **Leadership Conference and Masterclass in Melbourne:** Presenters included: Nancy Pearcey, Ryan Messmore, Daniel Pampuch, Darren Morton, Peter Beamish and Dick Duerksen. - Janine Taylor
- **Shared Reading with Jill Eggleton** - Hannah Jaeger

- Essential Maths - Rae Fehlberg
- Nvivo Qualitative Data Analysis (10 hour online course)- Karyn Stanton -
- Chaplaincy meetings with Murray Hunter - Nicola Warchol
- Graduate to Proficient. AISWA course developed to support teachers in their first two years of teaching. (2 days) Brydon Eaton and Hannah Jaeger -
- Cracking the Hard Class. Behaviour Management PD -Jodee Walker and Candice Keating -
- Cracking the Media. Understanding the Media - Janine Taylor
- Child Protection PD. 2 days with Tuls van der Graff & AdSafe - Nicola Warchol, Tanya Hort and Janine Taylor
- Mentoring ThinkTank - 2 days - Brisbane - Karyn Stanton
- Gateway Training/ Suicide Prevention- Nicola Warchol
- SHARP Reading, in school mentoring, with Chris and Jill from AISWA - All classroom teachers
- Handling Difficult Conversations -Narelle Duncan
- Leadership with the Brain in Mind -Karyn Stanton
- Raising Gorgeous Boys to Become Beautiful Men -Jo Pearson
- Resilience Building - Birth to 25 -Jo Pearson, Nicola Warchol
- Amplifying a Child's Early Childhood Development - the developing brain.0 - 8years - Rae Fehlberg and Janine Taylor
- SHARP reading training course. 7th September - Raeanne Fehlberg, Karyn Stanton, Jonathan Hughes and Candice Keating attended the next stage of the
- AISWA IE - NCCCD data collection process - Janine Taylor
- Early Encounters - Bible Curriculum Network Meeting - R Fehlberg
- Chaplaincy Conference - Nicola Warchol - NSW (4 days)
- AISWA training course on the Keeping Safe Curriculum - Protective Behaviours on the 22nd of September - J Taylor, C Keating, K Stanton, J Hughes, H Jaeger, T Hort, G Blagden, J Wallis, R Fehlberg, B Eaton, N Warhol, J Walker, J Pearson and J Beck
- iMaths - Professional Learning - 23rd October J Taylor, C Keating, K Stanton, J Hughes, H Jaeger, T Hort, G Blagden, J Wallis
- Origo Maths - Stepping Stones - 7th November J Taylor, C Keating, K Stanton, J Hughes, H Jaeger, T Hort, G Blagden, J Wallis, R Fehlberg
- Registration PD -27th October - Janine Taylor
- Assessment using Judging Standards - K-Year 2 Jeff Wallis, Tanya Hort and Hannah Jaeger

In 2017 the average expenditure estimate on professional development per teacher was **\$1047**. Note that there are also professional development activities over and above what is represented by this figure, which include activities such as teachers working as mentors to new teachers; induction processes for new staff; mentoring of student teachers; out-of-school-hours meetings to review curriculum and assessment; professional development with a focus on the improvement of teacher craft that is scheduled regularly in staff meetings; and training sessions for developing expertise with technology for learning. The figure indicated does not include privately funded professional learning activities undertaken by a number of teachers who are engaged in post-graduate studies and other courses.

In 2017, Carmel College teachers participated in a review process on school operations based upon the Quality Adventist Schools Framework (QASF). The QASF has been developed by Adventist Schools Australia to ensure that all Seventh-day Adventist schools have a focus on maintaining and improving high standards.

Teaching and Learning

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 to prepare a report for the 2018 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
- Created and maintained an explicit 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
- The Teacher Self-Assessment Tool (AITSL) was completed by teachers
- 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 2018
- 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.



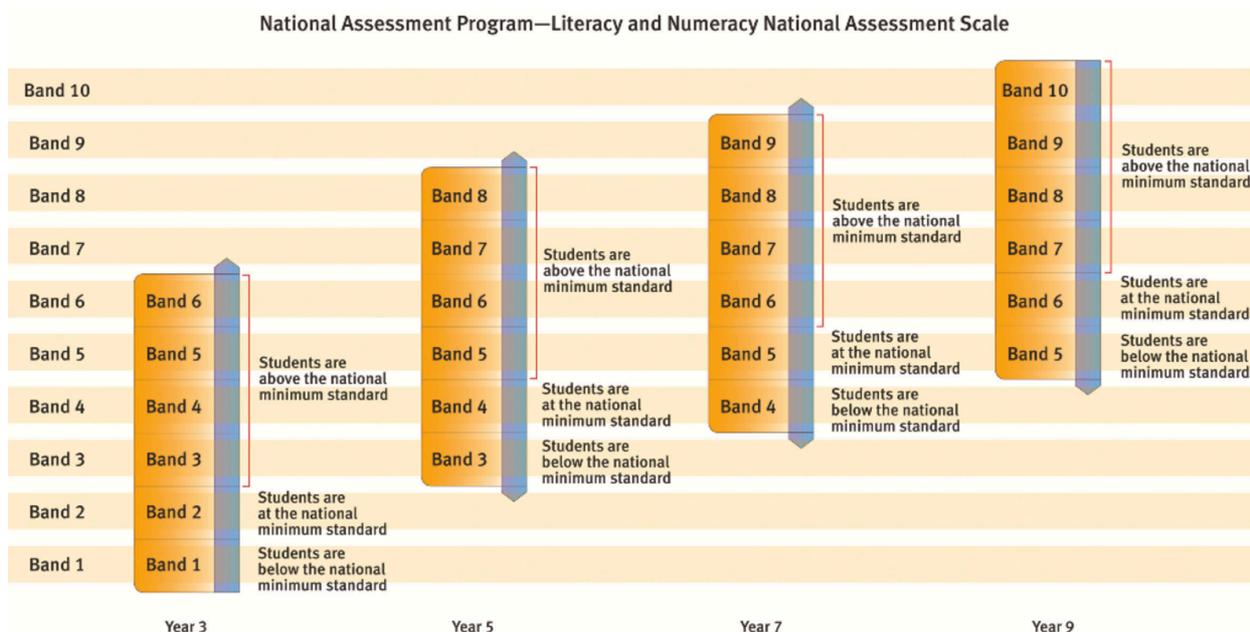


Student performance in National and State-wide tests and examinations

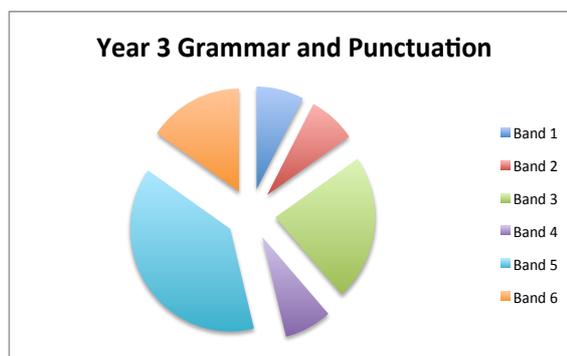
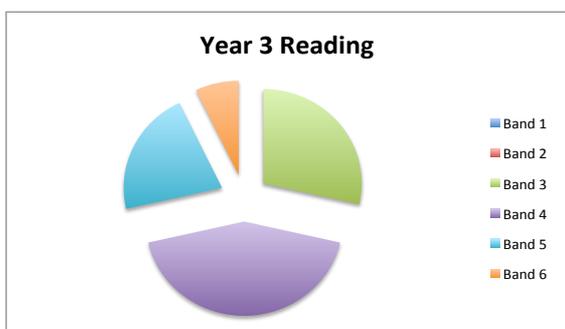
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading, Spelling, Grammar and Punctuation, Writing and Numeracy.

NAPLAN

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



Student performance in National and State-wide tests and examinations



Year 3 Numeracy



There were few surprises in the NAPLAN scores, the students in Year 3 & Year 5 who scored poorly were ones that have an IEP in place because of learning difficulties or disabilities. Three students in Year 5 who showed as below standard, joined our school last year with very limited ability to read and write. The fact they could actually sit the test less than a year later is quite an achievement.

Year 5 Grammar and Punctuation



Year 5 Spelling



Year 5 Reading



Year 5 Writing



Year 5 Numeracy



Bands 5 & 6 (Year 3) and Bands 7 & 8 (Year 5) are considered to be well above average. A number of individual students in Year 5 have shown growth of almost 200 points in two years when in the average growth is expected to be approximately 100 points.

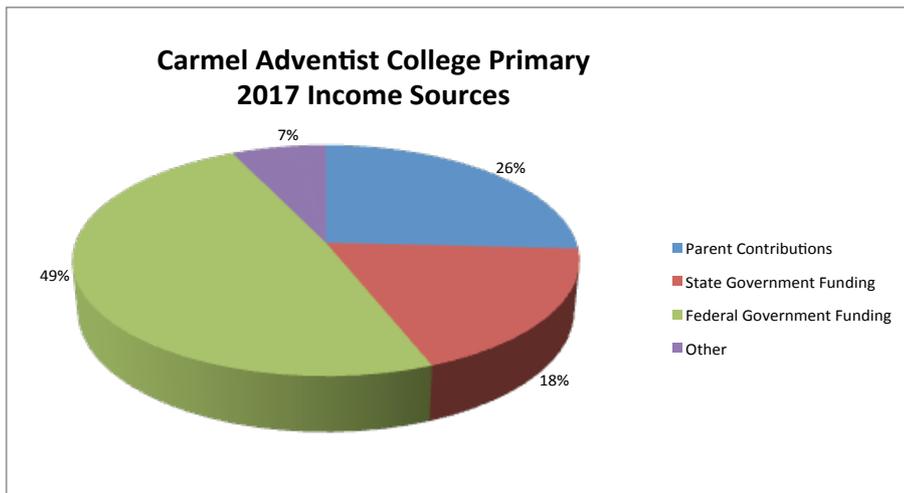
The percentage of students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading, Spelling, Grammar and Punctuation, Writing and Numeracy.

Reading			
	below national minimum standard	at national minimum standard	above national minimum standard
Year 3	0	0	14
Year 5	1	4	22
Writing			
Year 3	1	0	12
Year 5	2	4	21
Spelling			
Year 3	0	1	12
Year 5	1	2	23
Grammar and Punctuation			
Year 3	1	1	11
Year 5	1	3	21
Numeracy			
Year 3	0	2	12
Year 5	1	4	22

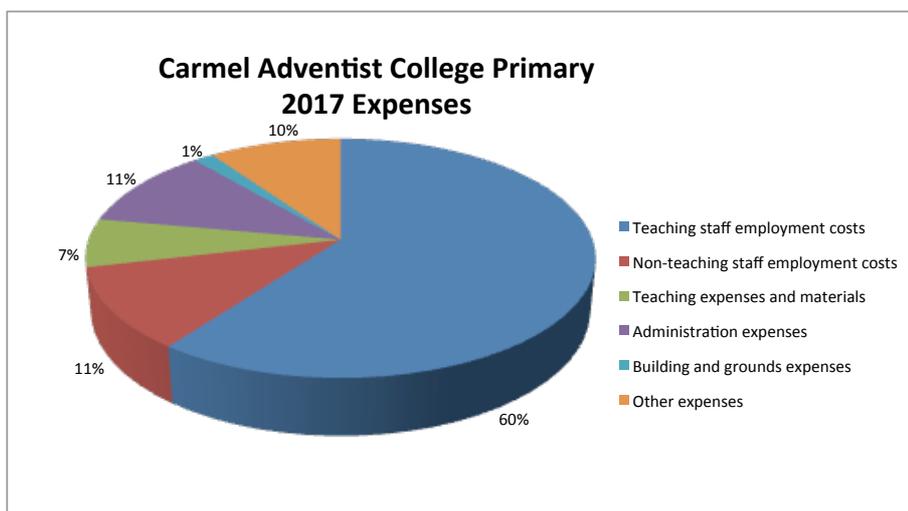
Whilst considering these statistics, remember that Carmel Adventist College is a NON-SELECTIVE school, and enrolls students from a variety of backgrounds and levels of academic achievement. Therefore, each individual student could potentially begin their time at Carmel College with a benchmark level 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 school works 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.

Income Sources

Parent Contributions	557,659.34	25.82%
State Government Funding	394,788.20	18.28%
Federal Government Funding	1,056,449.82	48.92%
Other	150,772.88	6.98%
	2,159,670.24	100.00%



Teaching staff employment costs	1,243,185.66	60.20%
Non-teaching staff employment costs	229,790.71	11.13%
Teaching expenses and materials	135,088.38	6.54%
Administration expenses	225,000.73	10.90%
Building and grounds expenses	30,196.94	1.46%
Other expenses	201,876.02	9.78%
	2,065,138.44	100.00%



Value Adding

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
- Book Week
- Science Week
- NAIDOC Week activities
- Service Groups – Media, Music, Environmental Projects,
- Excursions such as:
 - Kings Park
 - Kelmscott Farm School
 - Kalamunda History Village
 - Tranby House
 - Scitech
 - The Zoo
 - Fire Education Centre
 - Reptile Park
 - AQWA
 - Constable Care Incursions
 - Mundaring Weir
 - Fremantle Prison
 - Parliament House

Co Curriculum Activities

- Year 6 Camp
- Music tuition – private. Guitar, Piano, Violin
- Year 6 Student Leaders Group
- Intern 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

Community Events and Involvement

- Flanno Friday – Father’s Day event for our dads
- Mother’s Day Morning Tea
- Working Bees
- Meet and Greet – Term 1
- Book Week Parade
- Parent Information Evenings
- Parents and Friends Association
- Weekly Chapel/ Assembly
- Book Fair

Photo Gallery



Book Week



Combined Schools Sports Day





Cross Country and Mountain Bike Challenge





Our Junior Concert, 'Sir Oliver's Song', took us on an amazing adventure through many countries of the world. As a way of thanking the students for their hard work and efforts in presenting the concert, the staff decided to thank the children by having an International Food Festival. All students from Years 1 - 4 worked in small groups, with an adult, to prepare a dish to share at the banquet table. They worked really hard to make dishes like sweet potato croquettes, naan bread, potato and tomato curry, gnocchi, Greek salad and pizza, just to name a few of the 17 dishes on the menu! The students also worked together to set tables that included personalised placemats and flowers. Once all dishes were complete the students sat at the beautiful tables while the staff and parent helpers served them. It was a delightful day that was a showcase of working together and an example of our school motto - Greatness Through Service.





Celebrating Mother's and Father's Day





Science Week & Mud Day



Science Week, this year saw the students participate in a lunch time marble obstacle course that was run in the school library by Mrs Cunter. The students were challenged to plan and create their marble obstacle course using recycled materials.





Stephanie Alexander Kitchen Garden Activities



Year 5 Market Day – Raising Funds for Cambodia Mission Project – Raw Impact



Student attendance rate and procedures for non-attendance

Year Level	Average Attendance (%)
Pre-Primary	94
Year 1	93.6
Year 2	92.8
Year 3	93.2
Year 4	96
Year 5	95.3
Year 6	94

In accordance with Government requirements, the school maintains records of student attendance. During 2017 the average attendance rate was approximately 94 %. This is a very similar figure to the past four 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 again in 2018.



Graphs Showing Summaries of Survey Results

Adventist Christian Schools (WA) has elected to participate in an extensive, independent survey of parents, staff and students every two years. The reason for the two-yearly survey schedule is in part connected to the cost of such an extensive survey and secondly, by the time the results are in, analysed and improvements imbedded into the school's strategic plan, one year is believed to be insufficient time to get through the process and to pay due attention to the findings. Carmel Primary works with this schedule and so notes here that the results listed below are from the 2016 survey. A 2018 survey is scheduled for May.

There are other opportunities for less formal parent surveys as part of the School Registration Process. Parents, teacher and students are interviewed by the visiting panel. Parents have the opportunity to share their level of satisfaction through School Council representatives and also through parent representatives for each class in the Home and School Committee forum.

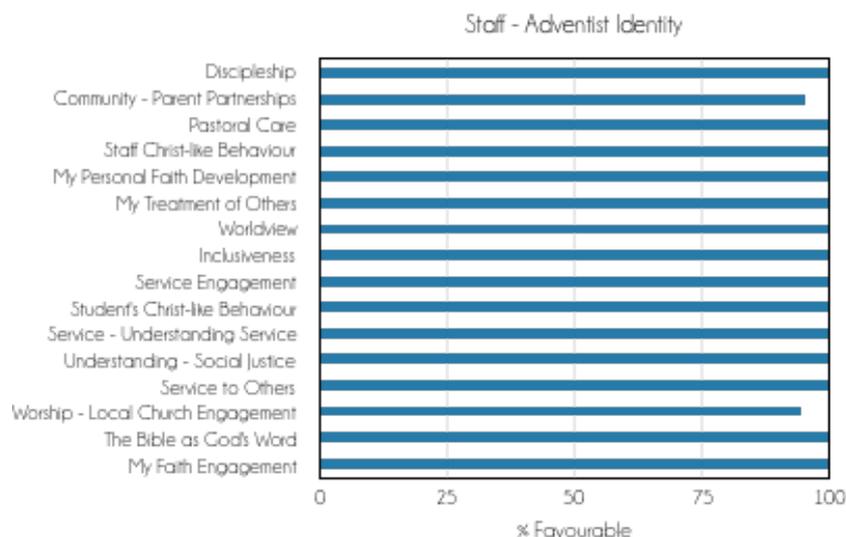
In 2016 the School Community, Students, Parents and Staff, completed SRC Insight surveys on School Culture. This was a repeat of the survey conducted in 2013.

The survey covered the following areas:

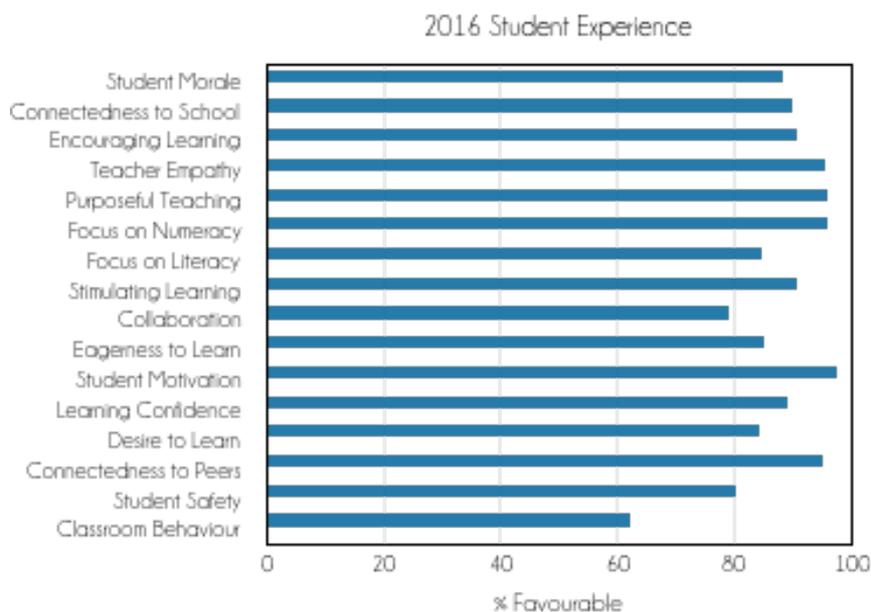
- Staff Well-being
- Empathy
- Clarity
- Engagement
- Learning
- Outcomes - work demands
- Student Behaviour
- Team based practice
- Teaching and Learning
- Resources
- School Support.

Within these 11 areas there are 26 sub-strands. Carmel Adventist College Primary showed improvement in 23 of the 26 sub-strands, 1 indicated an almost negligible shift and 2 a slightly lower rating. This positive movement in so many key areas is very affirming. The survey data reviewed by the School Council and Staff and used to set target areas for improvement.

Carmel Adventist College Primary is committed to continuous improvement and has identified target areas for 2017 and beyond. Student wellbeing is a particular focus because research has shown the strong link between wellbeing and academic and social development. We believe that wellbeing is optimised by the provision of safe, supportive and respectful learning environments. As part of Carmel Primary's process, policies and procedures related to student pastoral care and student welfare will be reviewed and updated.



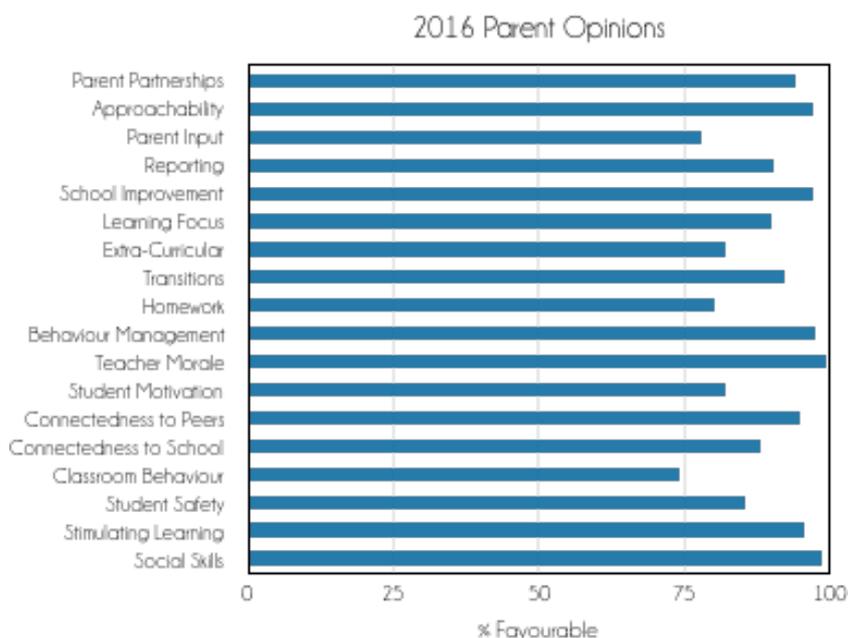
Teachers responded to questions about their faith, attitudes to service and pastoral care in a very positive way. Special character is alive and of high importance.



Student surveys are conducted on students from Year 3 and higher. The results show very favourable ratings in a wide range of areas.. Of particular note was purposeful teaching, student motivation and connectedness to peers. Students perceived that Numeracy received a higher focus than Literacy and this was confirmed by staff who have focused on implementing a modified Maths programs. in 2015/2016. We believe that we did find a better balance in 2017.

Student's rated their classroom behaviour less favourably than parents and teachers. A focus in 2018 will be to continue to involve students more closely in behaviour management decisions and practices.

Whilst the results are positive, there is always room for improvement and the data gathered will be used when planning in 2018

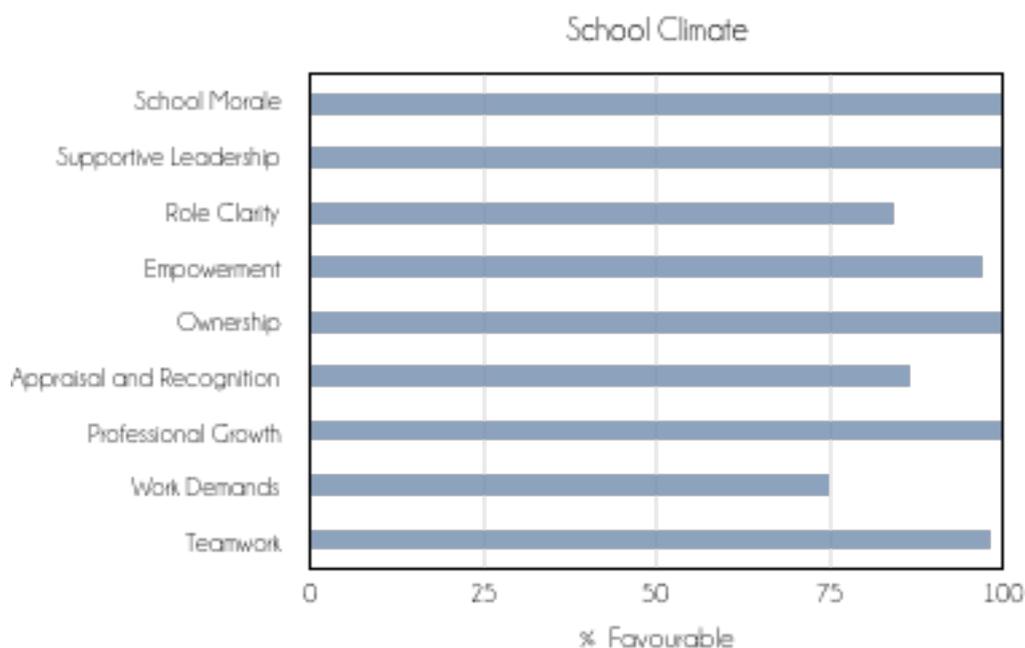


17.

The level of favourable results in all areas listed was encouraging. The lower response rate from parents to the survey in this survey round was a little disappointing, but can partially be attributed to an unusually short turn-around time for the online survey to be completed, as a result of technical problems.

2017 saw the Home and School Committee reformed and there has been increased involvement of parents in this committee and other areas of the school since that time. Parent Representatives from each class were nominated to serve on the Home and School committee and this encouraged greater communication and involvement across the school.

The very favourable responses to teacher approachability, school improvement, behaviour management and social skills was affirming.



100% favourable responses to School Morale, Supportive Leadership, Ownership, Professional Learning are encouraging. The lower % shown on work demands is noted in the report as within a very healthy range. A score that is too low means staff are overwhelmed and one that is too high suggests that expectations of teachers are possibly not high enough.



School Improvement: Our Targets for 2018 and 2017 Report on Progress

Each year the Staff and School Council work with the Quality Adventist Schools Framework document to audit various areas within the school and to put forward recommendations for future improvements. The National Quality Schools program is also used and reviewed to ensure that standards and facilities in the Early Childhood area are managed and resourced well. Below is a summary of some of the key areas that have been identified as our focus for 2018.

School Improvement: Physical

Environment: Our Goal is to:

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

Further **Nature Play areas plans** are currently being explored and quotes sought for various aspects of the work.

Work on the vegetable **garden area** continues and we now have a shed available for storing garden tools and such.

Construction of new two classroom block with additional toilet facilities

In September 2017 siteworks began for the **new classroom construction**. Leach drains, tanks and other preliminary work needs to be completed before the classroom construction itself can be undertaken.

Term 4, 2017. Construction work on the two new classrooms, the toilet block and a small kitchen began. The plan is that these will be ready for use at the beginning of 2018.

The move of our **Chaplain** from small office area to a larger space to allow small groups and interactive activities has taken place and has proved a very positive step. In 2018 we plan to redevelop the entrance to the Chaplains office to make it more open and accessible to students, staff and families.

School Improvement: Parent and Wider Community

Improve Communication to Parents

2016 Goal: Increase/ improve communication with parents by sending a brief class outline of work at least once per fortnight. This will allow parents to have better insights to what students are covering in class each week.

2017 Progress: this has taken place quite consistently in all classes and has been positively received.

2018 Plans: continue this regular communication between class teacher and home. All classes to consistently achieve the fortnightly communication through email, blog, app or written newsletter or communication book.

2016 Goal : Kindy and Pre Primary use **See-Saw App** regularly to give parents regular insights into what is happening in the classroom.

2017 Progress: See-Saw was used consistently in PP and Year 6. Communication books were used for Kindy..

2018 Plan: Change of staff member in PP has resulted in regular written communication is going home each week/

Storytime in the Bush Programme

2016 Goal: Extend **Storytime in the Bush** (Literacy Programme for local families whose children are not yet at school), from one term a year to four terms a year.

2017 Progress: Storytime in the Bush was conducted for five weeks of each term in 2017.

2018 Plans – continue Storytime in the Bush for 5 weeks of each term.

Home and School Committee

2016 Home and School Committee is to be restructured and refreshed in 2017 with a strong emphasis on gaining representation of parents from across the school. EC, Middle and Upper Primary.

2017 Progress: This was achieved with some success. There were parents representatives nominated from each class and this was positive. Meeting numbers were still low due to difficulty in finding a time/day of the week that suited all members of the committee.

2018 Plans – We will continue to find new ways to increase involvement in the Home and School Committee.

Facebook/ Website

2016 Goal: The school plans to develop a **school FACEBOOK page** to communicate events and to give reminders to parents about various excursions, school events in a readily accessible way.

2017 Progress – Facebook is being well used and will continue to be developed.

2018 Plans – To update the School Website.

School Improvement: Our Targets for Learning and Teaching 2018

Professional Development in SHARP Reading.

Continue working with the AISWA team to implement SHARP Reading across the school, and train new staff in this programme.

DATA analysis will continue – aim is to use NAPLAN and PAT-R test data more effectively to further improve teaching and learning.

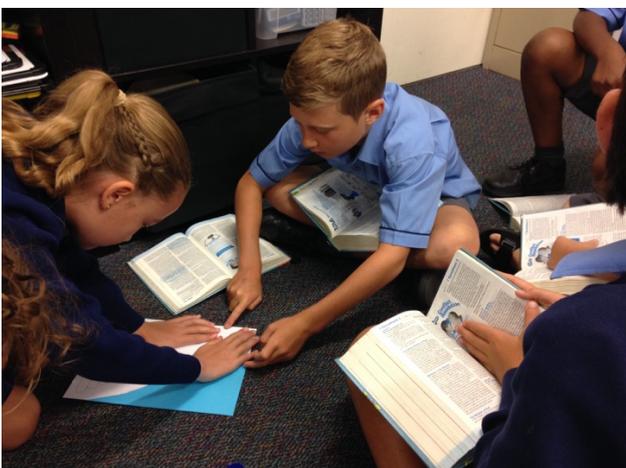
Use **ICT more effectively** to develop critical and creative thinking skills. Internet speed was increased significantly in 2017. In 2018 we will complete an ICT audit and from there commence purchase of appropriate ICT equipment to better service the classrooms.

Increase the number of Parent Teacher Interviews to two per year. This was completed in 2017 and very well received. We plan to continue this in 2018

Provide more **SEQTA training for staff**. There are some areas of SEQTA that we have not yet started to use. This will gradually be undertaken as we source suitable training for staff. Work has been done by the SEQTA team to create a more user friendly teacher programming tool. We will experiment and give feedback on this before fully implementing this.

Evaluate new Maths and Spelling Programmes to see what impact they have on student performance across the school.

This will be done over a period of 3 years to ensure a fair trial. However, each year we will review progress to ensure that students are making good progress.



Bush Nativity

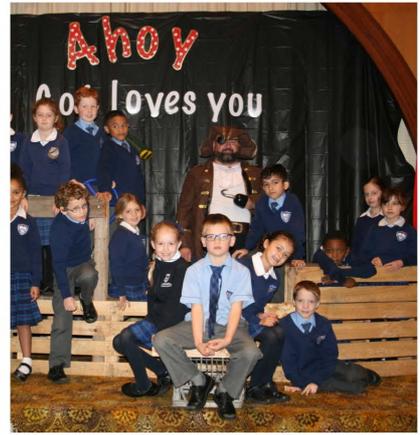


Junior and Senior Concerts



Storytime in the Bush





"The chaplain's primary role is to cultivate the personal and social well being of the students, their families and staff in need of social, emotional, mental, physical and spiritual support."

The chaplain works as part of the Carmel Primary team by providing pastoral care and support for students helping to deal with issues including health, social and values education, behaviour management and emotional support. The Chaplaincy service is partially funded by the Governments Chaplaincy Programme, and student participation in the programs is voluntary. They work with the teaching team by:

- Building relationships with students, families and staff
- Being a mentor and positive role model
- Offering pastoral care support
- Mentoring student leadership team



Excursions - creating memories and valuable learning experiences



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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