



Carmel Adventist College Primary

Annual Report
2016

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 due to start in 2017.

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.

Principal's Message



The school staff aim to provide a supportive environment and learning program that is responsive to the needs of the children.

Classroom teachers deliver educational programs in Encounter (Biblical Studies), English, Maths, Humanities and Social Sciences, Science, Health and Visual Arts. . French LOTE, Music and Sport are taught by enthusiastic and skilled teachers.

Carmel Primary is remarkable in its teaching capacity with a range of experienced and professional teaching and support staff that focus on applying their knowledge of childhood development, willingly reflect on practise with a desire to implement evidence based strategies that support the children to achieve their potential.

The strong community feel of the school is appreciated by our community, staff and students and often commented on by friends and visitors.

Parents and Community members who form the School Council and the Parents and Friends Committee are well informed, enjoy participating in school activities and take a genuine interest in promoting and supporting school events. Parent volunteers regularly assist with school banking, excursion supervision, classroom events and activities as well as contributing to the completion of our vegetable garden, mini orchard and chicken coop.

This annual report gives a broad perspective of Carmel Adventist College Primary I – its activities and achievements in 2016.

Janine Taylor
Principal

Mission and Values

Mission Statement

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



Buddies Year 6 & PP.

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.

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

Teaching and Learning

To Strive for Academic Excellence we have achieved the following:

- Used On-Entry data to plan targets for PrePrimary 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 2017 class teacher
- Individual Education plans created for Inclusive Education Students and other students who were identified as being at risk
- Completed requirements of implementation of the Australian Curriculum and WA Curriculum utilising SCSA online support
- NAPLAN performance was monitored by whole 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
- Peer teachers worked together to reflect on current practices, expand, refine, and build new skills and to share ideas
- New staff members engaged in the first stage of the induction process for graduate teachers. This included both the Association of Independent Schools (WA) - Graduate to Proficient Teacher Professional Development and the Adventist Schools Australia Induction Programme. TRB (WA)
- The Teacher Self-Assessment Tool (AITSL) was completed by teachers (this was not completed by graduate teachers due to their involvement in the induction programmes listed previously. 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 2017
- 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.



Teaching and Learning cont.



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.

Reading			
	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	5	5	90
Year 5	8	28	64

The majority of students at Carmel Adventist College Primary perform at or above the national minimum standard in Reading (95% - Year 3 and 92% - Year 5). The Year 5 cohort has not performed as well in reading in 2017 as previous years and much of this can be attributed to a larger than average group of students with identified learning needs in this group. We aim to reduce this gap for these students, and for others facing similar difficulties, and so we undertook an audit of reading comprehension teaching across the school in late 2016.

48% of our Year 3 students are achieving in the two highest bands and 56% of Year 5 students scored in the top three bands. Our plan for 2017 will be to refocus on a whole-school reading program to improve comprehension. Reading Comprehension is integral to progress in all other learning areas and to build student capacity in this area

Spelling			
	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	5	10	85
Year 5	4	16	80

Results in Spelling have been relatively stable in recent years with 95 and 96% of Year 3 & 5 students achieving at or above the national minimum standard. 43% of Year 3 students were in the top two bands and 56% of students in Year 5 in the top 3 bands.

In 2017 we plan to conduct an audit of Spelling programs across the school. Our goal is to reduce the number of students at or below national minimum standard.

Grammar and Punctuation			
	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	19	81
Year 5	12	12	76

For Year 3 students there were no students identified as below the minimum standard. There has been a focus on more explicit teaching of Grammar and Punctuation in the early years and the trend has been positive. The Year 5 result was not unexpected because of the particular cohort with identified learning needs. However, within this group, the students showed pleasing individual progress.

Writing			
	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	10	14	76
Year 5	16	20	64

90% of Year 3 students achieved at or above the national minimum standard and 84% of students in Year 5 were also at or above this standard. These results are slightly down on 2015 and teachers believe the emphasis on improving Numeracy may have impacted scores.

77% of the Year 3 group and 36% of Year 5's. scored in the highest three bands.

The focus for 2017 will be to improve the balance between Literacy and Numeracy.

Numeracy			
	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	14	86
Year 5	4	12	86

The focus on Numeracy in 2016 has resulted in 100% of Year 3 students and 96% of Year 5 students achieving at or above the national standard. This was a positive result but our goal is to further reduce the percentage of students at or below national standard.

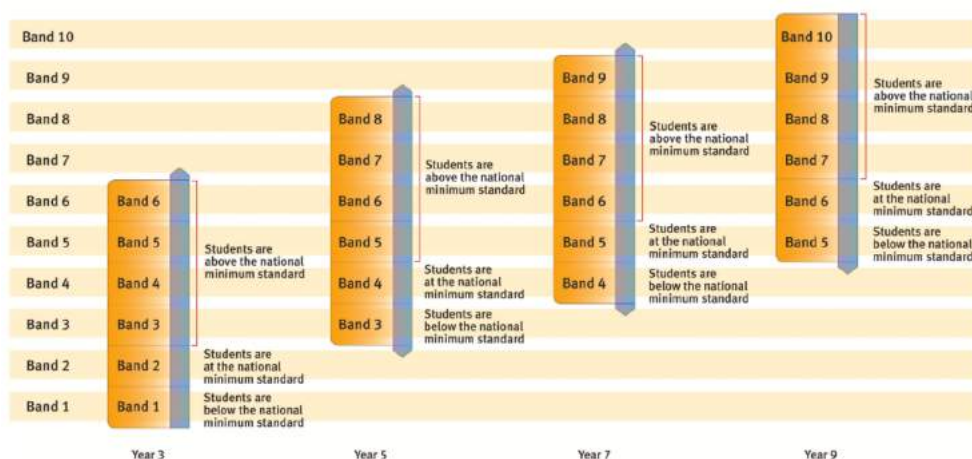
57% of the Year 3 group and 44% of the Year 5 group scored in the highest three bands.

The assessment information will be used to adjust and differentiate teaching and learning programs in 2017.

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



Teaching and Learning:

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; and Feedback and review.

All staff reflected on their practice against the National Professional Standards in addition to the Quality Adventist Schools Improvement Plan.

In 2017, 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.

Teaching and Learning:

Areas of Professional learning 2016

Areas of professional learning	Teachers (number or group)
Graduate to Proficient Teacher (34.5 hours)	2
AISWA ICT Study Tour 2016 - USA 60 hours	1
AISWA / TBP Information Session	1
Little Scientists Workshop - Module 2 Air	1
Little Scientists Workshop - Module 3 Light	1
Little Scientists Workshop - Module 4 Engineering	1
PART Training (Predict, Assess and Respond to Aggressive/Challenging Behaviours) 16 hrs	8
Inclusive Leadership (26 hours)	1
Year 6 Science for Teachers: STEM Opportunities 5.5 hours	1
STEM: Design Thinking Day (7 hours)	2
Graduate to Proficient Mentors	3
Getting Started with Inquiry in Pre-Primary to Year 2 (13 hours)	2
Scotland Tour - Network Meeting	1
HPE Network Meeting	1
Legal Seminar	1
Early Years Learning Framework for Pre-Kindy to Pre-Primary (13 hours)	2
Cybersafety Teacher Training Course	9
Gender Symposium - Christian Schools Australia	1
Graduate Teachers - lesson observations in senior teachers classes	1
Senior First Aid	1
Lego Robotics	2
System PD x 2 days -	15
Loose Parts PD	2
Fixing Misconceptions in Place Value	1
The Art and Sincere of Teaching - Maaarno	14
Early Encounters - Curriculum Development (2 days)	1
Encounter Program - Curriculum Development	1
Improving Phonics, Spelling, Reading Comprehension and Writing Yrs 3-6	4
Mandatory reporting	1
Bright path PD - Reporting and Assessment Software	2
Building Numeracy with Play-based Curriculum	1
Protective Behaviour Training (2 days)	1
Supporting Education for Sustainability in School Communities	2

Areas of professional learning	Teachers (number or group)
Composing and Creating Code on the iPad, Digital Portfolios in Music Education, Engaging Ways to Techify- Formative Assessment	1
Inductee Teacher PD with L Chapman	2
National Curriculum Committee Rep. (Melbourne)	1
PRIME Maths PD	10
Cricket Coaching PD	1
Inquiry Learning - Kath Murdoch	2
Jeff Wallis presented on Inquiry learning for AISWA	1
SEQTA Workshop	2
Chaplaincy Workshop (2 days)	1
PRIME Maths – Bar Model Professional Development	1
Building Literacy and Numeracy with Play Based Learning	1
Karyn Stanton – Worked with Kristen Humphries from AISWA on Reflective Practice in Maths and will also be contributing a chapter on this to a publication.	1
Reflex Maths PD	1
Advanced Training - SEQTA (2 days)	2
Karyn Stanton – Presenter at TVAS on Reflective Practice and Nature Pedagogy.	1
STEM - School based PD	12
One staff member is currently working on her Doctorate / Education. Focus is on the Place of Reflective Practice in Teaching and Learning	1

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. For the 2016 reporting year, the average expenditure for each teacher for Professional Development was approximately \$1850. 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 further study, one a Lead Teacher programme and another in Doctoral studies.



Teaching and Learning:

Teacher Qualifications and Experience

Name	Role	Qualification	Yrs of Experience
Janine Taylor	Principal 0.7 FTE & Teacher 0.3 FTE	B.Ed Primary	30 years
Candice Keating	Year 3 Teacher	B.Ed Primary	5 years
Karyn Stanton	Year 5 Teacher	B.Ed Primary & M Ed TESOL	22 years
Jonathan Hughes	Year 4 Teacher	B.Ed Primary	13 years
Maryanne Till	Year 4 Teacher	B Ed Primary	30 years
Hannah Jaeger	Year 3 Teacher	B Ed Primary	1 year
Tanya Hort	Year 2 Teacher	Dip Ed. Primary	27 years
Glenys Blagden	Year 1 Teacher	B.Ed Primary	31 years
Jeff Wallis	PP Teacher	Dip Ed. Early Childhood	16years
Raeanne Felhberg	Kindy Teacher	B.Ed Primary	16years
Brydon Eaton	Music and Sport 0.6 FTE Year 5 Class x 0.2 FTE	B.Ed Secondary	1 year
Marielle Verte	French Teacher	Bachelor of Arts (French/Communication) UNISA	11 years
Nicola Warchol	Chaplain	B.Ed Primary	17 years



The Carmel Team



Janine Beck - Education Assist.



Glenys Blagden - Teacher



Matthew Corker - Groundsman



Narelle Duncan - Registrar



Brydon Eaton - Sport/Music



Raeanne Fehlberg - Teacher



Holly Gunter - Library & E.A.



Tanya Hort - Teacher



Jonathan Hughes- Teacher



Hannah Jaeger -Teacher



Candice Keating- Teacher



Joanne Pearson - Ed. Assist.



Karyn Stanton - Teacher



Janine Taylor - Principal



Maryanne Till - Teacher



Marielle Verte - French



Jeff Wallis - Teacher



Nicola Warchol - Chaplain



Steph Watson - Cleaner



Ruth Webb - Education Assistant



Our full-time staff group has continued to be very stable. Most changes were in part-time positions and came about as a result of staff completing, or commencing study, and the consequent change in personal circumstances that resulted.

Our Chaplain was transferred to NSW and consequently a new chaplain was appointed. Nicola Warchol, previously a part-time teacher at the school, was appointed to the role and has been a wonderful fit for our school community.

French teacher, Gervais Cangy, completed his Education Degree and returned to full-time work. Mrs Marielle Verte was appointed in this 0.2FTE position.

Miss Hannah Jaeger was appointed as a graduate teacher to fill the teacher position filled by Alycia Coulston who was with us just one year, before making the decision to follow a lifelong ambition to study medicine.

Finally, the Sport /Music Teacher transferred to another Adventist School closer to her home and we welcomed Brydon Eaton into this role of Specialist Sport and Music Teacher.

Bec van Moorsel left her role as an Education Assistant in Kindy to complete an Education Degree. Her replacement, Janine Beck, transferred from the High School campus to the primary.

I need to acknowledge the professionalism and commitment of our staff group which results in a supportive and child centred culture and focus. Our culture supports self reflection which embraces change and improvement.

Student attendance rate and procedures for non-attendance



The Stephanie Alexander program in action. PP students cooking up produce from the school gardens.

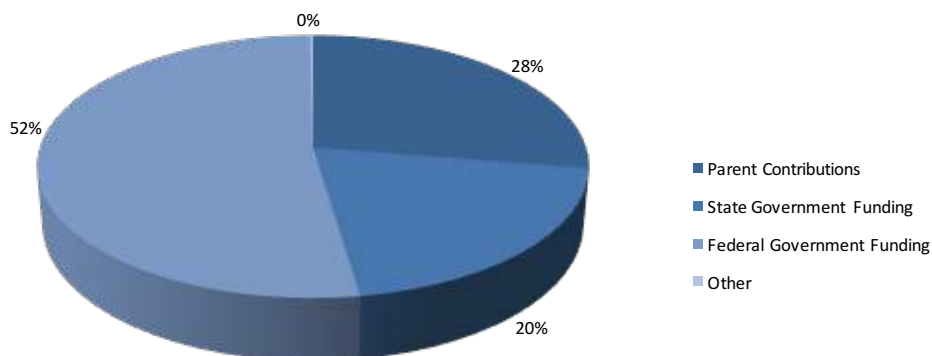
Year Level	Average Attendance (%)
PrePrimary	90.7
Year 1	94.6
Year 2	94.4
Year 3	93.6
Year 4	96.4
Year 5	94.6
Year 6	93.5

In accordance with Government requirements, the school maintains records of student attendance. During 2016 the attendance rate was approximately 94.5%. This is an improvement on the previous 3 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 2016.

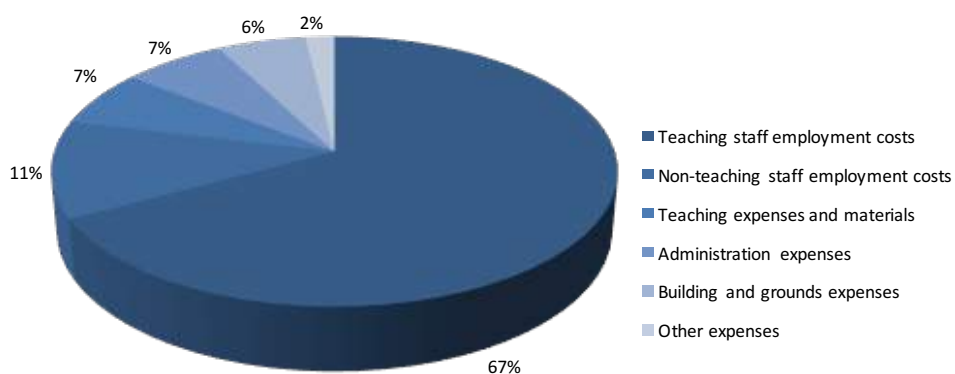
Financial Information

**Carmel Adventist College Primary
2016 Income Sources**



Parent Contributions	532,555.44	27.54%
State Government Funding	388,673.20	20.10%
Federal Government Funding	1,009,137.00	52.18%
Other	3,639.32	0.19%
	1,934,004.96	100.00%

**Carmel Adventist College Primary
2016 Expenses**



Teaching staff employment costs	1,307,564.41	67.11%
Non-teaching staff employment costs	227,134.05	11.66%
Teaching expenses and materials	131,280.13	6.74%
Administration expenses	131,652.23	6.76%
Building and grounds expenses	113,590.49	5.83%
Other expenses	37,079.28	1.90%
	1,948,300.59	100.00%

Special Events and Programmes



- Year 6 - Camp (Dare Adventures in Dwellingup)
- Mother's Day Stall and Mother's Day Morning Tea
- Father's Day Stall and Flanno Friday
- Combined Schools Athletics Carnival
- Sporting Schools Programme (After school sporting activities)
- Stephanie Alexander Kitchen-Garden Programme (Early Childhood and Year 4)
- Triathlon - Sanitarium
- Cycling Sundays
- Mud Day
- Cross Country
- Week of Worship - special Chapel programs
- Junior Concert
- Senior Concert and Graduation
- Choir
- Science Week
- NAIDOC celebration
- Bookweek Parade and Book Fair



BBQ on the College Lawns - Primary & Secondary Parent Event



Combined Primary and High BBQ on the College Lawns.



Kindy and PP Nativity Story



in the Bush.



Christmas Programme at Carmel Primary.

The programme centres around a Nativity Walk through the bush with students in Kindy and PP sharing the Nativity Story. Parents and friends enjoy a picnic tea together and celebrate the graduation of Pre-Primary Students into 'Big School' and the presentation of Kindy diplomas to show their move to full-time school.



Kindy and PP Nativity Story in the Bush & Early Childhood Graduation into 'Big School'



"When children play in natural environments, their play is more diverse with imaginative and creative play that fosters language and collaborative skills." (Faber Taylor et al. 1998, Fjortoft 2000, Moore & Wong 1997).

"Exposure to natural environments improves children's cognitive development by improving their awareness, reasoning and observational skills." (Pyle 2002).

"Play in a diverse natural environment reduces or eliminates anti-social behavior such as violence, bullying, vandalism and littering, as well reduces absenteeism." (Coffey 2001, Malone & Tranter 2003, Moore & Cosco 2000).





Carmel Primary Cross Country... ready, set, go....

SPORT & PHYSICAL EDUCATION

Sport and physical education are integral to the school program. Activities include: Combined Schools Sports Day, Cross Country, Bike Cross Country, Basketball Swimming lessons Sporting Schools - after school sports.





Music and Performing Arts are important aspects of the Carmel Adventist College Primary programme. Students are given opportunity to participate private lessons, choir, class music lessons and concert performances and incursions.



Parent, student and teacher satisfaction



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:

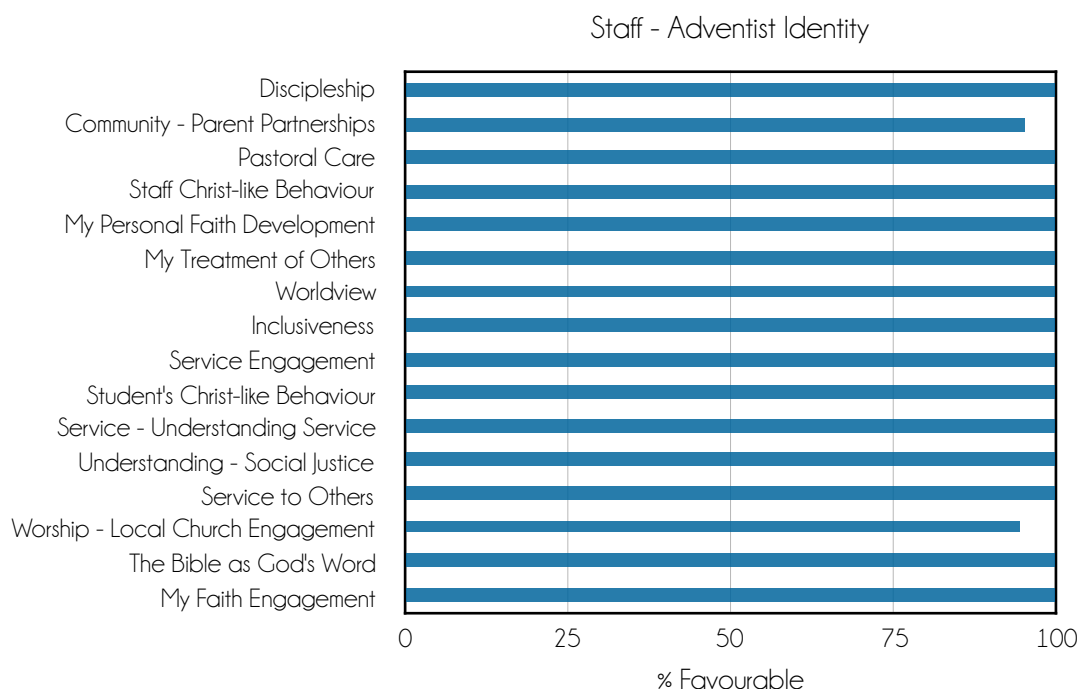
- Staff Well-being
- Empathy
- Clarity
- Engagement
- Learning
- Outcomes - work demands
- Student Behaviour
- Team based practice
- Teaching and Learning
- Resources
- School Support.

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.

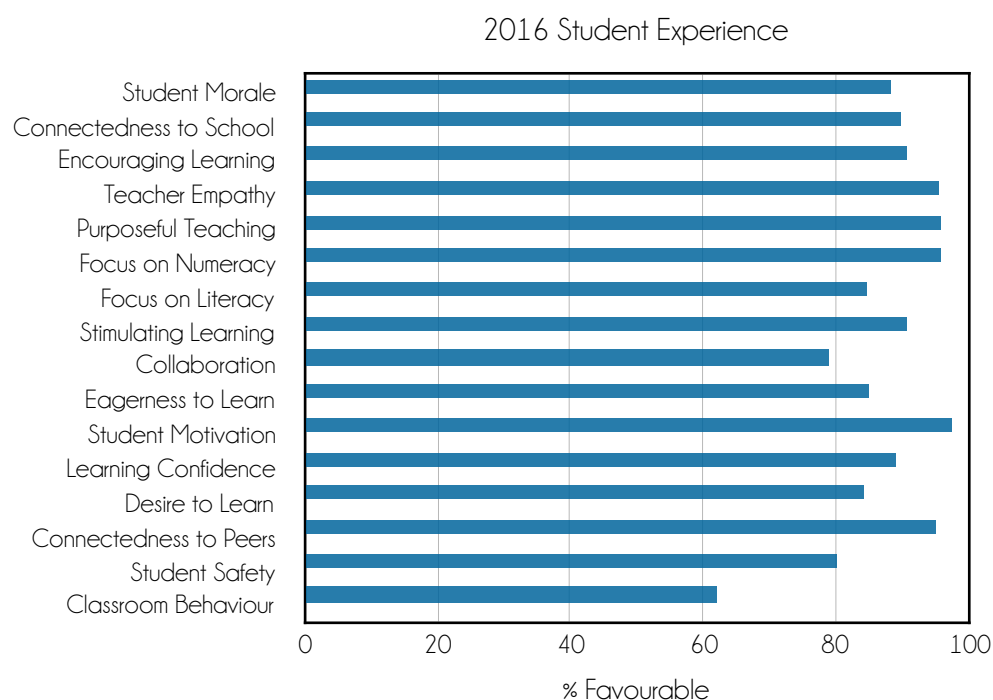
Carmel Adventist College Primary is committed to continuous improvement and has identified target areas for 2017 and beyond. Student wellbeing is a particular focus because research has shown the strong link between wellbeing and academic and social development. We believe that wellbeing is optimised 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.



Graphs Showing Summaries of Survey Results



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.



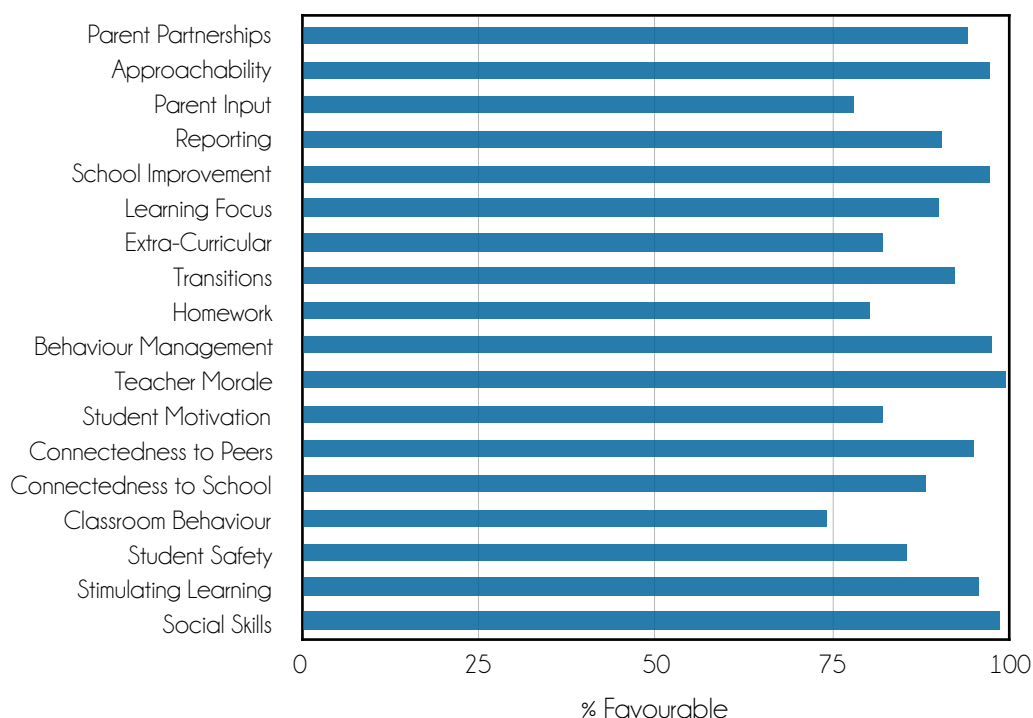
Student surveys are conducted on students from Year 3 and higher. The results show very favourable ratings in a wide range of areas. Of particular note was purposeful teaching, student motivation and connectedness to peers. Students perceived that Numeracy received a higher focus than Literacy and this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

Students rated their classroom behaviour less favourably than parents and teachers. A focus in 2017 will be 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 2017.

Graphs Showing Summaries of Survey Results

2016 Parent Opinions

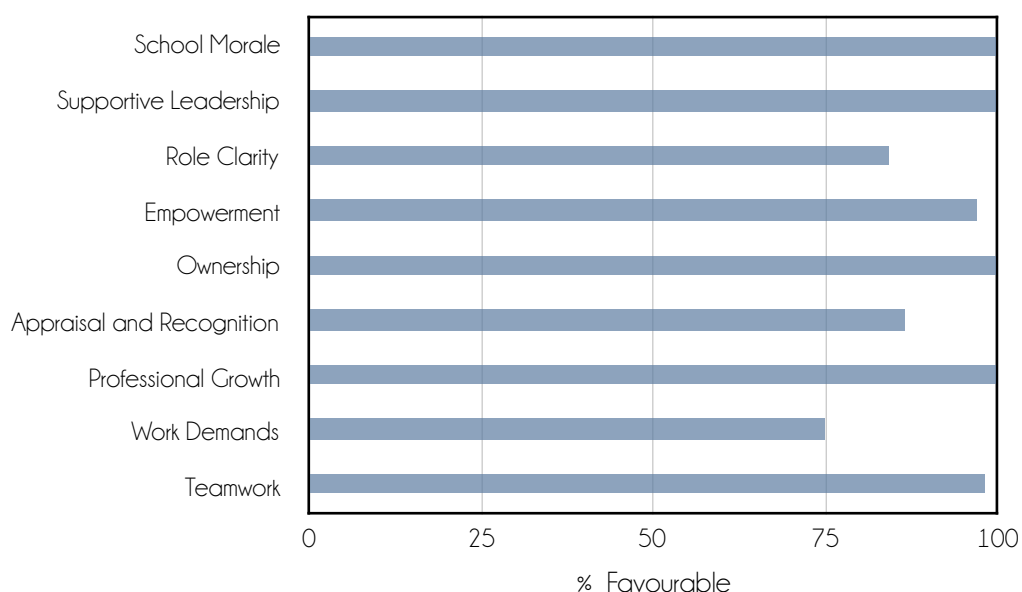


The level of favourable results in all areas listed was encouraging. The lower response rate from parents to the survey in this survey round was a little disappointing, but can partially be attributed to an unusually short turn around time for the online survey to be completed, as a result of technical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

Parent input was anticipated to be lower and was lower than most areas. The fact that the Parents and Friends Committee ceased to function for period of almost 6 months is very likely the main contributing factor.

The very favourable responses to teacher approachability, school improvement, behaviour management and social skills was affirming. The P & F Committee is due to restart in 2017 with some changes to format and function that better suit the schools focus.

School Climate



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: Physical

Environment: Out Goal is to:

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

School Site Improvements:

Create and maintain classrooms and facilities that provide an attractive and purposeful environment. To achieve this:

The Parents and Friends Committee supported both with funds and parent power to further develop the garden area. They constructed 8 large **raised garden beds**, assembled a **chicken coop** and funded a **fence** around the entire garden bed area.

The **ceiling and lighting** in one of our older classrooms was replaced. The room is far lighter and brighter.

A new two classroom block with some additional toilet facilities is planned. Documentation was lodged with Kalamunda Council for this project and will commence as soon as all approvals are received from Council. This will greatly alleviate the cramped situation we face in some of our classroom areas.

Move **Chaplain** from small office area to a larger space to allow small groups and interactive activities.



Part of the Early Childhood play area. Photos of the gardens and chicken coop are also included elsewhere in this report.



School Improvement: Our Targets for 2017

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 2017.

School Improvement: Our Targets for Learning and Teaching 2017

Professional Development in SHARP Reading.

Implement SHARP reading programme from **PP - Year 6**. This will be part of the Whole School Literacy focus for 2017.

Strengthen collaboration and consistency in assessments across the whole school. Peer teachers work with the class teachers from one grade above and one below to moderate and check assessment types and expectations.

DATA analysis training in order to use NAPLAN and PAT-R test data more effectively.

Use **ICT more effectively** to develop critical and creative thinking skills. First stage is to update the speed of internet to cope with increased demands of our growing school.

Increase the number of Parent Teacher Interviews to two per year. Whilst we have had two opportunities for some time, one was quite informal. Now plan to hold one at the end of Term 1 and another mid year and strongly encourage parents to attend both.

Teachers will transition from **paper records for teacher programs to SEQTA** online format. At least two subjects to be completed by the end of 2017.

Improve ICT plan across the school - review and audit use of ICT in each class. Review purchasing and replacement schedule, professional development and ICT support.

Evaluate maths curriculum to see if the new programme adopted in 2015 is making a significant difference in Numeracy results (Year 1 - Year 5. Use teacher observation and assessment, NAPLAN and PAT-R data).

School Improvement: Parent and Wider Community

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.

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.

Kindy and PrePrimary use **See-Saw App** regularly to give parents regular insights into what is happening in the classroom.

Parents and Friends 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.

Find new ways to run the committee that better suit contemporary parents. Suggestion in 2016 was to try to organise two or three small sub committees so that effort can be focused on a key area of interest for groups of parents. (For example, fundraising, events, infrastructure). This gives smaller groups greater autonomy. One or two representatives from each subgroup also serve on the main P & F Team in order to have a whole group focus and strategy.

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



Book Week - Costume Parade



Science Week



Mud Day



Science Week - Mud Day



Science Week - Mud Day



STEM - Go Cart Building



STEM - Go Cart Building



STEM - Go Cart Building



STEM - Go Cart Building



NAIDOC
 Above:
 Celebrating NAIDOC week in Term 3 was an enjoyable learning experience here at Carmel. We discovered the different ways to wear a kangaroo skin in the different seasons and how fire is started using friction with sticks and coconut husk.

We were also treated to traditional Ochre face paint and a traditional Aboriginal dance to finish the week with. It was a memorable experience to celebrate and recognise the traditional owners of the land.

Below: The Perth Police Pipe Band visited Carmel Primary and put on an awesome show for students, parents and staff.





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www.carmelcollege.wa.edu.au