



CARMEL ADVENTIST COLLEGE ANNUAL REPORT

2017



A GLIMPSE OF CARMEL ADVENTIST COLLEGE

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

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

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

'Greatness Through Service'

OUR PURPOSE

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

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

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

VISION

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

MISSION

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



Carmel Adventist Leadership Team 2017

PRINCIPAL Mr Nicholas Thomson

DEPUTY PRINCIPAL Mrs Jessica Foster

DIRECTOR OF STUDIES Mr Brad Flynn

College Council

CHAIR PERSON Mr Brendan Newitt

DIRECTOR OF EDUCATION Mrs Rhonda Belson

PRINCIPAL Mr Nicholas Thomson

MEMBERS

Mrs Stacey Kendall	Mr Brendon Derry
Mr Mike Caldwell	Mr Peter Forrest
Mrs Janine Taylor	



STAFF

Here at Carmel Adventist College we have 28 staff. All our staff are committed to provide opportunities for every student to achieve his/her maximum development intellectually, spiritually, socially and physically. All our teaching staff are registered members of the Teachers Registration Board of Western Australia. All our support staff hold necessary qualifications and all hold a current Working with Children's card.

% Staff Retention from Previous Year

SECONDARY 90.5%

NON-TEACHING 89%



Composition of Staff at Carmel Adventist College 2017

MALE/FEMALE



08



11

FULL TIME/PART TIME



16



3

TEACHING/NON TEACHING



19



9

STUDENT INFORMATION



ENROLMENT

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

Enrolment at Census August 2017

	2016	2017
TOTAL SECONDARY STUDENT YEAR 7 TO 12	214	199
TOTAL	214	199

Enrolment by Gender Census August 2017

	FEMALE	MALE
NON-ABORIGINAL STUDENTS	77	94
ABORIGINALS	18	10

Attendance Rates

	PERCENTAGE
NON-ABORIGINAL STUDENTS	93.77%
ABORIGINALS	89.56%

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

STUDENT OUTCOMES

NAPLAN 2017

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

The data from NAPLAN provides schools with feedback of student achievement against the National standards. Here at Carmel Adventist College we use these results as well as results from PAT (Progressive Achievement Tests)

NAPLAN Results – At or Above Minimum Standard

	NUMERACY	READING	WRITING	SPELLING	GRAMMER & PUNCTUATION
YEAR 7	100%	96%	89%	93%	89%
YEAR 9	100%	100%	95%	97%	95%

NAPLAN Results – Average Results – School to State

	NUMERACY		READING		WRITING		SPELLING		GRAMMER & PUNCTUATION	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
YR 7	545	551	538	539	515	509	553	547	546	537
YR 9	600	595	597	583	577	556	604	583	598	572



YEAR 12 OUTCOMES



Year 12 Student Numbers

	NUMBER OF STUDENTS	PERCENTAGE
TOTAL STUDENTS	29	100%
ATAR STUDENTS	17	59%
VOCATIONAL EDUCATION & TRAINING	12	41%
ACHIEVED WACE (GRADUATION)	24	83%

Year 12 ATAR Scores

	NUMBER OF STUDENTS	PERCENTAGE
ABOVE 90	5	29%
ABOVE 80	7	41%
ABOVE 70	9	53%
ABOVE 60	14	82%

	NUMBER OF STUDENTS	PERCENTAGE
SCHOOL MEDIAN ATAR	All Students	76.5%
STATE MEDIAN ATAR	All Students	81.4%

YEAR 12 OUTCOMES, CONTINUED

Year 12 University Entry

	NUMBER OF STUDENTS	PERCENTAGE
NUMBER OF STUDENT WITH ATAR WHO APPLIED	15	
MEDIAN ATAR OF STUDENTS WHO APPLIED	78.3	
NUMBER OF STUDENTS OFFERED THEIR FIRST PREFERENCE	8	53%
NUMBER OF STUDENTS OFFERED ANY OF THEIR PREFERENCES	12	80%

Year 12 VET Qualifications Achieved

	NUMBER OF STUDENTS	PERCENTAGE
NUMBER OF STUDENTS THAT COMPLETED A CERTIFICATE II	8	
PERCENTAGE OF GENERAL/VET STUDENTS THAT COMPLETED A CERTIFICATE II		73%

Year 12 Outcomes

	NUMBER OF STUDENTS	PERCENTAGE
EMPLOYMENT	5	17%
CONTINUING EDUCATION	18	62%
OTHER	6	21%

SCHOOL IMPROVEMENT

Big Rocks

The 4 Big Rocks are Carmel Adventist College's main focus areas for 2017 and beyond, these 4 Big Rocks were brought to the forefront following the QASF (Quality Adventist Schools Framework) Cyclic Review.

These focus areas and are as follows:



BOARDING

The college realises the needs of our diverse range of backgrounds that our boarding students come from. This has needed attention in the past and we are now at the point where we are able to address this. This has come with the assistance of the 'Future Footprints' program for the Association of Independent Schools WA (AISWA) and MADALAH.



LITERACY

A close look at the most effective and common area for development showed us that Literacy was the area of need for the college. There has been a push to identify areas of concern and address these needs on the week of arrival for new students. Work with AISWA is also ensuring that this area of concern gets the attention it requires.



LEARNING

We have recruited the assistance of MARZANO Australia to aid the college in the development of the delivery of our programs and the development of a shared pedagogy.



POLICIES

An up to date and accurate set of policies was needed for the college. We are working closely with Adventist Christian Schools WA (ACSWA) with this and already have a robust set of Child Protection policies.

We are also working with Association of Boarding Schools Australia (ABSA) to develop a robust suit of policies for our boarding school

SATISFACTION

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



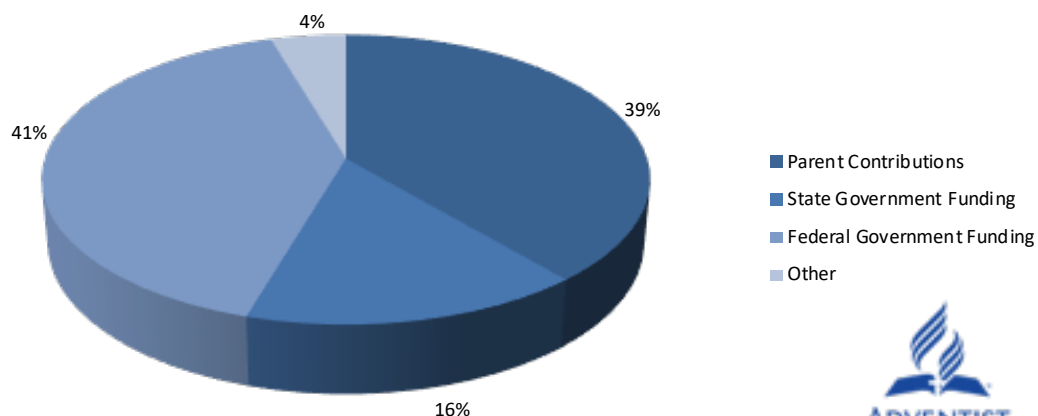
CHAPLAINCY CARE

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

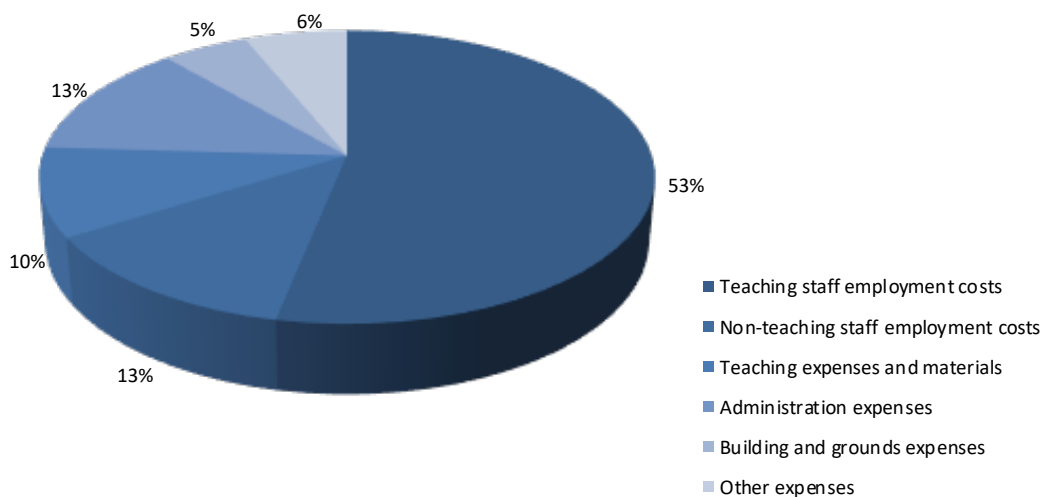
The Chaplaincy Program is jointly funded by the Australian Government Department of Education, Employment and work place Relations under National School Chaplaincy and Student Welfare Program and the Western Australian Conference of the Seventh-day Adventist Church. As a College, we are thankful to these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



Carmel Adventist College 2017 Income Sources



Carmel Adventist College 2017 Expenses



SPECIAL CHARACTER

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

