



Carmel School

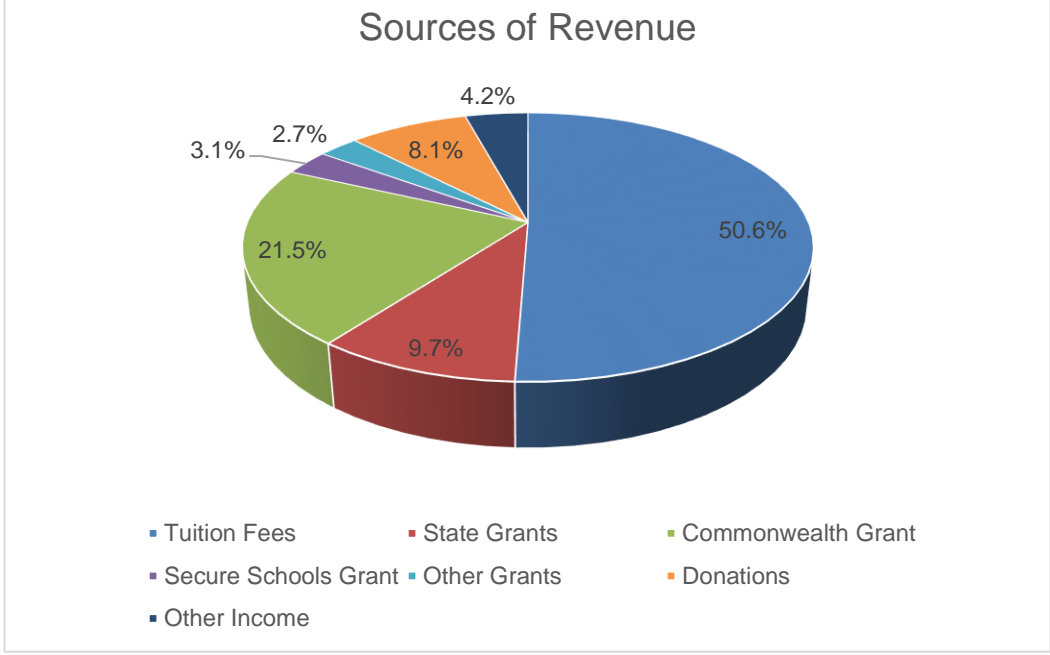
FAITH & KNOWLEDGE

School Performance Measures Carmel School 2017 Federal Government Requirements

Subject	School Performance Information																				
School Context	www.carmel.wa.edu.au																				
Academic Staff Standards and Qualifications	http://carmel.wa.edu.au/media/1283/carmel-school-2017-yearbook.pdf																				
Workforce Composition	Teaching Staff: 56 Full-Time equivalent Teaching Staff: 41.1 Non-Teaching Staff: 35 Full-Time equivalent Non-Teaching Staff: 20.7																				
Student Attendance	<p>Primary</p> <table border="1" data-bbox="387 1350 1182 1442"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>91.2%</td> <td>93.3%</td> <td>94.3%</td> <td>93.6%</td> <td>92.9%</td> <td>94.1%</td> </tr> </tbody> </table> <p>Secondary</p> <table border="1" data-bbox="387 1487 1029 1579"> <thead> <tr> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>91.9%</td> <td>94.8%</td> <td>94.2%</td> <td>93.4%</td> </tr> </tbody> </table> <p><i>*Regulation specifies that the required data provided is for full-time students enrolled in Years 1 to 10</i></p>	1	2	3	4	5	6	91.2%	93.3%	94.3%	93.6%	92.9%	94.1%	7	8	9	10	91.9%	94.8%	94.2%	93.4%
1	2	3	4	5	6																
91.2%	93.3%	94.3%	93.6%	92.9%	94.1%																
7	8	9	10																		
91.9%	94.8%	94.2%	93.4%																		
Management of Student non-attendance	<p>Attendance is a key indicator that the School is engaging effectively with its students. As a result all students are encouraged to maintain between a 90% and 100% attendance rate throughout the academic year.</p> <p>The attendance rates of the School are currently very good at 93% overall, and there are stringent monitoring processes in place using the Teachers Assistant (TA) program and staff follow ups to parents, to ensure that this high level of attendance is maintained.</p>																				

Should attendance become a recurring issue for any particular student, an early intervention comprehensive attendance plan is put in place in discussion with them; their family and staff. This attendance plan establishes the root cause of the issue and sets clear targets/responsibilities for all parties to improve the situation. A review process will monitor the plan as it moves forward.

School Income



Senior Secondary Outcomes

2017 Results and University Application Statistics

WACE Achievement = 97.4% (37 out of 38)
 34 out of 38 of Carmel students completed four or more examinable WACE Courses.
 Median ATAR of 89.55 was achieved ranking us number nine in the State for ATAR
 47% in top 10% of the State (ATAR)
 76% in top 20% of the State (ATAR)
 Mean ATAR for Carmel School was 86.50 (85.91 in 2016, 87.82 in 2015, 90.9 in 2014, 85.4 in 2013)
 5 VET graduates achieving Certificate II or higher

Post-school destinations

Many of our students defer their university offering due to the participation on various courses in Israel.

	Curtin	ECU	Murdoch	UWA	TOTAL
Number of students with a 1st preference (Includes Students without ATAR)	15	1	2	14	32
Number of students offered their 1st preference	12	0	2	12	26
Number of students offered any of their preferences	12	1	2	14	29
Number of students who enrolled	4	0	0	9	13
Number of students who deferred	7	1	1	4	13

Percentage of Years 3, 5, 7 and 9 students above the national numeracy, reading, writing and spelling benchmarks

NAPLAN RESULTS

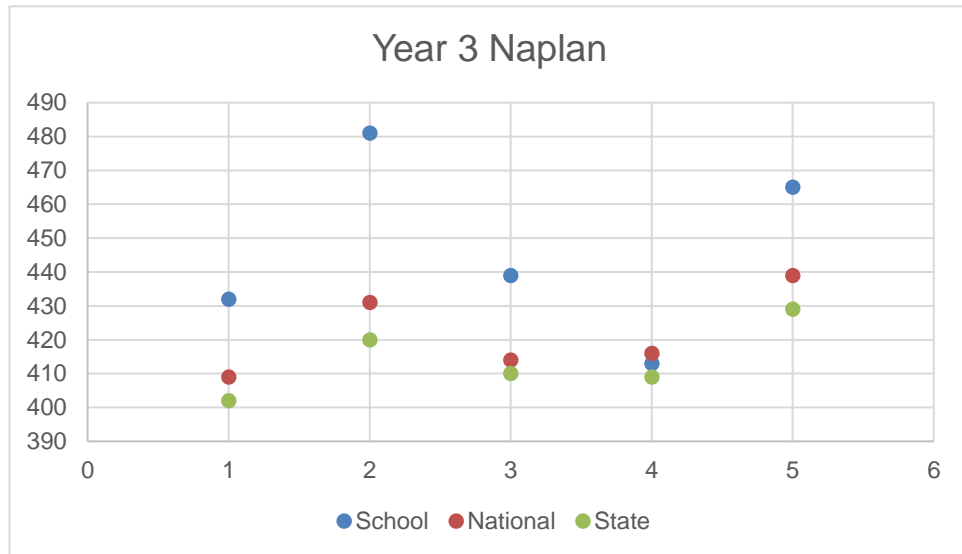
The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

The School is very pleased with the results. They clearly indicate that Carmel School continues to provide a wonderful secular program under the umbrella of Jewish Education and is a reflection of the wonderful partnership between the School and the home.

The NAPLAN results also provides Carmel School with ongoing data to continue the review process and evaluate programs to ensure students maximise their opportunities and potential.

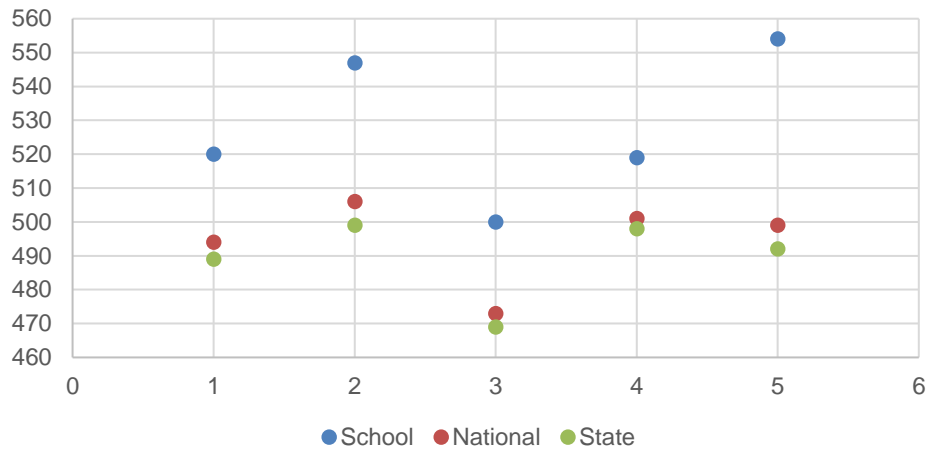
(Graphs below: 1= Numeracy; 2=Reading; 3=Writing; 4=Spelling; 5=Punctuation and Grammar)

2017 NAPLAN RESULTS – comparison with State and National average.



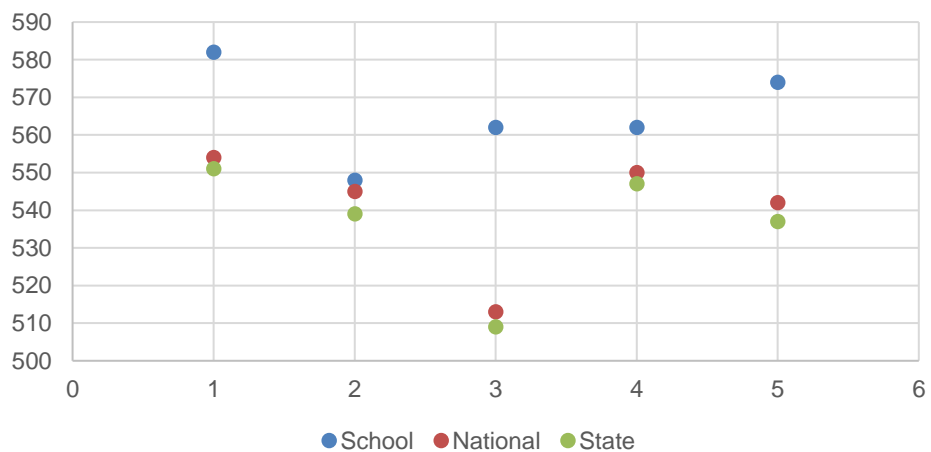
	School	National	State
Numeracy	432	409	402
Reading	481	431	420
Writing	439	414	410
Spelling	413	416	409
Punctuation and Grammar	465	439	429

Year 5 Naplan

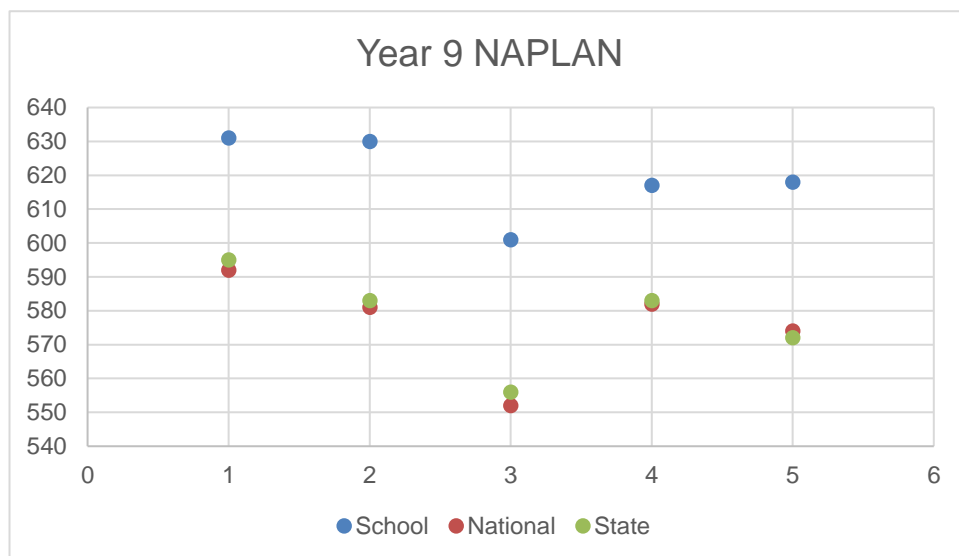


	School	National	State
Numeracy	520	494	489
Reading	547	506	499
Writing	500	473	469
Spelling	519	501	498
Punctuation and Grammar	554	499	492

Year 7 Naplan



	School	National	State
Numeracy	582	554	551
Reading	548	545	539
Writing	562	513	509
Spelling	562	550	547
Punctuation and Grammar	574	542	537



	School	National	State
Numeracy	631	592	595
Reading	630	581	583
Writing	601	552	556
Spelling	617	582	583
Punctuation and Grammar	618	574	572

Value Added

Carmel School continues to enrich and complement the academic program with numerous opportunities integrated into the ethos of an Orthodox Jewish Day School.

Namely:

- A rich and diverse Jewish Education Program (formal and informal)
- Celebration of Jewish Festivals
- Gifted and Talented Program
- Informal Music Program
- Production of a biennial musical (2017)
- Varied Sporting opportunities
- Debating and Public Speaking
- Chess clubs
- Physical Education Camps
- Leadership Programs
- Visiting Speakers
- Extensive Pastoral Care Programme
- Educational Support

Satisfaction with Carmel School

Carmel School has a strong link to the Jewish Community in Perth. Our School prides itself on the strong partnerships with individual families and Jewish Community Groups. These partnerships are nurtured through open

lines of communication where concerns and queries are dealt with positively and constructively to ensure student maximise their potential.

A recent Survey indicated a high level of satisfaction in all aspects of the School:

- According to parents, best practice areas include: Learning Environment, Values and Culture, Teaching Standards, Reporting.
- According to staff, best practice areas include: Staff Engagement, Organisation, Empowerment, Work/Life Balance, General.
- According to students, the best practice areas include: Reporting, Student Engagement.