



Carmel School
FAITH & KNOWLEDGE

2019

ANNUAL REPORT

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“ 2019 WAS A YEAR
BURSTING WITH EVENTS

PRINCIPAL'S OUTLOOK

What makes a school what it is?

All schools have the basic elements: teachers, students, classrooms, curricula, and yet each school is unique. Our School has stood as the unique linchpin of our community for the past 60 years.

Identifying what makes Carmel school so special is easy in that there are so many positives that are included in our educational journey, and yet the task is also challenging; what is it EXACTLY that makes us who we are? Which elements make up our School identity and are fundamental to our School character?

When I ask our exiting Year 12 students about their Carmel School journey, the experiences they cite as exceptional and formative are those that encapsulate and encourage Carmel School 'ruach' – our distinctive school spirit.

Positive, happy and infectious school spirit is the intangible element that all schools strive for; the pinnacle of achievement for educational institutions which seek not only to produce graduates who will be able to gain meaningful employment, but also graduates of strong moral character who reflect on their schooling years with nostalgia and pride.

2019 was a year bursting with events and experiences where the Carmel School ruach was palpable, evident in the screams of delight and raucous camaraderie among students, staff, parents and community members.

The number of inter-house and student-teacher sporting matches increased markedly. Organised by our fantastic Student Representative Council, these matches were relished by students who loved seeing their teachers get smashed, or do the smashing, in nail-biting contests of skill and will.

Always looking outwards to see how we can help the other, these matches were accompanied by fundraising sausage sizzles to raise money for the Menorah Charity Fund.

Assemblies across both Primary and High School are infused with music and dance. Music has extraordinary power to evoke emotion. Victor Zuckerkandl wrote, "Hearing a melody is hearing, having heard, and being about to hear, all at once. Every melody declares to us that the past can be there without being remembered, the future without being foreknown." Music is a form of sensed continuity and community and hearing our children sing and play provokes both a calming and enthusiastic ruach in all of us.

Our 60th anniversary year opened with the sensational 'Wizard of Oz' and this set the tone of toe-tapping unbridled joy that permeated the rest of the year.

Carmel School ruach is also felt at our camps. Bar/Bat Mitzvah camp, in which students connect with their inner values, is where there is intergenerational dialogue about the lessons of the past and the hopes for the future. The students build rafts, sleep in tents, bond with nature and each other. Our camps, including the coastal walk of Cape to Cape, Rottneest snorkling, Hebrew camp, Bridging Culture through the Arts camp and, of course, our Zionist Camps, are the highlights of our School calendar. The ruach is not confined to 'Ruach sessions' (45 minutes of singing and dancing is a twice daily ritual) but felt from the time the students prepare until they wearily disembark from the bus after the journey home.

Speak to our Year 10 students about their Shorashim trip and you will hear that their ruach did not subside for three weeks straight! In their own words, “We screamed, we jumped, we sang, we danced in joy for everything. Singing Am Yisrael Chai, the nation of Israel is alive with Jews from all around the world, all walks of life, really struck a chord within us, and made us so hopeful, and as we looked around, we truly understood the words of this song”.

Ruach is not always loud and energetic. There are times when ruach is more of a ‘kol dmama dakkah’ – a still small voice of beauty and significance. This year, our Grandparents Club was treated to a Kabbalat Shabbat from Year 3 students. Without fanfare, our students sang Shabbat songs as they do each week, and Carmel’s Bubas and Zaidas sang Shabbat songs with them. Multiple generations singing ‘Shalom Aleichem’ together truly did welcome in the Shabbat angels and the Shabbat ruach of rest and rejuvenation.

This ruach of positive spirit, of Jewish emotion, of community atmosphere, is our point of difference and has been since our inception in 1959. It is not something that can be replicated elsewhere, but once it’s in you, it never leaves your soul. What makes Carmel School so special? The ruach of Ani ve Atah, of me and you; our shared history of thousands of years; our Mishpacha.

We thank our community for 60 wonderful years of support and we thank the staff, parents and students for another incredible year of teaching, learning and growing.

SHULA LAZAR
Principal

“ WE THANK OUR COMMUNITY FOR 60 WONDERFUL YEARS OF SUPPORT AND WE THANK THE STAFF, PARENTS AND STUDENTS FOR ANOTHER INCREDIBLE YEAR OF TEACHING, LEARNING AND GROWING. ”



HEAD OF PRIMARY

Study Tour to Finland

In 2019 I was privileged to travel to Finland with 30 other independent school leaders to explore the education system in that country. Finland is widely acknowledged as a county of academic excellence, based largely on their results in PISA exams, which are conducted worldwide. The tour gave the delegates the opportunity to spend time in Finnish schools, interact with teachers, students and school leaders and engage in professional learning with a local consultant. There are many cultural differences that have been attributed to the success of the Finnish system. It is a largely homogenous society as immigration has been minimal and, as a people, they are generally stoic and reserved. The schools we visited demonstrated a pervasive sense of calm in both teachers and students. Whilst these attributes may well be contributing positively to outcomes, the current approach to education has only been in place for the past 30 years, and it has been the significant changes made during this time that have led to the educational success of the students.

Finnish representatives travelled the globe searching for best practice and evidence-based research. They implemented positive changes based on their observations. This free and equitable education for all is sacrosanct and teachers are deeply respected by the whole nation. It is a very difficult profession to gain entrance to, so only the best apply. The teachers are Masters-educated and expected to engage in lifelong learning as researchers. Finnish teachers benefit from the autonomy to make pedagogical and assessment decisions. There is no national testing, such as NAPLAN, and teachers and leaders accept responsibility for educating their students and ensuring they reach their potential without external accountability tools. Students do not begin formal education until the year they turn seven. There is a quality day care system in place for children younger than this and the educational experience provided appeared simplified, pared-back and hands-on. The essence of Finnish education is not evident in the physical learning environments but rather in the deep relationships between the students and their educators. Small class sizes are critical and provisions for children requiring additional support, because they are experiencing difficulty acquiring literacy and numeracy skills, is considered a priority.

This is only a snippet of what contributes to Finnish success and they are the first to admit that our changing society is having an impact on their results, like every other nation. It was an affirming experience to observe that we are closely aligned to what is accepted as best practice on a global stage. Using a variety of data to inform our future trajectory and remaining true to and confident with our practice will be the key to our ongoing success. In response to the Finland experience, it is critical that we maintain the following examples of best practice at Carmel:

- small class sizes and high adult-to-student ratios
- staff focused on building authentic and positive relationships with students, parents and each other
- teachers who have the autonomy to implement classroom pedagogy and use relevant formative and summative assessment to ensure each student is progressing along their learning continuum
- health and wellbeing across the School community
- behaviour management that focuses on self-regulation and emotional growth rather than a punitive approach
- developmentally-appropriate pedagogy across the School with a large emphasis on enquiry, experiential learning and play in the early years
- professional learning teams and a collaborative work environment
- support in classrooms that allows for explicit teaching of essential concepts at levels that target the specific needs of the students

When we draw comparisons between Carmel School and the approach in Finland, there is no doubt that we are delivering an education that can only be described as one of excellence by world standards.

DEBBIE BOLTON
Head of Primary



HEAD OF SECONDARY

It was a pleasure to meet with the Student Representative Council in January to plan for the upcoming year. At this meeting we set priorities and developed initiatives to ensure the upcoming year was enjoyable and productive for the students. The 2019 SRC, comprising of: School Captains, Adam Lichtman and Mia Parry, Heads of Judaica, Batya Cinamon and Daniel Raiter and committee people Tamar Miller, Gabriella Rosenberg, Lara Posel and Zachary Sever, were extremely enthusiastic about the opportunities before them. One of their main goals was to unite their year group and lead the School in 2019. The SRC saw it as a priority to involve each and every Year 12 student in some way so, together, they could contribute to a successful 2019. This was elucidated early in the year with a wonderful Purim led by the Year 12 cohort.

It was wonderful to be able to recognise a number of Year 12 students during the year through them earning their Senior's Badge. These are awarded to students who exceed expectations and contribute actively across a wide range of activities in their final year. Congratulations went to Michaela Kavalsky, Miel Habani, Ron Ferraro, Leah Cohen, Avi Margolis and Samuel Majzner. Further evidence of the success of the SRC's goal, and of the School's student leadership model, was the addition to the SRC of Michaela Kavalsky for her outstanding contribution to the School in 2019. It was pleasing to see her efforts rewarded, as was it to see several other students nominated by their peers and staff.

Another initiative that continued to develop in 2019 was student-led wellbeing sessions. This initiative saw Year 11 and 12 students coordinate activities for the High School. I look forward to the SRC of 2020 continuing this initiative and taking it from strength to strength.

Carmel School has always prided itself on its academic achievements and 2019 proved no different. We were very proud of the achievements of the Class of 2018, whose results demonstrated the value of consistent, sustained hard work in a supportive, caring environment. Reviewing their results and tracking their performance through High School until their final ATAR results gave me great faith in our teaching and learning programs.

It was very pleasing to see the many fine efforts of our students recognised in national competitions, such as the National Chemistry Quiz, Australian Mathematics Competition, the Western Australian Debating League, and Mikolot. In particular, congratulations to Chaya Benjamin, Rebecca Schwarz and Aviya Solomon for becoming the WADL Grand Final Junior Champions for the second year in a row! Aviya Solomon walked away with an additional honour, named the best speaker of the debate - again, for the second year in a row. Thank you to all the staff who coordinate these wonderful opportunities, as well as giving so much of their time to work with the students both as a part of the curriculum and co-curricular program.

One of the major protective factors in adolescence is connection; connection to family and friends, to community and to school. Our House system offers another opportunity for connection, a school within a school, where students come together as a smaller part of the whole each day. Here, they build relationships and have the opportunity to represent their House in friendly competition against their peers in other Houses. This year saw us add to the types of events between the Houses and included Learning Area-run activities during Science, HASS and English weeks. Over the year, points are accumulated in the activities such as those mentioned above, as well as in the House Swimming and Athletics Carnivals, the House Cultural Competition and as points for academic effort each semester. Teveria had a stellar year, winning the House Cultural Competition and finishing second in the Athletics, Swimming and Academic competitions. Congratulations went to Teveria for winning the 2019 House Trophy and to House Captain, Tamar Miller, and the team for their wonderful efforts.

DEAN SHADGETT
Head of Secondary





HEADS OF JEWISH STUDIES AND HEBREW

Sixty years ago, a little school with a big heart was born next to a shule in Brisbane Street, Perth. The School, which later became one of the top-performing schools in the State, had a total enrolment of just 11 students. From little things, big things grow.

Our motto, *Emunah ve'da'at* - meaning "Faith and Knowledge" - is reflected in our aim to develop students who aspire to be curious, courageous, spiritual and engaged *menschen*.

As you walk through the entrance of Carmel, you feel a sense of belonging to a School that is deeply rooted within the community. Whilst we draw on and learn from the past 60 years, our focus is on educating for now and for the future.

We are a School with a strong academic focus and a history of outstanding achievement. Our teaching and learning takes place inside and outside of the classroom, together with the relationships and connections that are fostered and developed and which cannot be underestimated.

We consider it a tremendous privilege to be educators, able to help young people grow and learn in a Jewish Day school and providing them with the tools to build an active Jewish life. Educating our children in Jewish values, customs and traditions requires a partnership between staff, students and parents. We endeavour to build these relationships and create opportunities for this partnership to flourish. Together, we strive for education that engages students and promotes positive feelings of connectedness, which play an important role in the development of Jewish Identity and a strong love and connection with Israel.

We continued to actively engage our students and parents in partnership activities that are interactive, creating immersive environments for formative experiences that affirm Jewish Identity. Some of these activities included the Year 4 Lag Ba'omer evening, the Year 1 Sukkah party, the Year 5 Seder, the Year 2 and 3 Kabbalat Siddur and Chumash celebrations, the Year 6 Menora Charity taskforce, the Year 10 OMG tefilla program and the Years 11 and 12 Judaica Conference family dinner.

In addition to these initiatives, we are proud to offer our students a broad base of informal Jewish Education, including camps, Shorashim, youth movement involvement as well as engagement with community groups such as WIZO, JNF, Menora Charity Fund and MDA. The input of our Shlichim and Tzevet was invaluable over the year and their involvement in our School is highly valued and appreciated.

We look forward to growing and building on all these initiatives in the years to come whilst at the same time continuing to engage in active development and growth of our Hebrew and Formal Jewish Studies Programs. In 2019, staff worked tirelessly on implementing new Hebrew programs at Carmel. Student learning was enhanced through the use of technology throughout the school, offering many more opportunities to explore Hebrew Language, Tanach and Yahadut in creative and imaginative ways.

It is important to us that we provide a warm and caring Jewish environment where our students receive a solid understanding of Jewish knowledge and practice, together with a love of Israel. With staff, parents and students all working together in a partnership, we move forward into 2020 with confidence and enthusiasm for the future. We thank our founders, celebrate 60 years of success, and look forward to many more years of sharing our vision with our School.

SIMON LAWRENCE
Director of Jewish Studies

DEBBI BENN
Head of Hebrew and Jewish Studies



CARMEL FOUNDATION

Since 1959, the School has benefited greatly from generous giving and bequests that have allowed us to build the campus we have today and the programs that we run at the School, something of which we can all be proud.

I would like to share a conversation with you that I had early in 2019 at a work meeting. One of the attendees, knowing that we are Jewish and our sons attend Carmel School, complimented me on the School's outstanding academic success which he saw reflected through the subsequent ATAR Ranking of the No 1 Independent School in the State. He then asked me what the School's yearly fees were – always a topic of discussion amongst parents with children at private schools. I told him what the fees were and then said, “but there is something else I need to explain – and that is that no Jewish child shall be denied a Jewish education at Carmel School.” From here I described our Fee Assistance Program and how that was supporting more and more children each year, given the economic environment has become so much tougher. He looked at me in amazement and said that his daughter's private school had a very straightforward fee assistance program “if you can't pay next term's fees then you need to leave the school. No support, no assistance, non-negotiable.” This is not the Carmel School way – we do our best to support those Jewish families in need and for whom a Jewish education is a top priority.

Many of you attended Carmel, or maybe your children or grandchildren attend. Simply put, our children are reaping the rewards of our Founders' vision and the continuous philanthropic support of you, our School Community, over the last 60 years.

With a view to the future, we are now bringing the Jewish Education Foundation under the umbrella of The Carmel Foundation. We want to build a Foundation that provides you, our supporters, with opportunities to financially support not just future Jewish Education but also educational programs that you can see today: annual events like the amazing Shorashim Program that takes all of our Year 10s to Israel, biennial events like the wonderful Musical and school

development that you can walk through and interact with. I would ask you to continue this support of the School through the Carmel Foundation, so that generations of our children to come will benefit in the future.

On Friday 8 November, on behalf of the School, the Carmel Foundation hosted the 2019 Carmel Business Breakfast at the Pan Pacific Hotel. Our keynote speaker was Senator the Hon Mathias Cormann, Minister for Finance, Special Minister of State and Leader of the Government in the Senate. Senator Cormann was introduced by the Hon. Chief Justice Peter Quinlan, who chaired the breakfast discussion and question time. Senator Cormann spoke passionately and compellingly and elicited a range of questions.

The goal with the event was to bring to Perth a speaker who is having an influence on our country and global positioning. As Chair of the Carmel Foundation I believe that it is our goal, as a community, to share our knowledge and expertise widely, to bring together people from broad backgrounds to discuss topics of common interest and to provide an opportunity for crosspollination of ideas and networks.

The 2019 Business Breakfast brought together members of the property, banking, finance, engineering and government sectors. The School and its Foundation is grateful to both speakers for giving of their time for this important event and also thanks our sponsors Jackson McDonald, NAB, Prime West, the Schaffer Group of Companies, Threat Project Australia Ltd and Wingate for their support.

JONATHON SILBERT
Chairperson, Carmel Foundation

BOARD PRESIDENT REPORT

Once again we had a busy and exciting year!

Our teachers are an incredibly talented group who want nothing but the best for our students and families. The teaching staff deserves the Board's and all of our thanks for the way they look after and teach our children and enrich their lives. To our Principal Shula Lazar and her team, we acknowledge and appreciate the superb effort which goes into the successful delivery of our School program.

Jewish life and learning at the School continues to be active, dynamic and engaging. Our program caters for students from a diverse range of Jewish backgrounds and observances, with the objective being that every student, regardless of background, should receive a meaningful, satisfying and relevant Jewish Education, both formally in the classroom and informally. The incredible informal experiences of camps, Zionist seminars and the celebration of Chaggim has been a wonderful journey.

The seventh Shorashim trip to Israel for the Year 10 group was a resounding success. By all accounts, the three weeks they spent together were life-changing and have not only solidified friendships but have deepened the students' relationships to Israel, their faith, culture and history. A student summed up the experience beautifully: "The past couple of weeks have been an amazing experience where we have explored the historical and modern areas of this beautiful country. Shorashim has given us the pride to call this country home, the home of the Jewish people."

The Jewish Education Foundation continues to grow under the guidance of Jonathon Silbert. Jonathon has been appointed Chairperson of the "Carmel Foundation" which covers all fundraising for the School, of which the JEF is a part. In November, the School held its second Carmel Business Breakfast and our guest speaker was Senator the Hon Mathias Cormann. The successful function brought together people from a range of business sectors and highlighted to the wider community the depth and richness of knowledge and expertise that permeates the Australian Jewish community.

To my fellow Board and sub-committee members, thank you for your dedication and efforts - it was great working with you this last year and I look forward to a productive and rewarding 2020.

DEBBIE SILBERT

President, Carmel School Board

CARMEL SCHOOL BOARD

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Mrs Debbie Silbert

Vice Presidents

Mr Rael Bricker and Mr Mark Majzner

Treasurer

Mr Jonathan Schneider

Honorary Secretary

Mr Simon Moen

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Mrs Wendy Glasser, Mr Jonathan Grasko, Mrs Stephanie Chetrit, Mr Shuky Bendek, Mr Steven Kavalsky

School Governors

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Principal

Mrs Shula Lazar

Chief Financial Officer

Mrs Louise Barnett

Minute Secretary

Mrs Janine Myers

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Mr John Schaffer – Chairman

Mr Ian Green

Mr Danny Breckler

Dr Michael Levitt



JEWISH LIFE AND LEARNING AT THE SCHOOL CONTINUES TO BE ACTIVE, DYNAMIC AND ENGAGING.

LIFE MEMBERS

| | | | | | |
|------|----------------------------------|------|-------------------------------|------|-------------------|
| 1975 | Mr A Breckler, Mr M Singer | 1988 | Mrs J Berinson | 2003 | Mrs C Dullard OAM |
| 1976 | Dr O Tofler OAM | 1991 | Mrs R Gabbay, Mr H Hoffman AM | 2005 | Dr T Walters |
| 1977 | Mr H Atlas OAM, Mr J Krasnostein | 1992 | Mr S Berinson OAM | 2008 | Dr M Levitt |
| 1978 | Mr C Breckler, Mr A Troy | 1997 | Dr M Goodman | 2010 | Mrs B Gild |
| 1983 | Mrs B Singer | 1998 | Mr P Lenny OAM, Mr J Walters | 2012 | Mr A Hershowitz |
| 1984 | Mr J Berinson | 2000 | Mr I Green, Mr J Sher | 2018 | Mr D Breckler |
| 1987 | Mr C Guenzl | 2001 | Mrs S Hoffman | 2019 | Mr J Schaffer AM |



OUR STUDENT SUCCESSES

2019 was a year of both consolidation and great achievement for Carmel School.

Excellent results were achieved throughout the year in 2019 West Australian Certificate of Education (WACE), NAPLAN and Vocational Education and Training (VET) courses. The year saw Carmel listed as a top school for Physics, Religion and Life and Maths Applications. 2019 was also the third year that students in Year 11 were able to complete a Year 12 ATAR subject. Subjects on offer were Mathematics Applications and Business Management and Enterprise.

We thank all parents for their support, along with all of our teachers, from Kindy through to Year 12, who worked tirelessly to help every student achieve their very best. We also thank our students for their diligence and for giving us such nachas throughout their time at Carmel.

WACE Results

These results demonstrate our high academic achievement:

- 33 out of 36 of Carmel students completed four or more examinable WACE Courses
- 100% WACE achievement (one of only 18 schools to achieve this)
- 18% of students in top 3% of the State (ATAR over 97)
- 24% of students in top 5% of the State (ATAR over 95)
- 39% of students in top 10% of the State (ATAR over 90)
- 58% of students with and ATAR over 80
- VET graduates – 3 completed at least 1 VET certification of Certificate II or higher

Exhibitions and Awards

Every year, the School Curriculum and Standards Authority (SCSA) also publish the names of Year 12 students who have excelled in a specific subject and/or in WACE in general. Certificates of Excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination score. Joshua Jacobson was awarded a Certificate of Excellence for Religion and Life.

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards are based on the grades awarded to students by their schools.

The following students have been awarded Certificates of Distinction and Merit:

CERTIFICATES OF DISTINCTION

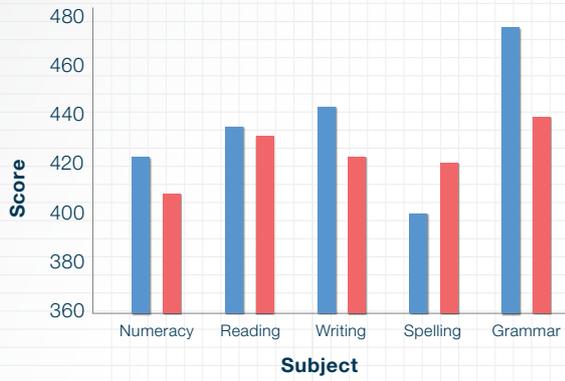
Asleigh Cohen
 Joshua Gild
 Joshua Jacobson
 Michaela Kavalsky
 Mia Parry
 Lara Posel
 Gabi Rosenberg
 Cleo Sabath
 Jordan Shuhandler

CERTIFICATES OF MERIT

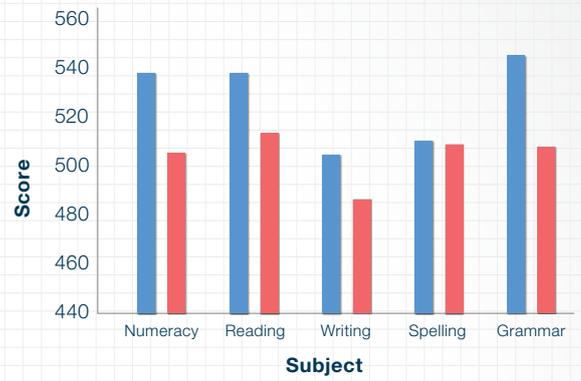
Leah Cohen
 Mia Gild
 Adam Gootkin
 Shira Koff
 Adam Lichtman
 Samuel Majzner
 Avi Margolis
 Jacob Muir

NAPLAN RESULTS

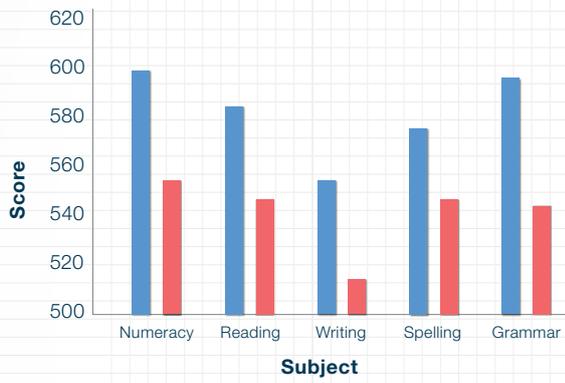
Year 3 Naplan



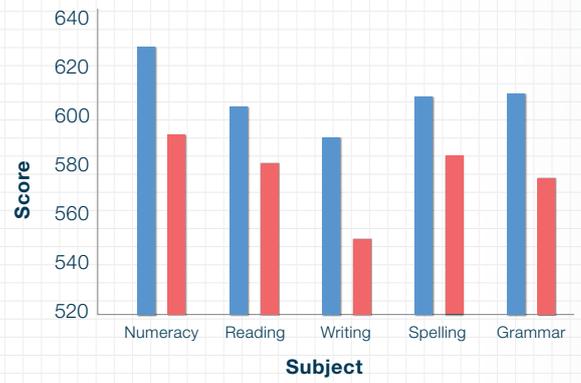
Year 5 Naplan



Year 7 Naplan

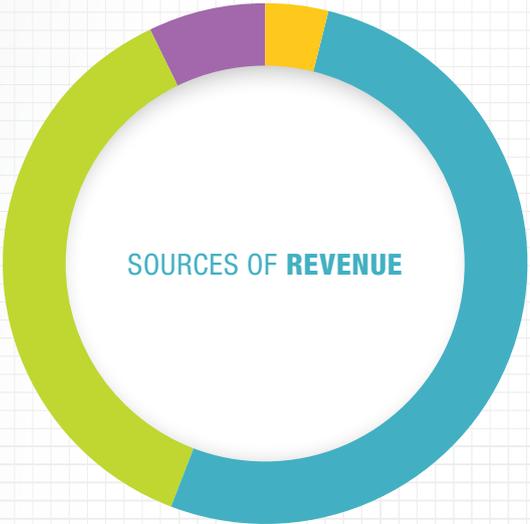


Year 9 Naplan



■ Carmel ■ National

INCOME & EXPENDITURE



| | |
|--------------------|-----|
| ● Net Tuition Fees | 52% |
| ● Grants | 37% |
| ● Donations | 7% |
| ● Other Income | 5% |



| | |
|--|-----|
| ● Teaching Salaries and related expenses | 64% |
| ● Jewish Studies and Shorashim | 5% |
| ● Administration, maintenance costs and salaries | 23% |
| ● Depreciation | 5% |
| ● Bad debt | 1% |
| ● Other expenses | 1% |



SHALOM

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High School Campus: (08) 9276 1644

Visit us online to register for updates and events

CARMEL.WA.EDU.AU