



**Carmel School**  
FAITH & KNOWLEDGE

2020

ANNUAL REPORT

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**“ CARMEL IS THE VILLAGE THAT IS RAISING THE NEXT GENERATION OF THE PERTH JEWISH COMMUNITY.”**

## PRINCIPAL'S OUTLOOK

How do we reconcile the rights of the individual with the pursuit of the common good? This is a question that informs our educational goals at Carmel, never more so than during 2020, the “Year of COVID-19”. This was a year when the global community was tested in ways we might never have dreamed imaginable. The pandemic pushed us to the limits: balancing the need to care for ourselves and our immediate families against the responsibility to do what is best for the wellbeing of our wider society. To find that balance we had to rethink the way we work, the way we socialise and, as a school, the ways in which we teach and learn. At the same time, as individuals we had to find ways to continue to belong to a community, a community we could no longer physically see due to the detachment and fragmentation enforced by the need for social distancing.

At Carmel, our aim has always been to teach students to celebrate their individual value and uniqueness, giving them the skills and resilience to withstand unhealthy peer pressure. And yet our strength as a school and as a community, especially in a time of challenge and crisis such as this, derives from and thrives on our communal bonds. We are stronger as individuals because of that which we hold in common, our shared past experiences and our collective future goals.

Marcia Polly explores these concepts in her book *Commonwealth and Covenant* where she states that what we are striving for is “separability amid situatedness”. On the one hand, we want to go

off and create and explore but, at the same time, we also want to be ‘situated’ – embedded in loving families and supportive communities that provide us with structure and infrastructure, shared values and goals.

Carmel provides that ‘situatedness’ for many. As all of us who call Carmel home know, we are more than a school. Carmel is an institution where individuals belong, in which they grow and flourish; a community in its truest sense. However, as writes David Brooks, author and *New York Times* columnist, “In strong communities there are times when the social pressure can be slightly overbearing with everyone knowing each other’s business and secrets”. But that familiarity is countered by enormous strength: the social capital that comes from living in and being part of a supportive school community. While we might too often know what is in each other’s shopping trolleys, we also know when the shopping trolley is empty and needs help being refilled. We look after and out for each other. Carmel is the village that is raising the next generation of the Perth Jewish community; a village filled with love, kindness, passion and vibrancy.

Carmel emerged from 2020 stronger and better than ever. While it might seem like a lifetime ago now, the way our staff, students and parents managed the monumental challenges that confronted us at the end of Term 1 deserves a big yasher koach! Teachers were adaptable, students were responsive and parents were supportive.

I hope and expect that this is the way we will be when we are (inevitably) tested again. It is true that here in Western Australia the impact of COVID-19 has lessened, nonetheless the ordeal has empowered us to be able to realign priorities and to ensure that we focus on what really matters: the education and wellbeing of our children.

Our students need to feel they belong to the wider Australian community too. As the recipients of the great gift of living in this country, our students ought to be instilled with a sense of belonging to, and responsibility for, the Australian people. Our new Entrepreneurship Program introduced in 2020 is designed to facilitate this. Using mentors, coaches and our links with Curtin University, students experience a world outside Dianella, a world of new ways of thinking, business knowhow and inspiration. The

course builds confidence, public speaking skills and the ability to reach out to experts or people with practical business experience - not necessarily known to students - making them understand that they too can be valuable contributors to the greater good of this country.

In all that we do, Carmel develops a sense of belonging for our students; belonging in our School, in our community and in wider Australia. With their feet firmly planted on the ground, supported and enriched by parents, teachers and community leaders, our children flourish wherever, whenever they choose, knowing they can always come home to Carmel.

**SHULA LAZAR**  
*Principal*



**IN ALL THAT WE DO, CARMEL DEVELOPS A SENSE OF BELONGING FOR OUR STUDENTS; BELONGING IN OUR SCHOOL, IN OUR COMMUNITY AND IN WIDER AUSTRALIA.**



# HEAD OF PRIMARY

The Early Years Learning Framework (EYLF) for Australia is the guiding document that clearly articulates the quality teaching and learning programs that should be delivered in the early years of schooling and beyond. Fundamental to the EYLF is that all children experience learning that is engaging and builds success for life. It clearly states that children must feel a sense of belonging and be provided with numerous opportunities to be and become in order to reach their full potential.

The idea of belonging is critical for each and every one of us and our School sees belonging as integral to the success of our students. The teachers are committed to forming strong relationships with the children based on trust and respect. They assist the children to form strong relationships with each other and ensure that the voice of the child is heard and acted upon.

When Dr Dee O'Connor spoke at our 2020 information session, she laboured the importance of relationships and a sense of belonging. Children learn best when they feel safe and secure and experience joy. Their brains are flooded with natural, feel-good chemicals, such as dopamine, that enhance learning, as opposed to cortisol and adrenaline that become dominant when children are stressed and anxious and which can shut down their capacity to engage productively.

At Carmel School, the pedagogy (the way in which we teach) provides multiple opportunities to just 'be', engaging deeply in their current understandings and having time to develop the skills and resilience to deal with daily challenges. Ensuring that every child is provided with adequate time to gain mastery, and the confidence that comes from that, builds successful and motivated learners. In 2020, the teachers continued to perfect the balance of explicit

teaching and hands-on investigation to provide every student with authentic opportunities to reflect, question and make meaning of the world around them.

'Becoming' is facilitated as children learn and grow. Our School respects and honours that children are progressing along a developmental continuum and will not all be at the same point at the same time. We want the students to be working within that sweet spot where the tasks are not so hard they are off-putting, but hard enough that they provide a challenge and result in positive growth. The energy and enthusiasm that our students bring to formal and informal learning opportunities, such as excursions, performances and sporting pursuits, assists them to become the people they want to be.

An educational environment that values being, belonging and becoming facilitates the emergence of confident, capable and resilient students. At Carmel School, we want our students to feel safe and supported in taking calculated risks and in seeing failure as an important and integral part of developing socially, emotionally and cognitively. Never was this aim more important than in 2020, where resilience was of the utmost importance. I am so proud of the way our staff and student body responded to the COVID-19 crisis. While it is my hope we are not challenged like this again, I am pleased to know that, when challenged, we are able to respond strongly as a community who cares for and about one another.

**DEBBIE BOLTON**  
*Head of Primary*



# HEAD OF SECONDARY

2020 was an interesting year at Carmel School. A year of changes, adjustment and, finally, a year of developing resilience. We, as a School and School community, have been incredibly lucky in the greater scheme of things. In a year that will always be remembered as that of COVID-19, prudent intervention from our State Government saw Western Australia remain largely COVID-free and so our students attended school for most of the year. Our Year 12 students were able to progress through their full courses and generate scores which qualified many of them for university entry. The impact of early offers from some universities was felt at all schools, including Carmel, as many students lost that external stimuli to produce their best. Many of our Year 12 students mentioned to me during our interviews that they found this deflating and they, in turn, questioned why they needed to work hard given their assured places. It was pleasing to see many push through this hurdle and work to achieve their best with the support of their teachers and families. It is, of course, the skills learnt during hard work that endure more than the content.

Social distancing impacted many events at the School in 2020. While students were able to attend classes for most of Term 2, larger assemblies were not permitted. This impacted our ability to run the House Cultural Competition; it didn't, however, dent the enthusiasm towards several other School events. The House Swimming Carnival was an enjoyable event, held for the first time at Terry Tyzack Leisure Centre. The participation in the pool was wonderful to see, with Be'er Sheva House winning the day, closely followed by Yerushalayim House in second place.

The pinnacle of the School calendar each year is, in many respects, Purim. Our Year 12 students, year-in, year-out, do an amazing job coordinating the day. 2020 was no exception, with the Year 12 body working collectively to produce a wonderful day. It was a goal of the Student Representative Council to develop a culture of shared leadership and contribution across the Year 12 group. Ably lead

by our School Captains (Eden-Lee Schäffer and Lev Kagan) and Heads of Judaica (Gadiel Fisher and Rachel Paletz), I would say they succeeded, despite the challenges this year. It was a pleasure to acknowledge the contributions of Drew Bernstein and Sam Kerbel through the awarding of Seniors Badges. One of the strengths of our student leadership model is the opportunity it provides to acknowledge students for their work outside the classroom.

Success in House competition was well spread across the Houses. House competition winners were as follows:

**HOUSE SWIMMING** – Be'er Sheva

**HOUSE ACADEMIC MERIT** – Yerushalayim

**HOUSE ATHLETICS** – Zfat

In 2020 we included a number of other events for House points. Congratulations to the following Houses for their efforts in:

**HOUSE BAND** – Teveria

**HASS WEEK** – Yerushalayim

**HOUSE GAMES IN TERM 2** – Zfat

Congratulations to Teveria for winning the House Shield in 2020, and to the House Captains and Vice Captains for ensuring the success of the House events over the year. Friendly rivalry between the Houses makes for some good fun in our House competitions.

Finally, thank you to all the teaching staff for their commitment to our students. The time and care they give to see the best achieved by our students is amazing, as is the time they give during their breaks, before and after school. Thank you.

**DEAN SHADGETT**

*Head of Secondary*





# HEADS OF JEWISH STUDIES AND HEBREW

The idea of “belonging” runs deeply throughout the Torah and Jewish life. For the Jewish people, belonging is not only expressed in the sense of belonging to a people but as a very deep sense of belonging to a land and to a community. The Talmud (Shevuot 39a) teaches us “kol yisrael areivim ze be’ze”, all of Israel are responsible for one another. On the one hand, each of us is a link in the chain from generation to generation and, on the other, we are bound together within each generation as one team, one collective body.

Research shows that belonging at school is linked to higher levels of student emotional and physical wellbeing and better academic performance and achievement. At Carmel, we value and prioritise a sense of belonging within our community and we strive for all of our students to feel connected to our School and our Jewish community.

2020 was a year like no other. Our year began with fantastic Tu Bishvat and Purim celebrations but, by Pesach, our celebrations were curtailed as we had a new and grim reality to face. We continued to teach online, making sure that our students were well prepared for their Pesach Sederim at home.

Term 2 saw us return to face-to-face learning, albeit in a different manner. We distanced in class, maintained strict hygiene rules whilst celebrating our chaggim, including Yom Ha’atzmaut, in a more subdued and modified fashion. We were, of course, extremely disappointed to tell our Year 10s that they could not go on Shorashim but we hope and pray that we will be able to make it a reality for them in 2021.

In Term 3, the Primary School began inviting small groups of parents into the School to celebrate important events with their children. These included the Year 2 Kabbalat Siddur, the Kindy Challah Bake, the Year 1 Rosh Hashanah Parent Activity and the Year 5 Sukkah Learning program. The Year 7s, whose Bar and Bat mitzvah camps

were cancelled at the end of Term 2, were finally able to head off for their outdoor adventures, ably run by Mr Lavi, Mora Steph, Mr Quelch and the Tzevet. The revamped Jewish Studies Camps, now called Machane Zooz, were held as day camps at the PHC as well as Shabbatot at School and were run by local madrichim. They proved to be highly successful, educational and fun. We are extremely grateful for the hard work and commitment of our youth movement workers and for all that they give to our School and community.

Through all of these activities, our students continued to create a school culture where a sense of school belonging is the norm. Our activities and events continued to promote our ethos and values as well as an inclusive school environment as a place to belong. Our parents have an important role in our School community; we value them as partners in our Jewish learning journey and thank them for their continual support.

2020 saw our students become more resilient and independent. Studies show that young people tend to be more resilient to life challenges when they feel loved, cared for and supported. Our wonderful staff supported our students in a caring, sensitive and responsive manner to all of their needs at school and in the classroom and beyond.

Our prayer for 2021 is that it be peaceful for the world, harmonious for society, bonding for our community, loving for our families, connected to our G-d and true to ourselves. May 2021 be one of health, strength and happiness for all.

**SIMON LAWRENCE**  
*Director of Jewish Studies*

**DEBBI BENN**  
*Head of Hebrew and Jewish Studies*

# BOARD PRESIDENT REPORT

## Dear Parents, Staff, Students and Carmel School Friends,

2020 was a very different year. The School's Leadership Team, teachers and staff worked incredibly hard to ensure the highest quality education was always provided, including throughout the COVID-19 period. Many of our usual activities were cancelled or greatly changed – no Shorashim, day camps instead of sleep-away camps, a reduced number of excursions, and the list goes on. 2020 was so different and challenging in many ways, but everyone pulled together to provide a safe, nurturing and stimulating learning environment for our students.

Exceptional times see the rise of exceptional people and effort, and no doubt you would have experienced in your own professional, social and personal lives many inspiring examples of creativity and resilience. The Board of Carmel School saw, both from the teachers and the students, how everyone did their best to adapt, make learning fun and continue the educational ethos and values of Carmel School, no matter how or where it was taught. Our Carmel employees provided the best possible examples of how to act under pressure and to be a mensch at all times. It was an inspiration to us how quickly everyone adapted to the new learning environments to create programs and materials that fit each class, whether delivered remotely or virtually. This attests to the professionalism and experience of our teachers and support staff.

Indeed, Carmel School is exceptional in another way – we are the only Jewish day school in Perth and, as the central Jewish organisation, we have a pivotal role to play in the wellbeing and future of our community. We act for today and plan for tomorrow, knowing that the decisions that all members of the Carmel community make will have implications for future generations.

Some of the main reasons Carmel parents, Jewish and non-Jewish, send their children to Carmel are because of the community atmosphere, shared values and exceptional education. These values include inclusivity, caring for everyone and the commitment to provide a Jewish education to ALL Jewish children in Perth. While many of our values are Jewish, they also include Australian values of fairness and giving everyone a go. The COVID-19 crisis has put these values to the test and helped guide the many difficult decisions we have had to make.

The Class of 2020 median ATAR was 88.85. While this result reflects excellent achievement overall, it is the individual stories of which we are most proud. There are many examples of students who came into Year 12 apprehensive about how they would perform, and they achieved outstanding individual results, paving the way for entry to university courses of preference. They were supportive of one another, courageously resilient, continued to volunteer and support Jewish community organisations and did it all with a great sense of humour.

To my fellow Board members, thank you for your dedication. Being a Carmel School Board member takes time, patience and understanding. We have been dealing with some extraordinary challenges this year and I appreciate your support.

My final thanks need to go to our Principal, Shula Lazar. Shula is one of the most hard-working, intelligent and compassionate people I know. She genuinely cares about each and every student and staff member. Thank you for your continued leadership.

### DEBBIE SILBERT

*President, Carmel School Board*

## CARMEL SCHOOL BOARD

### President

Mrs Debbie Silbert

### Vice Presidents

Mr Rael Bricker and Mr Mark Majzner

### Treasurer

Mr Jonathan Schneider

### Honorary Secretary

Mr Simon Moen

### Board Members

Dr Stephanie Chetrit and Mr Gary Louis

### School Governors

Rabbi Marcus Solomon

### Principal

Mrs Shula Lazar

### Chief Financial Officer

Mrs Louise Barnett

### Minute Secretary

Mrs Janine Myers

## TRUSTEES

Mr John Schaffer – Chairman

Mr Ian Green

Mr Danny Breckler

Dr Michael Levitt

## 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



# CARMEL FOUNDATION

**The Jewish Education Foundation at Carmel School was established in 2009 with a view to creating an independent asset, the sole purpose of which is to help ensure the long-term affordability and sustainability of providing a Jewish education at Carmel School.**

A strong Jewish day school is one of the foundation stones of a strong and vibrant Jewish community. The Jewish Education Foundation has been growing successfully for the last 11 years with a view to building a Foundation that provides our supporters with opportunities to financially support not just future Jewish education but also educational programs that you can see today. Annual events include the amazing Shorashim Program, which takes our Year 10s to Israel, and biennial events such as the School musical. In addition, School developments enhancing our student experience, such as the library revamp to accommodate our new entrepreneurship program, are ongoing. To reflect the variety of projects it supports, we recently elected to rename our Foundation the more inclusive 'Carmel Foundation'.

Following the success of our Carmel Business Breakfast in both 2018 and 2019 we were delighted to finalise discussions in December 2019 and lock in the date for our 2020 Carmel Business Breakfast for 9 June. While we were receiving large numbers of committed bookings as early as March, we were carefully following the evolution of COVID-19. We took careful note of the evolving directives of the WA Health Department, the WA Education Department, AISWA (Association of Independent Schools of Western Australia) and the corporate policies of our Keynote Speaker - and many corporate guests - and made the early call to postpone our Business Breakfast.

Our Keynote Speaker was to be Mr Richard Goyder AO, Chairman of Woodside Petroleum Ltd, Qantas Airways Ltd, and the AFL Commission. Mr Goyder AO also chairs JDRF Australia, the West Australian Symphony Orchestra and the Channel 7 Telethon Trust.

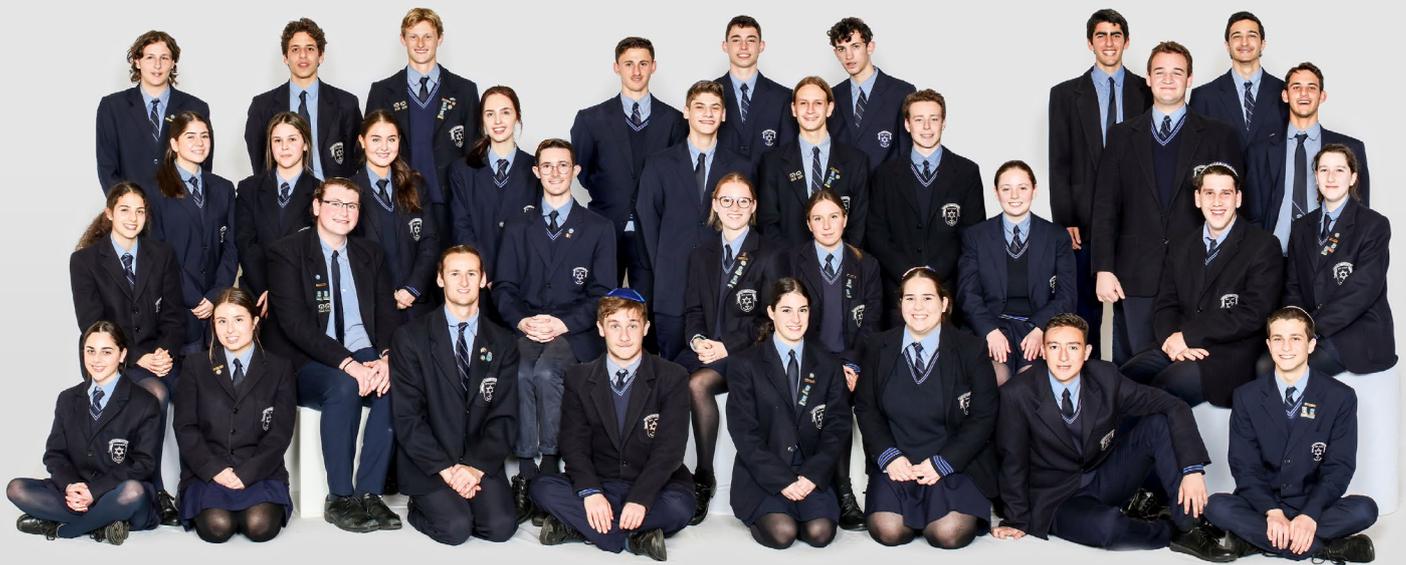
Our Chair was to be Mr Malcolm McCusker AC CVO QC, an Australian barrister and philanthropist who was the 31st Governor of Western Australia. As a barrister, Mr McCusker appeared as counsel in the Supreme Court of Western Australia, the Federal Court, the High Court, and the Privy Council of the United Kingdom.

While we made the difficult, yet correct, decision to postpone our 2020 Carmel Business Breakfast, I am very pleased that both Mr Richard Goyder AO and Mr Malcolm McCusker AC CVO QC have confirmed that they will be pleased to join us in 2021.

The goal of this annual event is to host a chair and keynote speaker who both have an influence on our country and global positioning. As Chair of the Carmel Foundation, I believe that it is critical, as a community, to share our knowledge and expertise widely, to bring together people from broad backgrounds to listen, learn and discuss topics of common interest and to provide an opportunity for the sharing of ideas and the building of networks.

While we had to postpone the 2020 event, the School and its Foundation are grateful to both speakers for committing to give their time for this important event. We also thank our sponsors, Jackson McDonald, NAB, Primewest, Schaffer Corporation Limited, Stott Hoare and Wingate, for their support.

**JONATHAN SILBERT**  
*Chairperson, Carmel Foundation*



# OUR STUDENT SUCCESSSES

## 2020 was a year of both consolidation and great achievement for Carmel School.

Excellent results were achieved throughout the year in the 2020 West Australian Certificate of Education (WACE), and Vocational Education and Training (VET) courses.

The year saw Carmel listed as a course leader for Physics, Human Biology, Chemistry, Politics and Law and Religion and Life.

2020 was also the fourth year that students in Year 11 were able to complete a Year 12 ATAR subject.

Year 11 students complete Year 12 courses in the following subjects in 2020:

- Business Management and Enterprise, Economics, Hebrew, Politics and Law and Psychology

We thank all parents for their support, along with all 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:

- 32 out of 33 (97.0%) Carmel students completed four or more examinable WACE Courses
- 96.9% WACE achievement (31 out of 32)
- 88.85 Median ATAR (number 13 in the State)
- 12.5% of students in top 3% of the State (ATAR over 97)

- 19% of students in top 5% of the State (ATAR over 95)
- 44% of students in top 10% of the State (ATAR over 90)
- 81% of students in top 20% of the State (ATAR over 80, direct entry to UWA)
- 91% of students with and ATAR over 70 (minimum entry to Curtin University, ECU and Murdoch University)

VET graduates – all completed at least 1 VET certification of Certificate I or higher or ATAR

### Exhibitions and Awards

Every year, the School Curriculum and Standards Authority (SCSA) also publishes 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. 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 EXCELLENCE

Zara Ehrenfeld  
Jacob Rangé

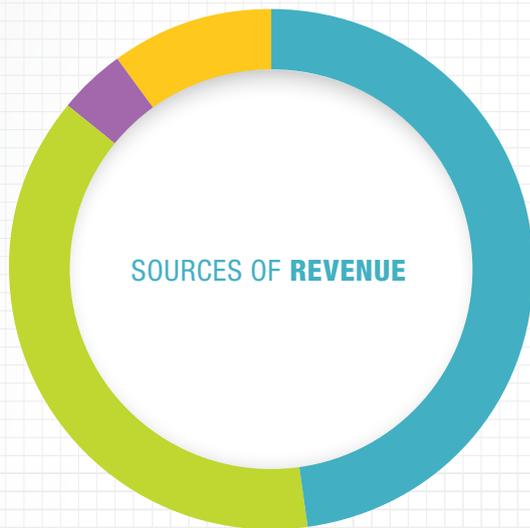
### CERTIFICATES OF DISTINCTION

Asher Altschuler  
Shaked Cohen  
Andrea Gavshon  
Jacob Rangé  
Eden-Lee Schaffer  
Daniel Tucker

### CERTIFICATES OF MERIT

Toni Grolman  
Lev Kagan  
Samuel Kerbel  
Adam Levy  
Aimee Myers  
Isabella Rosenberg  
Tal Shmuel  
Tanna Wasserman

# INCOME & EXPENDITURE



● Net Tuition Fees	48%
● Grants	38%
● Donations	4%
● Other Income	10%



● Teaching Salaries and related expenses	66%
● Jewish Studies and Shorashim	3%
● Administration, maintenance costs and salaries	24%
● Depreciation	6%
● Other expenses	1%

# SHALOM

Carmel School, Dianella

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High School Campus: (08) 9276 1644

Visit us online to register for updates and events

[CARMEL.WA.EDU.AU](http://CARMEL.WA.EDU.AU)