



Carmel School
FAITH & KNOWLEDGE

2021

ANNUAL REPORT

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PRINCIPAL'S OUTLOOK

In today's world of identity politics, intersectionality and movements of colour and creed, our children (and we) are trying to discover themselves and determine where they fit in an ever-changing landscape that stretches far beyond home, community and country.

A question that we grapple with, usually starting in tweenagehood and continuing long into our adult years, is 'what makes us who we are?' Related to this is the question of what we can change about ourselves while still preserving and holding true to our identities.

There are things that I can change about myself without altering my identity. Changing my eye colour, my clothes, my appearance, will not alter my identity. Even if I didn't work in my beloved vocation of education, I would still be me. So, what changes do alter our identity?

As teenagers navigate changing friendship groups, endeavouring to 'fit in' with the dominant cultural norms that pervade their social group at any given time, they use relativity with respect to the 'other' to make sense of themselves, to assess and solidify their values.

Alasdair MacIntyre, a British philosopher born in 1929, said the following in his seminal book *After Virtue* (1981):

"We all approach our own circumstances as bearers of a particular social identity. I am someone's son or daughter, a citizen of this or that city. I belong to this clan, that tribe, this nation. Hence what is good for me has to be the good for someone who inhabits these roles. As such, I inherit from the past of my family, my city, my tribe, my nation, a variety of

debts, inheritances, expectations and obligations. These constitute the given of my life, my moral standing point. This is, in part, what gives my life its moral particularity... The story of my life is always embedded in the story of those communities from which I derive my identity. I am born with a past and to try and cut myself off from that past is to deform my present relationships."

To summarise and distil the words of MacIntyre, there are three things that inform and shape our identities:

I am who I am because I am the child of my parents, I belong to my family.

The Carmel journey begins in Kindy with our little ones bringing in photos of their families to adorn our beautiful learning space. Not only do these photos serve as comfort items as they traverse the challenges of separation, they also celebrate their families and the roles they play in their being. Families come in all shapes and sizes and, from the very start, our students' families are embraced and made part of the educational process. At Carmel, parents are our partners and we work together to grow our children into being the best they can be.

I am who I am because I was born in this country.

Every morning, three flags bedeck our courtyard (thank you Louis!): the Israeli Flag, the Australian Flag and the Aboriginal Flag. Despite coming from varied backgrounds, Australian identity is strong among Carmel students. ANZAC Day memorial assemblies are poignant and meaningful; our students are in touch with current Australian events; and they care deeply about the Australian obligation to express regret

and repair the damage done to our First Nations Peoples. Every assembly begins with an Acknowledgement of Country and our outdoor education includes authentic Indigenous education. Carmel graduates are passionate citizens and juggle their loyalties to both Australia and Israel with pride.

I am who I am because I was born into the history of my people.

Carmel's point of difference is our Jewish education. We aim - and succeed - in graduating young adults who are knowledgeable and committed Jews; who know where they come from and where they are going. Year 6 Seder Night, which is celebrated with students and their parents, is a perfect showcase of Carmel Jewish education in action. Our students can read fluently from the Hagaddah, know when to lean, when to dip and how to sing. Our Jewish Studies camps (which were thankfully sleep-away this year!) are opportunities for students to explore their history and Jewish identity in a fun, informal manner. What is most special about these camps is that the camp leaders are OKCs from Habo and Bnei who, although they have long-finished Carmel, want to come back at every opportunity to be with current students, to lead and act as role models and be part of the Carmel experiences of today that they so cherished from yesterday.

This year saw challenging times for Israel again. Whatever their opinions, our students were not apathetic, our students were not

silent. Conversations between students and between students and teachers were prolific and productive. Mr Lawrence organised information sessions so that students could upskill their knowledge of Israeli history and events that informed the current situation. Our students' Jewish and Zionist identities are robust and resilient.

Carmel School nurtures all facets of identity. We seek to graduate young adults who are sure of themselves, who are contributing Australians and who are knowledgeable and proud of their Jewish and Zionist history and future.

I am proud and humbled to have been part of this outstanding School and community over the past six years. I am grateful to have worked with outstanding educators and administrators who work tirelessly for our students, parents and community. I am indebted to the Perth Jewish community for welcoming my family so warmly and for giving my two younger children a childhood of kindness, innocence, Jewish vibrancy and joy. I will miss Perth terribly and will be counting the days until I can come and visit my second home.

With a heart filled with gratitude, I say farewell and l'hitraot, Carmel School.

SHULA LAZAR
Principal



I AM PROUD AND HUMBLD TO HAVE BEEN PART OF THIS OUTSTANDING SCHOOL AND COMMUNITY OVER THE PAST SIX YEARS.”



HEAD OF PRIMARY

Meaningful and authentic relationships are at the heart of the Carmel School identity and there is no doubt that shared experiences are critical to building these relationships. 2021 saw the Primary School implement new or renewed experiences that created memories and built relationships that will last a lifetime.

Year 6 Leadership Model

In 2021, we introduced the concept of shared leadership for students to lead and manage their peers in areas they felt confident and passionate about. Every student who expressed an interest stepped forward to lead their group for a time and assumed responsibility for the tasks the committee was expected to perform. This shared experience allowed all students to develop leadership skills and understand the challenges that come with that role.

Year 6 Camp

Adventure-filled camps build relationships more effectively than any other experience. Year 6 Camp was reinstated in 2021 and the positive impact was overt. Our Year 11 students joined us for the first night and led the Year 6 students in several games and outdoor education challenges, where they connected on every level. This was designed to establish bonds to make the transition to High School a little less daunting in 2022. The Year 6 cohort was a particularly cohesive and supportive bunch and the camp, with all the risk-taking experiences it presented, cemented these positive relationships.

IPSHA Performing Arts

After much planning and discussion across IPSHA schools, the performing arts event was reimagined to become a more collaborative and less competitive experience. Students from six independent schools attended Penrhos College, interacting casually with each other in several workshops. Our students worked extremely hard to produce a polished song and dance performance to share with the other schools and their families in the evening.

Book Week

This event was a highlight of the year. Sharing a love of literature and celebrating wonderful experiences through books connects us all. The discussions and activities focused on favourite books and

characters and exposed the students to new genres and authors. Igniting and maintaining engagement with literature creates shared experiences and understanding.

NAIDOC Week

Acknowledging and increasing our knowledge of the significant contribution of First Nations peoples was the focus of NAIDOC week. Many shared activities - from Kindy, Prep and Year 1 art installations to informative projects focusing on Indigenous icons - were planned and delivered to increase our shared understanding and build a deeper appreciation of Indigenous culture.

Cohort Assemblies

2021 saw one assembly per year group for classes to collaborate and share this performance experience. The combined talent and energy that each cohort brought to the stage was heartwarming. Merit awards were presented in classrooms rather than at assembly so that the students celebrate and acknowledge their peers within their learning context.

Kidlets

Welcoming our Carmel Kidlets playgroup onto campus each Wednesday brought great joy and excitement. These future students participate in song, dance and developmentally appropriate activities that build their connection to Carmel and facilitate seamless transition into our Kindy program.

These examples are just snapshots of some of the new initiatives we have implemented and does not include our regular offerings of extra curricula clubs, sport, chess, excursions, Speakers Challenge and Spelling Bee, to name a few. Each day at Carmel is dedicated to nurturing and developing relationships with our children, who are deeply connected to their teachers and peers and feel part of a learning community that cares. Shared experiences are an integral part of building connectivity and important relationships.

DEBBIE BOLTON
Head of Primary



HEAD OF SECONDARY

I thought I would start with a question - are we a Jewish school or a school for Jews?

As a school, everything we do is based on the proposition of Am Yisrael Chai; 'The people of Israel live'. In this, I believe we find the answer to my question, which reinforces why we do what we do as a school. It also elucidates the importance of our role as a school; the only Jewish School in Perth. Schools often reference their 'point of difference' when comparing themselves. Our point of difference is very clear and its importance is simply critical. Am Yisrael Chai.

There is a picture hanging in the High School Administration building with a quote that states, "A Jew is asked to take a leap of action rather than a leap of faith." This quote is attributed to Rabbi AJ Heschel. Our vision demands this of our School community and our community should be proud of the role Carmel School plays in this.

All top schools have values which are aspirational. Parents often select their child's school based on their personal alignment with those values and success ensues from this synergy. Rarely does a lack of cohesion see success. I hope, as we consider our Carmel Identity, that all members of the School community can reflect on our vision and appreciate why we are all here.

A huge part of what we achieve as a school comes down to the commitment of our students. At the end of 2020, our then newly-elected Student Representative Council participated in a camp developed to allow them to bond and plan for what they wanted to achieve in 2021. The 2021 SRC, comprising School Captains Jacob Parry and Aviya Solomon, Heads of Judaica Rafael Cowan and Gal Tairy and committee members Charlie Abitbol, Shoshana Benjamin, Michael Bricker, Stephanie Kinsville, Avi Kotkis and Maya Rahamim,

had a very clear aim: they wanted to bring the School together. This year not only saw them run a most successful Purim but also wellness sessions, whole-school sports and activities and several Kabbalat Shabbat during the year. Thank you, SRC, for all that you added to 2021.

The SRC saw it as a priority to involve each and every Year 12 student in some way so they could contribute to a successful 2021. It was wonderful to recognise a number of Year 12 students during the year, each of whom earned 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 to Chaya Benjamin, Hannah Lawrence, Aimee Ott, Noah Silbert, Ryan Sibert and Jarred Wolpert.

Thank you to our House Captains for leading their Houses through the House competitions this year. They were motivating and inspiring and we can attribute the success of these events to their energy. Be'er Sheva won the Swimming Carnival in Term 1, Yerushalayim the Cross Country and Cultural Competition in Term 2, and Z'fat the Athletics Carnival in Term 3. The Overall Academic competition was shared by Yerushalayim and Zfat.

Our overall winning House for 2021 was Yerushalayim, led by Stephanie Kinsville.

Thank you again to all High School staff for your wonderful work and commitment to our students. It is my pleasure to work with you.

DEAN SHADGETT
Head of Secondary





HEADS OF JEWISH STUDIES AND HEBREW

The Jewish day school experience is an integral part of our community and is crucial to the future of the Jewish people.

Carmel students have strong Jewish and Zionist identities, are connected to both their local community as well as to Israel and learn Hebrew and participate in Jewish activities on a daily basis. Carmel School education nurtures a values system as well as identity development and growth. By living Jewish concepts such as 'hachanasat orchim' (welcoming guests), 'gemilut chasadim' (acts of loving kindness) and 'tikkun olam' (fixing the world in a Jewish way), our students discover how to become ethical and moral individuals within our Jewish and broader societies.

At Carmel School, students are introduced to the concept of community from an early age. They participate in a range of activities on a daily basis that include values such as kindness, tzedakah (including generosity of spirit as well as money), proper behaviour and responsibility for one another as well as for our environment. These values are practised at School through a variety of programs and enable the students to play a valuable role in their Jewish community in Perth. It is encouraging to see that this is transferred in their post-Carmel life as they find their place in the community amongst the many and varied Jewish communal organisations.

At the same time, Carmel School promotes leadership skills and traits within our students. Our staff, teamed with our Israeli Tzevet, offer an outstanding program of informal Jewish education: camps,

Shabbatonim, lunchtime activities, minyanim, chaggim celebrations and many other positive Jewish and Zionist experiences. Many of these activities are integrated across both campuses with High and Primary School students working together, allowing for an opportunity for 'hadracha', developing shared responsibility and bonding between year groups. These programs are supported by the outstanding efforts of our Jewish youth movements, Bnei Akiva and Habonim Dror and their excellent teams of young leaders - often Carmel alumni themselves. We are extremely grateful for the partnerships with them and with the other Jewish communal organisations.

Our formal curriculum promotes literacy in Hebrew and associates with it as a modern living language together with a deep appreciation of the sacred texts of Torah learning, Jewish Philosophy, Jewish History and Israel Studies.

It is a privilege and honour to be educators at Carmel School and to be able to support young people grow and learn in a Jewish environment while providing them with the tools to build a meaningful Jewish life.

May all our students go "MiChayil Le'Chayil" – from strength to strength.

SIMON LAWRENCE
Director of Jewish Studies

DEBBI BENN
*Head of Hebrew and
Jewish Studies (Primary School)*

BOARD PRESIDENT REPORT

I have been very fortunate in my life. There have been ups and downs, however, one of the best events of my life was the 'club' my parents signed me up to when I was born. This one action influenced most aspects of my life, through living on four continents and the raising of my Jewish family.

Like most clubs, there were entry requirements - fees, obligations and responsibilities - imposed upon me, even as a child. While my parents didn't really understand all of these commitments, they were happy to uphold them. When I was old enough to understand more about the club, they took me to daily meetings to meet other club members and their families, many of whom I already knew. We learned the songs, the history and club antics and rules and slowly gained an understanding of the true value of membership.

Being a member of the Carmel School community was a privilege; an enormous gift for which my parents worked hard and sacrificed many things. My parents prioritised what they valued and, as their children, we recognised this and emulated it. Unlike at many other schools, the friendships made extended to other students' siblings and family friends and well beyond graduation into sharing all of life's milestones. It is said that church-based independent schools connect their alumni through an old school tie. Carmel's alumni, however, are bound by more than a garment; they have shared values, shared history and shared traditions, which, not surprisingly, extend beyond Perth, St George's Terrace and its WA health precincts to a network of Jewish people and communities globally. As a student at Carmel and now as a member of our Old Kids of Carmel (OKC) alumni group, I am proudly connected to over 2000 alumni worldwide, 15 million fellow Jews, the state of Israel and thousands of Jewish communities internationally who all extend warm welcomes.

Being a member of this club has had huge benefits for my career, professional and personal life. A Carmel education positively impacts every part of an OKC's life, regardless of where they live; a claim few other schools can make. As current parents and students at Carmel School, I thank and acknowledge your commitment to the club.

I am humbled to be writing to you for the first time as President of the Board of Carmel School - the first President in our 63-year history to have attended Carmel K-12. My own children are also OKC members. Indeed, as a third-generation Carmel Board member (but the first generation of my family to have had a Jewish day school education), I can reflect on the value Carmel School has had on my life; how membership of the Carmel Club has guided my decisions and helped me raise a Jewish family.

Having been involved with Carmel School for more than half a century, I have noted the trajectory of the lives of my friends, and those of their children, who left Carmel for another high school. We all received a top-quality education, are good and kind people but, for almost all of them, the outcomes for those who left did not involve ensuring that they would have Jewish grandchildren and that their own actions would positively contribute to the growth of the Perth Jewish community.

As a small and relatively fragile community, the actions of every member matter and resonate for a long time. While parents have the right to make decisions for their families, I urge everyone, both here at Carmel or still considering the schooling environment for their family, to take the time to meet our alumni over the past five years and see the proof of the benefits of Club Carmel for themselves.

The goal of Carmel's Board is to create the Carmel School students and members of the Perth Jewish community of the **next generation**. This is neither altruistic nor onerous. If we set out with a common goal to ensure our children and grandchildren will have a thriving Jewish School and Community, then we have a pretty good chance of succeeding. If we do nothing, or make decisions that have negative impacts, then we cannot be surprised if the future for them is worse than the past and present. I hope you will join the Board in working towards our goals, for the benefit of all.

I wish the Graduating Class of 2021 a hearty Mazal tov and, to their parents, an even bigger one - and a thank you. As you yourself may have experienced, the gift of a Carmel School education is a lifetime membership to an exceptional club that will pay dividends throughout your children's lives.

MARK MAJZNER

Board President from July 2021

CARMEL SCHOOL BOARD

President

Mrs Debbie Silbert to 30 June 2021
Mr Mark Majzner from 1 July 2021

Vice Presidents

Mr Rael Bricker and Mr Jonathan Schneider

Treasurer

Mr Gary Louis

Honorary Secretary

Mr Simon Moen

Board Members

Dr Stephanie Chetrit and Mrs Alana Delcanho

School Governor

The Hon Justice 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
Mrs Debbie Silbert

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 OAM | 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 J Schaffer AM |
| 1987 | Mr C Guenzl | 2001 | Mrs S Hoffman | 2019 | Mr D Breckler |



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 12 years.

Following the success of our Carmel Business Breakfast in 2018 and 2019 we had to make the difficult, but correct, decision to postpone our Carmel Breakfast in 2020 due to the impact and risks related to COVID-19.

This year, we held our Carmel Business Breakfast 2021 on Tuesday 9 November at the State Reception Centre in Kings Park. Our Keynote Speaker was 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 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.

This annual event is a highlight of the School, community and business events calendar each year. With this event, we aim to bring together people of broad backgrounds to discuss contextual issues facing organisations. Through opportunities and challenges we find similarities, and coming together to network always ignites ideas. It was magnificent to listen as two incredible leaders, who clearly respect each other and enjoy one another's company, sparked off each other and provided a really meaningful and engaging discussion for attendees. So many topics were covered, from building a vision for Perth, to opening the borders; from how we can encourage and

reward business success to whether the AFL can one day be a truly national game, with grand finals played around the country. There was something for everyone.

The goal of this annual event is to host a chair and keynote speaker, each of whom has 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.

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: Business Events Perth, Jackson McDonald, NAB, Primewest, Razor Labs, the Schaffer Group of Companies and Wingate for their support.

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.

The success of the Foundation is dependent on the generous contributions of our community. To that end, please feel free to contact either me or our Head of Marketing, Communications and Development, Susanna Wills-Johnson, if you would like to contribute

to the Carmel Foundation or if you have any queries about donations or bequests.

The Foundation is proud to pay tribute to the families who have reached significant milestones through their ongoing contributions. The three levels of giving we recognise use multiples of tuition fees as a guide to determine these special milestones.

KAVOD (HONOUR) CARMEL: Equivalent to the Year 12 tuition fees at the inception of the JEF in 2009.

CHESSED (KINDESS) CARMEL: Three times the Year 12 tuition fees at the inception of the JEF in 2009.

YESOD (PILLAR OF SUPPORT) CARMEL: Six times the Year 12 tuition fees at the inception of the JEF in 2009.

The Carmel School Jewish Education Foundation would like to thank these families for their generous support during the past 12 years of the Foundation:

Kavod Carmel

Rael and Rafi Bricker
Steven and Simone Dorevitch
Rabbi Marcus and Rabbanit Linda Solomon
Jerome and Lynn Swersky
Simon and Amanda Walters
Neil and Charlotte Wende

Chessed Carmel

Isaac OBM and Christine Eilon
Michael and Carolyn Levitt
Derek and Jo Loewenstein
Jonathan Loh and Cecilia Yong

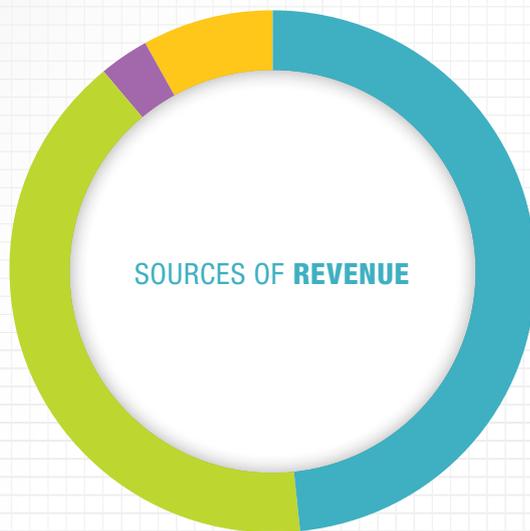
Yesod Carmel

Ian and Jill Green
Malka Foundation Pty Ltd
Freddie Nassim OBM
Hilton Nathanson
John and Debbie Schaffer
Jonathon and Debbie Silbert

JONATHON SILBERT

Chairperson, Carmel Foundation

INCOME & EXPENDITURE



| | |
|------------------|-----|
| Net Tuition Fees | 49% |
| Grants | 41% |
| Donations | 3% |
| Other Income | 8% |



| | |
|--|-----|
| Teaching Salaries and related expenses | 65% |
| Jewish Studies and Shorashim | 4% |
| Administration, maintenance costs and salaries | 23% |
| Depreciation | 6% |
| Other expenses | 2% |



OUR STUDENT SUCCESSSES

It is with immense pride that we congratulate our graduating class of 2021.

WACE Results

In summary, our Class of 2021 attained:

- 21% of students achieved an ATAR over 97
- 39% of students achieved an ATAR over 90
- 74% of students achieved an ATAR over 80
- 100% WACE Achievement (1 of only 18 schools to achieve this)

Carmel's median ATAR was 87.95.

While our marks and ATARs scores are nothing short of stellar, they are but one component of what makes this cohort of young adults so special.

Like many of our cohorts, the class of 2021 found just the right mix of academic determination and joie de vivre – they embraced all that Carmel School life had to offer. Many of our Year 12 students performed leading roles in our brilliant school musical *The Addams Family*, a demonstration of the varied talent in this year group. These students were runners-up in the ACC Senior Basketball championships and reached the finals of both the State debating and Mock Trial competitions.

While studying hard, many still found time to volunteer for Green Sunday, collect food for Oz Harvest, volunteer for Bnei and Habonim and even raise thousands of dollars through 'Mullets for Mental Health'. These are but a few charity and volunteering initiatives these students committed to, demonstrating their desire to give to the Jewish and wider communities.

What we will miss most about this class is their support for each other and their love for Carmel School. These students are graduating Carmel as a cohesive unit, as devoted to each other as they are diverse. They have respect for and revel in

each other's differences, celebrating the wins and taking care of each other through the challenges. Their love for Carmel is palpable; they worked tirelessly to create one of the best Purim's ever and they travelled to dance, sing and bring their 'ruach' to the other students Judaica camps. They brought joy and fun to assemblies and took the time to speak with and care for the younger students. They are a group of true 'menschen'.

Carmel School's pride and joy is found in the students who graduate our School with a strong sense of pride in their Judaism, ready and able to succeed in the post school adventure. And this group, the graduating class of 2021, have given us, and will continue to give us, intense nachas for years to come.

Mazal Tov to all our graduating students and a huge thank you to their parents and teachers for their role in producing these exceptional young adults.

INDIVIDUAL AWARDS AND ACHIEVEMENTS

Dux of 2021

Aidan Marcov achieved an ATAR of 99.75

General Exhibition

Aviya Solomon achieving in the top 50 in the State in the WACE award score – 5 exam scores, with at least 2 scores from List A and List B.

Subject Exhibition - Human Biology

Aviya Solomon highest exam mark in the State.

Special Mention

Jacob Parry for achieving 100% in his practical exam for Drama.

SCSA AWARD LIST

Subject Certificates of Excellence

Aviya Solomon - Human Biology
Rafael Levin - Business Management and Enterprise

Certificates of Distinction

Charlie Abitbol
Rafael Cowan
Liam Demb
Aidan Marcov
Jacob Parry
Aviya Solomon

Certificates of Merit

Daniel Arenson
Chaya Benjamin
Shoshana Benjamin
Michael Bricker
Camila Corona Parise
Noa Jackson
Kyler Joffe
Stephanie Kinsville
Talia Sabath
Leora Scop
Alexa Starkowitz
Gal Tairy
Kobe Walters

SHALOM

Carmel School, Dianella

shalom@carmel.wa.edu.au

Primary School Campus: (08) 9276 1900

High School Campus: (08) 9276 1644

Visit us online to register for updates and events

CARMEL.WA.EDU.AU