



**COASTAL LAKES**  
COLLEGE

*Imagine, Believe, Inspire & Achieve.*

# 2020 Annual Report







## Principal's Foreword

2020 began with a doubling of size! We had an additional 245 students join us, and another 30 staff – 570 students in total with 64 staff! For the first time, we began to imagine how the college would feel with more people in it! It was important to us that those who had begun their journey with us in 2019 helped us to bring on board our new students and staff – to be inclusive of all and ensure that all new people felt as connected to the college as the foundation people did. We asked our foundation students to lead the way with setting the tone, and our foundation staff to help our new staff connect to what was important to us – that philosophy of success for all students – but that success looks different for everyone. Little did we know that we would only have a few weeks to do this important work before we would be interrupted. This unscheduled interruption to the normal college routine and rhythm did have some impacts on this work. It was really only in the second half of the school year that we felt the college was back on track – focussed on what was important to us moving forward.

Term four in particular was filled with amazing experiences for our students both in and outside the classrooms. I have felt such pride in seeing our students really begin to get involved in developing a sense of belonging to the College itself and their specific Houses. The House competition – the Cadbury Cup – was great to see, and staff and students alike demonstrated their competitive sides in various team challenges vying for the title and trophy, and those all-important house points! Our celebration assembly also allowed us to showcase the successes many of our students have achieved this year – and allowed me the opportunity to remind every member of our CLC community that individual success should be celebrated and supported by all in our community, regardless of who it is or for what it is. As I said throughout the year, I'd love to call every student up and recognise their success this year – every child has felt that buzz of success in some way across the year – but apparently that isn't feasible in an hour long assembly scheduled twice a term unfortunately. We try to utilise other methods of celebration – our weekly wrap ups on our Facebook page is but one instance of how we do this.

I want to thank the College Board, Staff, community groups, students and their families for their continued support during 2020. We have made the most of a disrupted year and achieved so much! Student achievement continued to demonstrate growth as indicated by grades and attendance. There is a shared understanding that high expectations are crucial to helping all within our community succeed, and that there is nothing to fear from high expectations!

## Our Vision

A key success indicator of our College will be the strong relationships our teachers and support staff form with you and your child, and with the community. Our high quality teaching and education programs will develop their knowledge and skills, focusing on their strengths and encouraging them in their chosen pathway.

Our College will measure its effectiveness through the achievement and character of our students and our strong links with the wider community.

## Our Purpose

Our purpose is to ensure all students leave our College as confident and informed individuals who are competitive and well prepared for a rapidly changing future. We will ask our students to be creative and imaginative, to be problem solvers and critical thinkers, encouraging them to think outside the box. We will give them the skills and knowledge to succeed and be an active and informed member of society.

Student success is our number one priority. We will provide an engaging, supportive and nurturing learning environment where they will be encouraged to work with their teachers and peers to the best of their ability, achieving great outcomes. This is captured in our school values: Imagine, Believe, Inspire and Achieve.

## Our Values

Our College has a learning culture where we work together to develop the whole child. By 'whole child', we mean the attitudes, skills and behaviours – such as self-control, confidence, social skills, self-motivation and resilience – that underpin success at Coastal Lakes College and beyond. Our College culture is focused on supporting and celebrating positive academic mindsets that enhance social and emotional wellbeing and motivation. They include the ability to respond to setbacks, to work well with others, to positively contribute to the world around us, and to be goal and aspirationally motivated. Our core values are based on a growth mindset: the theory that intelligence is not a fixed characteristic, but instead is increased through effort. Our core values are best captured by the words Integrity, Creativity, Joy, Respect, Connectedness, The Individual, Excellence.







## Message From The College Board

This Annual Report describes the successful second year of operation that Coastal Lakes College had in 2020. It represents the work of the College and the Board working in partnership to achieve success for our students.

Following the opening of the College in 2019 the Board was formed and underwent school board training to ensure we could fulfil our duties as a board. One of our early roles was the feedback we provided on the College's Business Plan 2019-21. We have continued our role in 2020 of reviewing this document with the College as it implements its strategic direction. We are confident as a Board that all College actions are aligned to this plan and are meeting the needs of our college community. The Board has played a significant role in 2020 in reviewing the College's strategic approach to the development and growth of Coastal Lakes College.

The Board commends the manner in which the Principal Kya Graves and her executive team have led the early development of the College, resulting in a positive culture that addresses the needs of the whole child across the College. The Board particularly notes the professional and effective manner in which college staff managed the interruption to learning caused by COVID-19.

The College has maintained a sound financial position throughout 2020, with the Board being kept appropriately informed of financial matters. During 2020 the Board has assisted the College with areas such as:

- College Business Plan implementation and review
- Review of data
- Approval of budgets and contributions
- Review of Learning Area implementation of strategic planning

The College Board plays an important role in the governance of an Independent Public School. The Coastal Lakes College Board views their role with great importance and as a privileged chance to positively contribute to the College and wider community. As Board Chair I would like to thank all members of the Board for their contribution to making 2020 a successful second year of operation for Coastal Lakes College.





# Teaching Priority #1

## *Learning & Assessment are the core business of our College*

Coastal Lakes College places great importance upon creating meaningful pathways for our students. By the end of 2020 in addition to our existing four Heads of Learning Area for HaSS, English, Math and Science we had appointed Heads of Learning Area for Health & Physical Education and The Arts. Our focus is high quality teaching and learning based on a whole of college pedagogical framework, lesson plan design and formative assessment. The College focus on differentiation and enrichment of curriculum is guided by data. Unfortunately, in 2020 a key sources of data that would be reported on within this report, NAPLAN did not go ahead. However as has been our practice we have engaged all students in PAT Testing during our two-week orientation at the commencement of Term 1 in order to give teachers baseline diagnostic data on their students. This ensured effective differentiation of curriculum to meet every student's needs. To assess the effectiveness of our teaching and learning programs all students again sat PAT Testing in Term 4 to measure the student's progress. The results of this testing were as follows:



PAT Test Type	Year Level Norm	CLC Term 1 2020	CLC Term 4 2020	Growth
Year 7 Reading	132	129.4	131	1.6
Year 7 Maths	130.5	126.7	130.1	3.4
Year 8 Reading	134.7	128.9	130.4	1.5
Year 8 Maths	133.6	127.8	131.3	3.5

Results measured in PAT achievement bands

The impact of interrupted learning due to COVID-19 should be considered when examining these results. It must be noted that the norms above are for all of Australia and this is therefore not a measure against like schools and cohorts. Consideration of our ICSEA of 974, below the median of 1000, should also be made when assessing this data. Our goal is to see progress in our students and to work towards and/or exceed the norms. Year 7 and 8 Reading results demonstrates our students entered under the norm, but were moved towards that by early Term 4 when the testing occurred.

### Back2Front Maths

Year 7 and 8 Maths results demonstrates the effectiveness of the teaching approaches, Back2Front Maths and targeted intervention programs using Back2Front Maths at CLC. In response to this data during 2021 CLC will be implementing agreed consistent strategies for literacy and a targeted literacy intervention program.

### Whole College Literacy Approach

Our focus at Coastal Lakes College is the high achievement and high progress of students from Years 7 to 9 in their NAPLAN results, with a high percentage of student prequalifying for OLN by achieving Band 8 or higher in their Year 9 NAPLAN. During 2020 in response to 2019 data we developed and launched a whole college approach to address literacy. This approach involves the use of agreed research proven literacy strategies consistently by all staff across the College. This is in conjunction with our literacy and numeracy focused Integrated Learning Class and targeted Small Group Intervention (SGI) will continue to ensure success for our students.

### Back2Front Maths GROWTH

In addressing numeracy Coastal Lakes College has engaged students in a multi-layered approach using the Back2Front Maths Program at a both whole class pedagogy and Small Group Intervention (SGI) level. All students competed a diagnostic test prior to starting the Back2Front Maths Program, which targeted key misconceptions in student understanding. All students were then retested at the end of the year, the cohort had an average effect size of 1 years 4 months growth in Year 7 and 2 years 2 months growth in Year 8. The students within the SGI demonstrated an average effect size of 2 years 7 months growth in 2020.



## Year 7 Learning Area A-E Grades

Learning Areas/Subjects	Final 2020 Grade Percentage of Students at Satisfactory or Above	Like Schools
English	96%	70.3%
Mathematics	87%	68.1%
Science	92%	72.6%
HaSS	94%	70.1%
Average across all MESH Subjects	92%	70.2%
The Arts	99%	91.2%
Technologies – Design & Technologies	91%	90.8%
Technologies – Digital Technologies	89%	79.7%
Health	96%	82.2%
Physical Education	95%	90.2%

## Year 8 Learning Area A-E Grades

Learning Areas/Subjects	Final 2020 Grade Percentage of Students at Satisfactory or Above	Like Schools
English	93%	72.9%
Mathematics	75%	65%
Science	91%	69.9%
HaSS	89%	63.9%
Average across all MESH Subjects	87%	67.9%
The Arts	92%	83.7%
Technologies – Design & Technologies	84%	85.5%
Technologies – Digital Technologies	68%	75.7%
Health	85%	76.9%
Physical Education	94%	85.3%

Please note our 'Like Schools' identified by our ICSEA is based on two year's enrolment data. For this reason it may not be a true and accurate representation at this point.

## Inclusive Education

Interruptions to learning caused by COVID-19 did affect the progress of our students in Inclusive Education (Education Support), however students continued to demonstrate a range of achievement against Individual Education Plan (IEP) goals. These are highly individualized plans that are in ongoing review throughout the year. In these plans students made significant social, emotional and behavioural progress across the year. Parent feedback on their child's progress was highly positive for all students in Inclusive Education.

In 2020 our timetable and student needs allowed for a higher number of our Inclusive Education students to access their teaching and learning through mainstream classes. Two students who qualify for an Inclusive Education program transitioned to engaging in full mainstream inclusion and were provided opportunity to achieve against the achievement standard across a range of Year 8 subjects. This tailored inclusive approach was successful both academically and socially for these students.

## Special Education Needs Reporting

To ensure inclusion and meet the needs of all students IEPs and GEPs were appropriately put in place across the College. For some of these students these were reported on through Special Education Needs Reporting (SEN). A number of students received both SEN and A-E reports as the College worked to meet their specific educational requirements.



## Homework Classes



To further support achievement and provide both support and enrichment for all students, CLC operated homework classes every Wednesday and Thursday after school during 2020. These were staffed by our Heads of Learning Area, and aimed to assist and support students. These classes proved popular with many regular attendees.

## Teaching Priority #2

### *Health and Wellbeing of Students and Staff*

The social and emotional wellbeing of our students and staff is at the core of the College's ethos. Through a happy and healthy college community based on strong positive relationships we can meet the educational needs of all stakeholders.

#### Whole College SEL Resilience Program

Whole college Social and Emotional Learning (SEL) resilience programs were implemented in Year 7 and 8 successfully delivering SEL to all students. The focus was on building success for all students through explicit teaching of the five keys to success of the You Can Do It program; confidence, organisation, getting along, resilience and persistence. The skills taught and reported on were in line with the Attitude, Behaviour and Effort (ABE) reporting requirements for each student. The Whole College approach to SEL is also supported through Years 7 & 8 Health curriculum which focuses on this area in Term 1.



#### GOALS Program

In 2020 the CLC GOALS program designed to develop leadership and resiliency in selected students focused on Volleyball in Term 4. This program ended with four teams from Year 7 and 8 competing against Ridge View Secondary College (RVSC). All students involved worked hard at training to extend their skills and abilities.

#### Peer Support Program

Our successful Peer Support program continued to grow in 2020. The Year 8 & 9 students engaged in a program focused on creating student leadership opportunities and raising awareness of good mental health. Students continued to manage and lead a hub space that included organising resources for students to use to chill out and interact with their peers during break times. These students also assisted with the transition of our Year 6 students over the year. In this Transition program these students ably assisted the teachers in leading the Year 6s in a variety of activities.



#### R U OK? Day

In support of 'R U OK day' the College Positive Support team and Peer Support students designed and facilitated activities for students to participate in that promoted skills in how to support their social, physical and mental health. Across these recess and lunch time events the majority of the College's students participated in a range of activities that draw attention to and support mental health and wellbeing.

# RU OK?





## Attendance Rate

In 2020, like all WA schools, our attendance rate was affected by COVID-19 and for this reason this data is not available from the Department of Education. However, as a College we were pleased with the engagement of our students as COVID-19 became a reality affecting schooling in late Term 1 and particularly in the manner in which our students returned to the College in Term 2 and reengaged positively and almost seamlessly with their educational journey.

## Health & Wellbeing Committee

The CLC Health & Wellbeing Committee (HWB) continued its focus on providing opportunities for staff and students to be supported mentally, emotionally and socially. Events aimed at students and run in conjunction with the Positive Support Team included themes of anti-bullying, mental health wellbeing and healthy lifestyles. The HWB team arranged for a coffee van to visit each fortnight during recess time, scheduled morning teas each term, conducted staff yoga and other wellbeing activities before or after school. Across the college, positive daily affirmations are now included in the daily notices. These initiatives proved successful, and are scheduled to continue and grow in 2021. As the College continues to grow in size the HWB team will seek to ensure all groups within the school are represented and clear targets are established in maintaining a healthy school environment.



## Pastoral Care

The Positive Support team over 2020 continued to build connections and invited various external agencies to support the growth and development of the pastoral care focus across the College. External agencies provided one on one counselling, assisted in facilitating targeted intervention programs, volunteered within classrooms to support student learning and delivered whole school workshops.

## Orientation Program

In 2020 the Years 7 & 8 Orientation program was designed to transition students throughout each milestone of secondary schooling. The program exposes students to a broad range of learning experiences across all curriculum areas and allows students to adapt to common College practices and structures surrounding routines, expectations and their readiness for learning. It also sets the scene for quality teaching and learning, culture building, classroom management and positive behaviours. Staff and students are able to explore, build and nurture relationships through 'getting to know you' and 'respectful relationships' endeavours, and participate in team building, intervention, pathway planning and growth mindset activities to build upon their 21st Century Skills. The program focuses on preparing and developing the whole child and continues to build inclusivity across the College.



## Engaging Break Time Activities

The City of Mandurah and Positive Support team facilitated activities for students to participate in during break times such as movies in the theatre, challenge games on the lawn areas and Headspace in the library. This partnership supported the College in making break times engaging, safe and fun.

## Support For Students At Educational Risk

Students at Educational Risk were supported through the Student Services Positive Support model, process and procedures. Referrals to pastoral care and support agencies, along with regular communication with students, parents, teachers and support staff about students' needs meant that students that were at risk were supported in and out of the classroom.

## Teaching Priority #3

### Developing and Building of College Identity & Culture

Coastal Lakes College's goal is to be a hub of the community. We are building a strong college identity built upon high expectations, strong relationships and communication, and success for all students. We are developing a strong focus on Technologies and The Arts.



### Pi Day

During Term 1 the CLC Mathematics Learning Area held a Pi Day celebration for March the 14th. This is when mathematicians and math lovers around the world celebrate pi, often approximated to 3.14, which is the ratio of a circle's circumference to its diameter. The circle is often the first shape many learn in childhood, and can be observed in nature in pinecones, apples, oranges, the cornea in our eyes...the circle is everywhere!

The Math staff led a number of classroom activities investigating the relationship between the diameter and circumference of a circle and the importance of the number pi. At recess a competition was held, where students were challenged to recite the first 20 digits of pi, and more. Overall the day was celebrated with both sweet and savoury pies!

$\pi$



### AAMT Competition Success

57 students in Year 7 & 8 participated in the Australian Association of Mathematics Teachers (AAMT) competition. This competition demonstrates the importance and relevance of mathematics in students' everyday lives. The competition is open to students in Years 3 to 12 across Australia. Australia's leading educators and academics design the unique Australian Maths Competition problems each year. Our students received thirteen credits and two distinctions, with our top student scoring in the 93rd percentile.





## College House System

The College House System is fundamental in developing our students to be confident and informed individuals who are competitive and well prepared for a rapidly changing future. Throughout our Transition and Orientation programs students are placed in a House based on a personality test.

In 2020 students were exposed to learning area, lunch time and whole College House events that required them to use imagination and creativity, to be problem solvers and critical thinkers. This encouraged them to think 'outside of the box'. House events cultivated Integrity, Creativity, Joy, Respect, Connectedness, The Individual & Excellence amongst students and this was reflected in the College environment throughout the year. As student and success is our number one priority, the House System provided an engaging, supportive and nurturing environment which encourages students to work with their House teachers and peers to achieve great outcomes. Through House events, we captured our college motto of Imagine, Believe, Inspire and Achieve.



**In 2020 we offered a number of different after-school clubs which gave students an opportunity to delve further into their interest areas.**



### **Creative Writing Club**

A Creative Writing Club provided an enriching space for a group of students wishing to explore and expand their narrative and poetic skills. The group was led through a range of activities which saw the students explore sensory language, poetic devices and improve their syntax. A culture of an appreciation for English, writing and sharing was developed. Three Creative Writing club students were inspired to enter the Pens Against Poverty Writing Competition.



### **Arts Club**

Visual Art club started in Term 1 with high attendance from students. Here students engaged in furthering their creative thinking in the mediums of visual art. Despite the interruptions of COVID-19 the club restarted in Semester 2 and was well attended and enjoyed by the students. Three Year 7 Visual Arts students participated in the Children's Book Council of Australia's Storybook Competition. They were not selected as finalists but received an acknowledgement of participation.



### **Basketball Club**

Basketball club in 2020 developed to be a very successful and enjoyable club that students are eager to be a part of. The Basketball Club welcomed all students at any skill level who are interested in learning and playing basketball. Basketball club provided a safe environment that built teamwork, comradery and competition amongst likeminded students.



### **Peel Sports Carnivals**

In 2020 the Health and Physical Education Learning Area led the establishment of clubs and teams which meet at recess, lunch and after school with the aim of forming and training teams to represent our College in sporting competitions aligned to the Peel Sports Carnivals. This has continued to build strong relationships and engagement of our students at CLC. The College is now a member of the Peel Sports Association, participating in carnivals with other local schools across a number of sports. In 2020 as part of this we celebrated the victory of our Mixed Touch Ruby Team.



## Robotics & Coding Club

A Robotics & Coding club continued in 2020. The club worked with the EV3 Lego robotic systems and began to practice challenges working towards participation in the Lego League. The students also explored automation with microbits. Students in this club showed innovation and inventiveness in their problem solving skills across both areas.



## Music Club

A Music club ran successfully throughout the year, with a good number of regular students attending. Music club provided a space for students to celebrate their love of music, create bands, learn a range of instruments and work together to prepare items that are now regularly performed at assemblies. In 2020 these students also performed at a number of lunch time events honing their performance skills for the Arts Showcase in Term 4.



## Instrumental Music School Services

The College now has a full music program with 24 students engaged with the Instrumental Music School Services learning 10 different instruments and vocal.

## Term 4 Arts Showcase

The Term 4 Arts Showcase again gave an opportunity for students to demonstrate their learning across every discipline of the arts. Opening with a gallery walk of Visual Arts pieces the College community was then treated to dance, drama and musical performances by students from across our College in Years 7 & 8.



## Science Week

In 2020 Science Week at CLC had the theme “Big Blue” reflecting our partnership with Svitzer and OSM. Our Year 7s ran a Science Inquiry on ocean acidification (usually a Year 12 Chemistry topic) to discover why rising CO<sub>2</sub> levels will ultimately have a destructive force on shellfish, crustaceans and corals. The Year 8s participated in a design process project to create a floating rig that would stand up to different conditions including floating, leaks and adverse weather. The high engagement of students in these projects was pleasing to see.



## The Achieve Program

The Achieve classes in Year 7 concluded the year with a cross curricular STEAM (Science, Technology, Engineering, Arts, Mathematics) task called “The Island Project” giving them the opportunity to demonstrate their learning across all learning areas. Students used 21st Century Skills to problem solve the task presented to them.

The Year 8 Achieve classes engaged with social and environmental issues creating a picture book to share the complex topics that they had been examining. The completion of these two tasks was celebrated with a presentation to the College Exec Team and members of the College Board.



## Our Commitment to Inclusion

Our inclusive approach to all aspects of college life has resulted in students with disability being supported to engage in whole college activities such as carnivals, assemblies and excursions.

The College has consistently received positive feedback from parents and therapists regarding the care and support we provide to students with disability.



## Bottle Rocket Competition

Four of our Year 8 students attended and competed in a bottle rocket competition at John Tonkin College. Prior to the competition the students conducted research and followed the design process. On the day the students put this knowledge and skill in to action to design, build and launch bottle rockets. Individually our students achieved 10th and 11th place with the College placing 3rd overall.



## Book Week

Led by the English Learning Area, the entire staff of CLC celebrated Book Week by dressing up as characters from books. The students engaged in a friendly competition of racing to correctly guess which characters the staff were all dressed up as.

## Whole College Excursions

An end of year whole college excursion to the zoo for Year 7 was very successful giving students the opportunity to work in teams, demonstrating the skills that had been worked on across the college all year. They travelled throughout the whole zoo completing a task that encompassed MESH subjects. Zoo staff and members of the public commented on their excellent behaviour and positive attitude demonstrated by our students throughout the day. Our Year 8 students ended the year with a rewards excursion for students who had maintained their Good Standing. These students were able to enjoy a film at the cinema followed by a lunch on the foreshore.





## Teaching Priority #4

### *Developing Partnerships*

Coastal Lakes College aims to have meaningful and strong partnerships to provide the best educational experience for our students.

#### **The Oceans Project**

CLC in collaboration with RVSC has formed a partnership with Svitzer and OSM.

In 2020 this provided real world connections for our Year 7 students who are learning about the world of work, including different types of work, who is involved in the workforce and various industry opportunities.

As part of their studies, Year 7 Achieve Program students were invited to undertake an excursion to the Fremantle Ports to immerse themselves in the opportunities of working in the maritime industry. They spoke to professionals in various parts of the industry, walked through the Fremantle Ports as part of a specific tour and visited the WA Maritime and Shipwrecks Museum to find out more about the industry.

The excursion provided a fundamental opportunity for students to apply their knowledge in a real-world setting.

As part of this partnership students also celebrated World Oceans Day which included a range of innovative and engaging activities to teach students about the value of the ocean. This included creating a whole school pledge to bettering ocean health and creating a soft plastics bin initiative.



#### **Back2Front Maths Program**

The close link made with Lakelands Primary School in 2019, focusing around the Back2Front Maths program has been continued and expanded to a wider network of local schools in 2020. This resulted in the first Coastal Numeracy Network Meeting. The aim of these termly meetings is to make connections and engage in professional dialogue around what is working well. These meetings will also be an opportunity to provide support and ideas to each other when thinking about the 'even better if' and 'where to from here' of numeracy education.



## Collaboration

CLC and RVSC worked collaboratively throughout 2020, with shared professional learning, programs, assessments and lessons. Both colleges had an authentic collaborative relationship whereby decisions were discussed and made together, to suit both colleges. Staff from both colleges engaged in moderation of student work at key points across 2020 to ensure consistent judgements were made against the curriculum standards.

## Challenge Cup Day

A further partnership between CLC and RVSC is the Challenge Cup Day. This continued in 2020, however due to COVID-19 and the inability for students to compete in Term 1 it was adjusted so that the staff at each college competed remotely at their own colleges across three events. Despite winning 2 of the 3 events CLC staff decided in the spirit of camaraderie to let RVSC claim victory as they had yet to win a single event between the two colleges.



## The Graves-Longworth Cup

Our second annual Inter College Olympics between CLC and RVSC was held at Ridge View Secondary College in Term 4. Students from both colleges were vying for the prize of the Graves-Longworth Cup. This cup, named for the respective foundation principals of CLC and RVSC, represents the ongoing partnership between our two colleges. What followed was a full day of sporting and novelty events in which students from both colleges represented themselves very well.



## STEM Enterprise Pioneer Schools

In 2020 Coastal Lakes College and Singleton Primary School continued our partnership as a STEM Enterprise Pioneer Schools working with the Department of Education's Innovations Unit. This initiative is designed to achieve a common understanding of STEAM and 21st Century Skills amongst our College and school communities. In 2020 we expanded this partnership to mentor Meadow Springs Primary School and Oakwood Primary School in creating a cluster of local schools with a common focus on 21st Centuries Skills that are essential in the modern workforce.



### Moderation

Each of our Heads of Learning Areas and Teachers in Charge in 2020 were engaged in moderation and curriculum discussion meetings with specialist and generalist teachers from our cluster primary schools. These provided valuable discussions and informed strategic planning that will support all our students on their K-12 education journey.



## CSSA Primary School Carnival

Our Health & Physical Education LA has partnered with the CSSA Primary School Carnival offering our students participation in running the event through umpiring and scoring. Unfortunately, COVID-19 caused the cancelling of these events in 2020, however CLC will be supporting these events in 2021 with students from our Year 9 Specialist Sports classes.



### Sporting Partnerships

In 2020 the Health & Physical Education LA partnered with the WACA, Tennis Australia, Baseball WA and Mandurah Magic (Basketball) to allow coaching visitors from these local, state and national organisations to help deliver and support sports undertaken throughout the school year.





## Primary School Extension Programs

In 2020 our Year 4 Imagine program was expanded to Year 5 as the Inspire program. These two programs again aimed to bring 80 students from our 4 Cluster primary schools to the College to extend and enrich their learning over a variety of activities and challenges. Led by our Coordinator of Academic Programs and facilitated by our Heads of Learning Areas these programs were to operate over Terms 2 and 3. However due to COVID-19 both program were run in Term 3.

The Year 4 Imagine Program saw students from Lakelands Primary School, Meadow Springs Primary School, Oakwood Primary School and Singleton Primary School attended the College once a week. This program had two themes, Science/Maths/Technologies and Humanities/English/Arts. Twenty students attended each group weekly. The program was designed to offer academic extension and enrichment to the Year 4 students using the expertise of our Heads of Learning Areas and the College's specialist facilities. In the Science/Math/Technologies group they used the design process and STEAM skills to complete two tasks across the term. The first was to produce a Lunar Landing Module that could safely descend to the Earth with its passengers (an egg) as part of the Science Week theme. The second project was to design and create a Reaction Contraption based on the Rube Goldberg machine. The Humanities/English/Arts group further develop the student's reflection, creative and critical thinking, as well as analysis skills through a study of the concepts of equality and equity. This was driven in part by the reflection and analysis of a specific text, as well as different text types. The project result in the production of surveys, graphic representations, a persuasive oral presentation and graphic design.

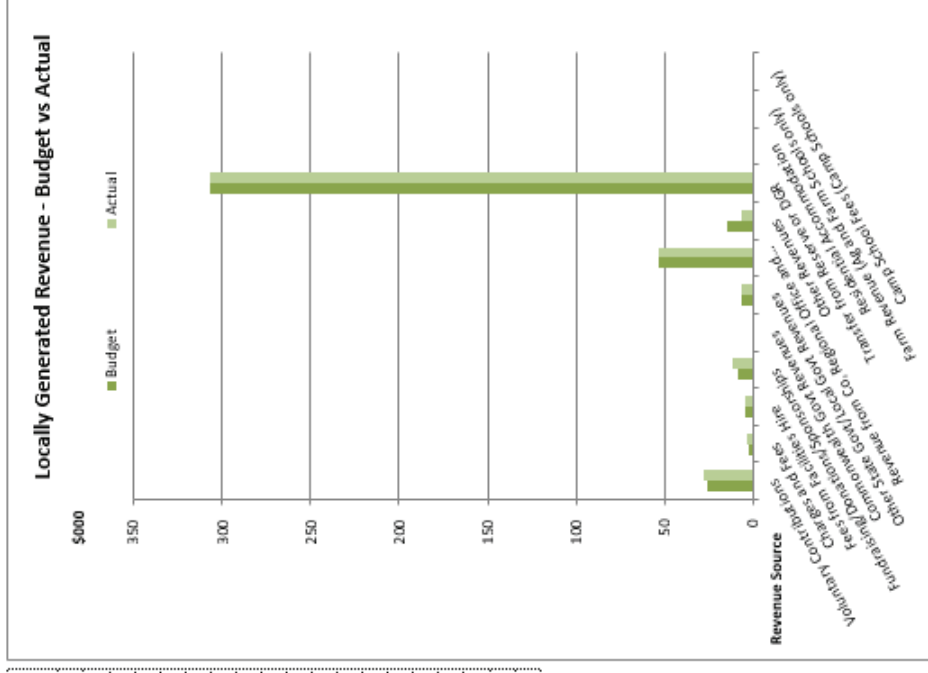
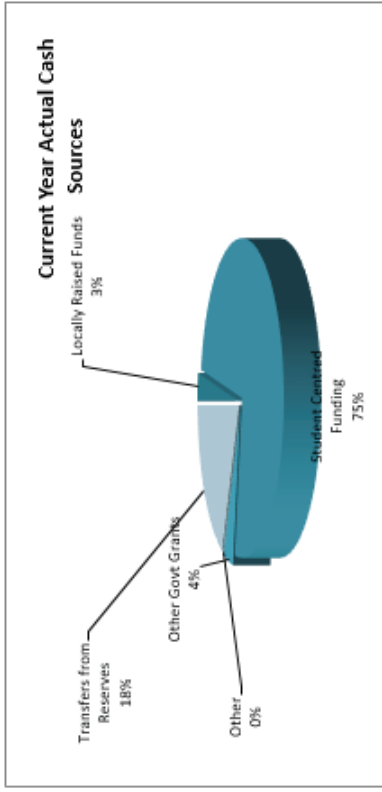
The Year 5 Inspire Program formed part of the college's STEAM focus through utilising the skills, knowledge and understandings of the design process and engineering solutions to complete specific tasks. Through multidisciplinary learning, students explored innovative approaches and developed their critical thinking skills to enable them to solve problems based on real world issues in the 21st century. Inquiry, curiosity and being creative in the finding of solutions is at the heart of this approach.

At the conclusion of the Imagine and Inspire Programs the students were able to invite their family and principals to a celebration. At this celebration the students talked about their projects and the skills they had gained.

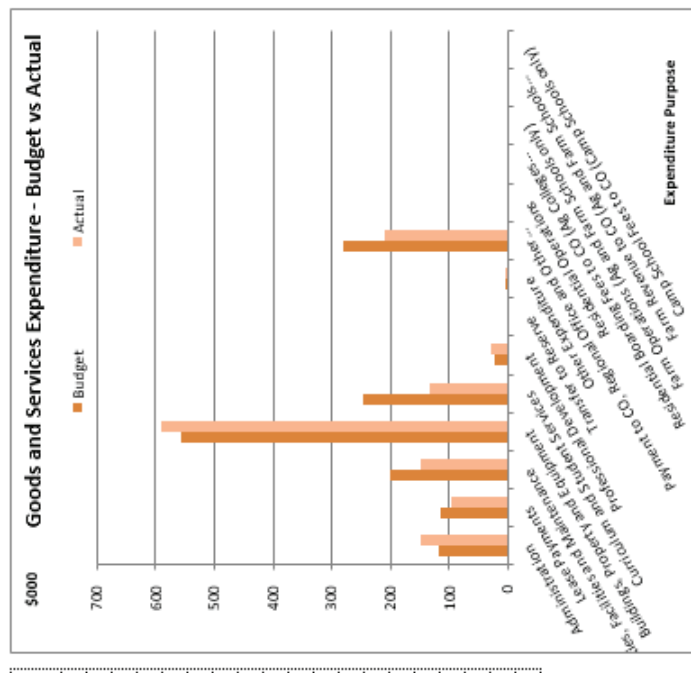
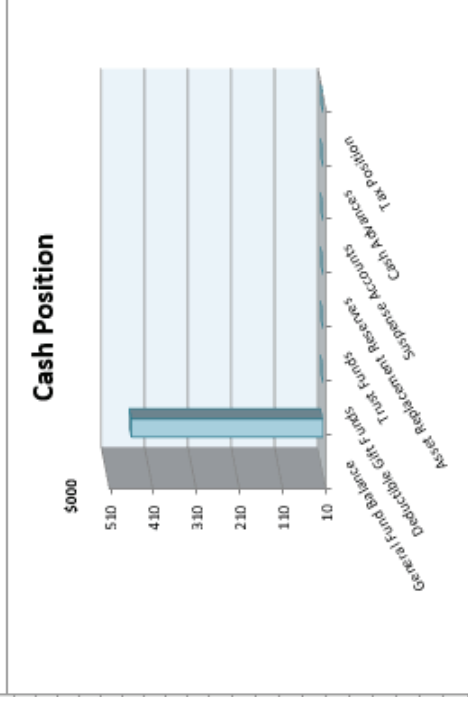
The Imagine and Inspire Programs were well received by the families and the primary schools, with all four schools committing to the programs again in 2021.



Revenue - Cash & Salary Allocation			
Revenue	Budget	Actual	
1 Voluntary Contributions	\$ 25,733.00	\$ 28,365.25	
2 Charges and Fees	\$ 2,131.00	\$ 3,141.50	
3 Fees from Facilities Hire	\$ 4,050.00	\$ 4,050.01	
4 Fundraising/Donations/Sponsorships	\$ 8,598.00	\$ 11,864.63	
5 Commonwealth Govt Revenues	\$ -	\$ -	
6 Other State Govt/Local Govt Revenues	\$ 6,000.00	\$ 6,000.00	
7 Revenue from Co. Regional Office and Other Schools	\$ 53,600.00	\$ 53,600.10	
8 Other Revenues	\$ 14,898.00	\$ 6,649.24	
9 Transfer from Reserve or DGR	\$ 306,500.00	\$ 306,500.00	
10 Residential Accommodation	\$ -	\$ -	
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -	
12 Camp School Fees (Camp Schools only)	\$ -	\$ -	
<b>Total Locally Raised Funds</b>	<b>\$ 421,510.00</b>	<b>\$ 420,170.73</b>	
<b>Opening Balance</b>	<b>\$ 135,959.00</b>	<b>\$ 135,959.02</b>	
<b>Student Centred Funding</b>	<b>\$ 1,249,878.72</b>	<b>\$ 1,258,218.80</b>	
<b>Total Cash Funds Available</b>	<b>\$ 1,807,347.72</b>	<b>\$ 1,814,348.55</b>	
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Funds Available</b>	<b>\$ 1,807,347.72</b>	<b>\$ 1,814,348.55</b>	



Expenditure - Cash and Salary			
Expenditure	Budget	Actual	
1 Administration	\$ 116,771.00	\$ 149,333.89	
2 Lease Payments	\$ 115,000.00	\$ 95,730.50	
3 Utilities, Facilities and Maintenance	\$ 200,000.00	\$ 149,203.83	
4 Buildings, Property and Equipment	\$ 556,366.82	\$ 590,203.25	
5 Curriculum and Student Services	\$ 245,343.00	\$ 193,780.31	
6 Professional Development	\$ 24,000.00	\$ 28,782.95	
7 Transfer to Reserve	\$ -	\$ -	
8 Other Expenditure	\$ 5,370.00	\$ 5,240.48	
9 Payment to CO, Regional Office and Other Schools	\$ 280,000.00	\$ 209,751.34	
10 Residential Operations	\$ -	\$ -	
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -	
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -	
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -	
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -	
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,542,850.82</b>	<b>\$ 1,362,026.55</b>	
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Total Expenditure</b>	<b>\$ 1,542,850.82</b>	<b>\$ 1,362,026.55</b>	
<b>Cash Budget Variance</b>	<b>\$ 264,496.90</b>		



**Cash Position as at:**

<b>Bank Balance</b>	<b>\$ 437,127.18</b>
Made up of:	-
1 General Fund Balance	452,322.00
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	-
5 Suspense Accounts	(4,911.82)
6 Cash Advances	-
7 Tax Position	(10,283.00)
<b>Total Bank Balance</b>	<b>\$ 437,127.18</b>