

NEWSLETTER

Principal's Address

It takes a village.....

2021 has seen CLC enter into its third year of operation and we now have over 700 students at the College and almost 90 staff – a far cry from our opening year of 225 students with 24 staff. We are thrilled that as we have grown we have been able to provide more opportunities for our students – Yr 9 students have electives this year, their first opportunity to have some say in what curriculum they engage with – and it allows us to make further use of our wonderful specialist facilities. We have always said that we wanted to provide as many opportunities for our students as we can – ensuring success for all, no matter what that looks like for individuals – we are beginning to see that evolve into something tangible.

Which brings me to the intro sentence I left hanging at the top of this page – It takes a village. There is an old saying about it taking a village to raise a child, and that there are multiple people within that village who help to ensure a child is successful...parents, extended family members, community members and organisations, the child themselves and of course the school. We are very committed at CLC to ensuring that we look at the social emotional wellbeing of each student – helping and guiding them through the very tricky and complex years of being a teenager, but we cannot be the ones who do all the 'heavy lifting'. In order to be successful in ensuring the best for each student, we need to work in partnership with families and community – as a member of a village – to help the student succeed. In reality we see each student for 6.5 hours per day – 196 days per year at best. Whilst we have some influence and can, and do, help re-inforce societal expectations – we cannot be left to do it all. We need society itself to set and model high expectations of behaviour – from how we support children on sporting fields to display 'good sportsmanship', to people following the law, modelling that no one is above it or exempt from consequences. We need our families to help us re-inforce societal values that allow us all to display empathy and understanding of difference – be it gender, race or religion to name a few.

We are stronger as a 'village', a community who are guiding and helping shape the next generation of young people to ensure that they understand what is needed of them in order for society to be what we want it to be – a place of acceptance and inclusion for all...where everybody can have a go, without fear of ridicule or condemnation – and we ALL, collectively have a role to play in making that happen! I urge everyone in our CLC community to be part of helping to shape what you want our community to be moving forward.

Have a safe and happy break – I look forward to seeing everyone back safe and sound after the April holidays.

Warmest regards,

Kya Graves
Foundation Principal

Upcoming Events

20 April

Students Commence
Cybersafety Incursion

27 April

ANZAC Day Assembly

29 April

Parent/Teacher Interviews
(A-M Surnames)

4 May

Parent/Teacher Interviews
(N-Z Surnames)

21 May

Celebration Assembly

23 June

Term 2 Showcase
STEAM Challenge

30 June

NAIDOC

2 July

Celebration Assembly
Last day of Term 2

Uniform Shop

The Uniform Shop will be open on Monday 19 April between 1pm - 3.45pm.

This is the Monday before students return for Term 2.



Success For All Students

Coastal Lakes College is an inclusive school that ensures all possible support is placed around students to meet their needs in achieving success. Coastal Lakes College has facilities and staff across the campus that mean we are able to cater for education support students with moderate to severe needs. We are one college, and our education support students are involved in all activities across the College including access to specialist mainstream teachers and classes.

At Coastal Lakes College we assist the transition and development of students that require additional literacy and numeracy support through dedicated classes and targeted intervention programs. Our Integrated Learning classes in Years 7 & 8 are smaller classes designed to focus on the literacy and numeracy needs of the students. As the skills of these students grow they move with support to our general classes or towards our Years 9 Integrated Learning class.

All staff at Coastal Lakes College have high expectations for their students while recognising that success looks different for every child. We believe strongly in our responsibility to support our students to achieve to the best of their ability. Our Achieve Pathway in Years 7 to 9 is designed to extend the learning of our academically talented students. Students in these classes are provided with enrichment opportunities aimed at ensuring they are part of a learning environment that will challenge, inspire and empower them to excel every day.

Student Services Update

At CLC we are committed to the wellbeing of our students. One of the ways we support our students is by implementing the Zones of Regulation program. The Zones of Regulation curriculum, are lessons and activities designed to help students gain skills in the area of self-regulation.

The lessons and learning activities are designed to help students recognise when they are in the different Zones as well as how to use strategies to change or stay in the Zone they are in. In addition to self-regulation, students gain an increased vocabulary of emotional terms, skills in reading other people, perspective about how others see and react to their behaviour and insight into events that trigger their behaviour.

Throughout Term 1 the Positive Support Team began working with selected students in a small group setting, to help provide strategies and tools to help improve their resilience. These lessons will extend to all Year 7 and 8 students throughout Term 2.

Zones of Regulation is just one of the programs we run at Coastal Lakes College designed to equip our students with skills and real world strategies they need to achieve success both inside and outside of school.

House Update

We saw lots of energy through our House system competitions this term, with Fitness Testing, 3v3 basketball and Four Square Handball. We also ran Minute to win it activities at our assemblies for students to earn more house points for themselves and their house!

Congratulations to the following students achieved the most house points and received gift vouchers for Lakelands Shopping centre:

Jackson (112 points), Adrian (95 points), Lyla (95 points), Jayda (90 points), Seth (84 points) and Brishan (82 points).

As the end of the term 1 our house totals are as follows:

Explorers = 5132 points

Diplomats = 5111 points

Analysts = 4361 points

Sentinels = 4346 points

Students can continue to earn house points in different ways, by showing positive behaviours in the classroom or around school, participating in house events and attending excursions



COASTAL LAKES
COLLEGE

Imagine, Believe, Inspire & Achieve.

From the Chaplain's Desk

Encouraging Bravery in our Youth

It's important that we encourage bravery in our children.

It's hard to separate 'bravery' from determination, persistence, perseverance, resilience and self-belief. Bravery is tied into all these things. It is about taking risks; taking on challenges; feeling the fear and doing it anyway. Bravery is not the absence of fear. Fear is okay and to be expected but it also needs to be overcome. That won't just happen by magic. It comes with modelling, teaching, and explaining.

Finding the Edge

Young People are by nature impulsive so they need some guidance in finding the line between safe risk-taking and just plain risk-taking. When I say we should encourage young people to take risks, they need to be discussed and planned. The risks I'm talking about are calculated.

Excitement or Fear?

Fear is a physical response designed to keep us safe. The problem is when it becomes confused with excitement. We need to talk to them about the physical feelings of excitement: fluttering in the stomach, a raised pulse, dilated pupils but no feeling of doom. Explain that a little bit of fear in a controlled situation is healthy.

Positive talk

Positive talk is important. It creates positive internal dialogue. What we tell ourselves can be very powerful when it comes to risk assessment and taking. Luckily parents and teachers can model this and our young people will respond.

Model safe risk-taking

Young people learn their boundaries by watching their parents and significant adults. Teach your children to judge the inherent risk. Take any necessary precautions and then to have a go.

Talk about failure

There would be no 'risk' in safe risk-taking if you couldn't fail. Failure is a great learning tool. Rather than just allowing them to feel failure, ensure that you analyse it with young people. Keep it in perspective and encourage them to have another go if that's possible.

Allow failure

For kids to learn bravery, they need to be given some freedom. If they are armed with good information and strategies for coping when things go wrong, they are going to be okay and become more resilient. They will also learn more about their own capabilities. Sometimes this is challenging for parents because they also have to face their own fear and let go of control.

Does gender matter?

Physical bravery is often seen as a male trait, so it is encouraged from a young age. But we disadvantage our kids and limit their potential if we don't develop in both genders all sorts of bravery. All kids need physical, emotional, and intellectual bravery. Do you encourage your daughter to hit the skate ramp hard or tackle someone on the football field? Is your son expected to engage in conversations that are emotionally challenging? Does he know how to chat with adults or introduce new people to one another? Does he have to ask for help or admit he doesn't understand?

Finally

All kids are different. The comfort zone is huge for some, small for others. The object of fear varies. Some kids have swagger; some kids pretend to have swagger. The challenge is to find for each child, the space just beyond comfort but not deep into fear: the space where learning and growing flourish.

Thank you,

Margaret Marriott | YouthCARE College Chaplain

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Learning Area Update - Inclusive Education Enterprise Program

As part of our Enterprise Education program, our Inclusive Education students are required to explore different ways to make money. Our Year 9 & 10 students have decided to start a car washing business.

Earlier in the term, our IE class went across to the shops to purchase all of the supplies they will need for the car wash; buckets, sponges, microfibre cloths, car wash liquid etc.

On Monday 22 March students held their first car wash, as this was the first event they held, the aim was to raise enough money to pay for their initial supplies. With their kitty back in the green, they hope to run these events twice a term to raise money (profit) that they can start even more business initiatives as the year goes on.

The hope is to raise enough money in the Hub for the students to purchase a commercial coffee machine which will allow them to learn another skill for potential employment and also to continue making money by selling coffee to the staff.

There are lots of life skill learning as part of this program. Managing money, marketing, answering phones and speaking to people about bookings. Many of our students have never answered a phone or made a phone call before so this was a first.

The Enterprise Education program provides students with the skills of daily living that make them feel like capable, successful people. Students are working together to set goals that will benefit the whole school community.



Term 1 Highlights

Pancake art

Our Year 7 food specialisation students have tried their hand at pancake art.

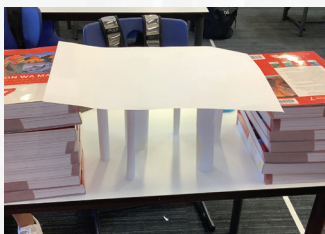
As you can see the results were pretty amazing.



Building Bridges

Some of our Year 9 maths students tried their hand at building paper bridges. As part of the STEAM initiative students were able to use five pieces of A4 paper, one piece of A3 paper and tape.

Mia won with an impressive 29 books and Jake came in a close 2nd at 28 books.



Poos from the Past

Students used their problem solving and deduction skills to dissect 'fake poos' to determine the diet of certain historical groups (Vikings, Tudors and Romans). Through a fun and engaging hands-on activity, students were able to practice a range of STEAM skills that will help prepare them for future employment opportunities.



Term 1 Highlights

Inclusive Education Excursion

On Wednesday the 10th of March the year 8 IE class went on an excursion to the new Perth Museum (Boala Bardip). Students caught the train and bus there and back. Students thoroughly enjoyed themselves and represented the College with pride.

This was an integral lesson in developing life skills such as road safety, using public transport, transfer of money and interacting socially with the greater community.

While touring the museum students also gained cultural appreciation for our Aboriginal heritage through the viewing of special exhibit "Song lines" which depicts the dream time story of the seven sisters. Students also developed their understanding of the past vs present and our natural environment after viewing the various exhibits throughout the museum.

The excursion provided students with real life opportunities and experiences in a safe and supported environment resulting in boosted confidence, and aspirations to dream big and achieve personal goals regardless of ability.

Feedback from students was that the day was lots of fun. We've been fielding lots of requests to go back.



Black Death Special FX

Students in our Year 8 extension program have been learning about The Black Death. Students investigated the symptoms of the Black Death and then recreated them using Special FX materials.

Students also reflected on the impacts of the Black Death and made comparisons with the modern-day Corona Virus. This allows learning to be meaningful as it connects to the real world.



AFL 9's

On Thursday 25 March, 27 Year 8 & 9's attended the Peel School Sports Association (PSSA) AFL 9's carnival. We started the day with a bye which allowed us to compose ourselves and see how the games would be umpired and played. For our first games, our girls team played Pinjarra and only lost by 2 goals, our boys team played Halls Head and came from behind to secure a 1 point win.

Our next game for our girls was against Baldy Secondary. Our boys came up against Ridge View Secondary College and came away with an 18 point win. Our girls had another much deserved break and supported the boys while they played against another Halls Head team. It was a hard fought game which saw our boys come away with their third win of the day by just a goal. Up next was Pinjarra for the boys and after a slow start the boys pushed through to the end to come out victors with a 12 point win.

Next up for our girls was Halls Head, unfortunately the girls were outclassed on this occasion, however you couldn't fault their desire and determination to win the ball right up until the final siren.

Last game for the girls was against Warnbro and the girls saved their best game till last winning by 5 goals! The boys secured a spot in the Grand Final which saw them come against Pinjarra again. The boys came out firing and got an early 3 goal lead. Pinjarra fought back and secured a 1 goal lead at the final siren.

It was an amazing day for footy and our students demonstrated fantastic sportsmanship throughout the entire day. We couldn't be prouder of each and every one of them! Thank you to Mr Jacobs & Miss Matthews for your support and help with coaching the students. We are looking forward to our next carnival later on this year!