

# NEWSLETTER

## Principal's Address

Well, once again we find ourselves at the mercy of events that we cannot control! Term two sadly did not finish how we were expecting it to with our traditional end of semester celebration assembly and acknowledgement of NAIDOC week through various activities. It was with a sense of disappointment that we had to reschedule these events into term three – but the need to keep our community healthy and safe is understandably more important.

Anybody who knows me, or has been around me in a meeting will tell you that I talk extensively about community – and that a clear understanding of, and connection to community is very important. Coastal Lakes College had a part to play in helping the students and their families gain that same appreciation and commitment to community and we continue to work in this space as a priority.

A sense of belonging is crucial to our life satisfaction, happiness, mental and physical health and even longevity. It gives us a sense of purpose and meaning. Research has shown that loss of belonging has been associated with stress, illness, depression and decreased wellbeing. A sense of belonging involves more than simply being acquainted with other people. It is centred on gaining acceptance, attention, and support from members of the group as well as providing the same attention to other members. The most crucial ingredient to building a sense of belonging is effort. You cannot belong if you don't choose to make the effort to engage with others. We must all put in effort to seek out activities and groups of people with whom we share common interests. We must also encourage and support young people to get involved; to not let them choose to disengage or take the easy way out and not participate in events or expected activities. We have an obligation to help them see and understand that they are part of something bigger than just themselves and that they will be stronger for that participation!

When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This creates an important foundation for their learning and development – leading to success for all!

Have a wonderful and safe break – I'm looking forward to seeing everyone back ready to get stuck into the business of learning with renewed vigour and enthusiasm next term.

Warmest regards,  
Kya Graves  
Foundation Principal

## Term Dates

**2 July**

Last day of Term 2

**20 July**

Students return

## Uniform Shop

The Uniform Shop will be open on Monday 19 July between 1pm – 3:45pm.

This is a great opportunity for those who need to try on new uniforms, if your child has outgrown theirs and to replace items that have gone missing over the year. The Uniform Shop has a variety of styles and sizes to suit student preferences.

A uniform contributes to our core College values including building pride in our students and pride in our College. At Coastal Lakes College we have a compulsory college uniform.

If you are experiencing financial stress the College may be able to provide assistance, please feel free to contact the College on 9583 2800 and ask to speak with Margaret for a discreet conversation about how we can help.





## Learning Area Update - HaSS

At Coastal Lakes College ensuring your child achieves success is our number one priority. Recognising that success looks different for each child.

Part of ensuring success for each child is understanding that each child learns in different ways - some students learn by hearing, others learn by seeing, and some learn by doing - and ensuring that we provide a variety of ways for students to explore the curriculum and demonstrate their understanding beyond the traditional classroom setup.

As a Learning Area, our HaSS (Humanities and Social Sciences) department are passionate about interactive, hands on learning and providing opportunities for students to connect their learning to the real world.

So far this year students have undertaken an archaeological dig, dissected fake poo and role-played a courtroom scenario as part of their exploration of civics and citizenship - Goldilocks was found guilty for breaking into the 3 bears house.

Not only does keep them engaged in their learning, it allows them to retain their learning because they have been able to experience it themselves. Hands on learning and providing connection to the real world is pivotal to learning outside of the classroom.

By engaging students in these kinds of learning activities we also hope to inspire students to start exploring career opportunities and pathway planning for their future as they get exposure to different industries and careers.



## From the Chaplain

It's important that we encourage young people to speak up when facing an issue or challenge to obtain support, advice or help.

Seeking help is important because it can foster children and young people's mental health and wellbeing.

There are a range of influences and experiences - both positive and negative - that impact on an individual's mental health. These influences and experiences are known as risk and protective factors.

Being able to ask for help can act as a protective factor because help-seeking can lead to accessing resources that support mental health and wellbeing.

When young people view seeking help as a positive thing, it helps to build a sense of confidence that they can influence their world and receive help if needed. Children and young people who have a positive experience when seeking help feel empowered to access supports in future.

The earlier individuals access support, the better. Issues that aren't addressed can become more difficult to manage, continuing to affect the child or young person as they grow.

At CLC we help support students and their families to develop positive attitudes about seeking help and by empowering those who reach out for support when they need it. We have a wide range of resources and a large community network of people who can help.

It's important that we continue to encourage young people to ask for help. Some of the ways we can all do this is by:

- Creating an environment where seeking help is encouraged and valued.
- Supporting their social and emotional learning, and to helping them understand and name their emotions.
- Being a positive role model and demonstrate help-seeking. For example, saying out loud, "I'm not sure how to solve this problem - I'm going to ask for help".
- Providing encouragement and positive feedback for help-seeking. For example, "It looked as though you felt upset. I'm happy you talked to me about this."

If you have concerns about your child, or would like some advice on how to navigate various issues we encourage you to contact the College and speak with a member of the Positive Support Team - we are always happy to help.



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## Working Together to Design Brighter Futures

In today's ever changing society, 21st-Century STEAM skills are becoming more important than ever before.

The workplace is changing. New jobs are emerging as a result of advances in automation and technology. The reality is, the jobs and industries that our students will work in once they graduate, don't even exist yet.

21st-Century skills are a core set of competencies that provide a framework for successful learning in the classroom, and also ensure students can thrive in a world where changes are constant and learning never stops.

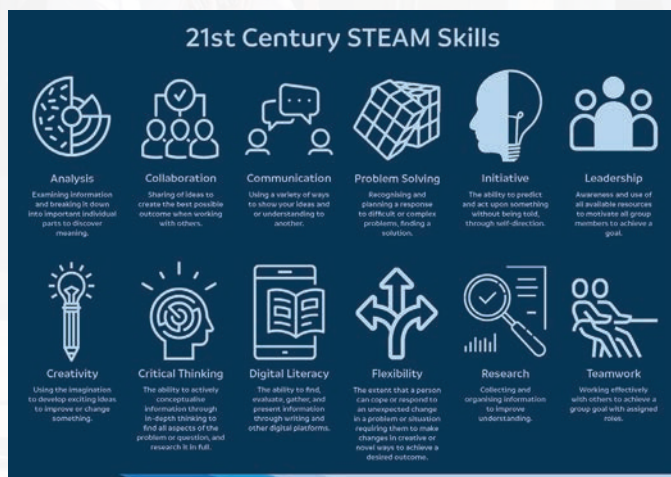
Rather than being taught individually, STEAM skills, such as problem solving, creativity, critical thinking, teamwork and initiative are weaved throughout curriculum and across all subjects.

Recognising the importance of developing STEAM skills in our students, we have been working closely with our feeder schools; Meadow Springs, Oakwood and Singleton Primary Schools, to develop a K-12 approach to STEAM.

The idea behind the approach is to build consistency and familiarity in our methods; as students move from primary to secondary school the skills and vocabulary are transferable.

Earlier in June, our schools exhibited the results of our collaboration at the 2021 STEM Enterprise Showcase where we have had lots of positive feedback from attendees about our commitment to ensuring success for all students.

To find out more visit <https://coastallakescollege.wa.edu.au/teaching-learning/programs/our-technologies-focus/>



## College Updates

Regular reading can help to increase students' vocabulary and comprehension, it improves mental stimulation and knowledge, reduces stress and can help to better focus and concentration.

At Coastal Lakes College it's important to us that we nurture a love for reading in our students, that we encourage our students to engage with books and that we celebrate reading amongst our students across a variety of genres and topics, no matter the level they are at.

As with their academic pursuits, our students are at different places within their reading journey. In line with our commitment to ensuring success for all students, we don't want to limit our students by stipulating the kinds of books they can read.

If you have any questions or concerns about reading materials for your child, please don't hesitate to contact the College.

## Term 2 Reports

Reports have been emailed home to families. If you have not received a copy, please contact the College on 9583 2800 so that we can double check your email address.

## House Update

The Term 2 House System Competition has been a massive success. Students have competed against other houses in Connect 4, Lego, Uno and Mario Kart earning themselves house points.

This week, house leaders have also been leading the NAIDOC games, held at lunchtime as another way for students to earn points for their houses.

We had planned on announcing the winners of the house cup at our Celebration assembly on Friday, however we have had to postpone the assembly until next term due to COVID restrictions.





## Term 2 Highlights

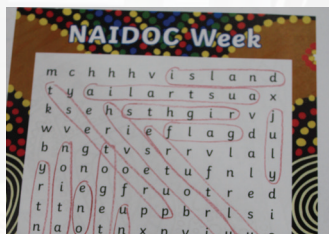
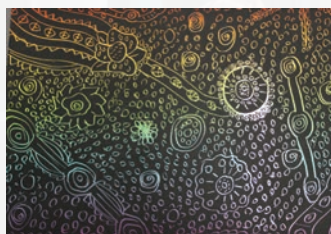
### NAIDOC Week

NAIDOC Week celebrations are held across Australia each July celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life.

This year's theme – Heal Country – calls for all of us to continue to seek greater protections for our lands, our waters, our sacred sites and our cultural heritage from exploitation, desecration, and destruction.

To celebrate NAIDOC Week this year, we planned a variety of different activities and lessons designed to explore reconciliation, history and Heal Country. Some of the activities included Indigenous sport, weaving, bracelet making and art activities. Students also engaged in themed lessons in HaSS that explored the topic of reconciliation and history more thoroughly.

In addition to these activities we had a number of other activities, including a NAIDOC Assembly, that had to be postponed until Term 3 due to the current lock down, but we look forward to exploring the topic more next term.



### Term 2 Arts Showcase

Last week students displayed their talents in the Semester One Showcase.

The artworks in the gallery – in particular the photography, were very impressive. Given that students have only been learning about photography for a semester, their finished products were stunning!

We were then treated to a number of musical performances from students across the College.



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## Term 2 Highlights

### CO2 Dragsters

Our Year 7 Materials: Wood students have been working on CO2 Dragsters. Throughout the semester students have researched, designed, constructed and raced their own CO2 Dragsters giving students firsthand experience at both the design and production processes involved within Materials, Design and Technology.

Throughout the research phase, students learnt how CO2 Dragsters are made, and what factors, such as mass, friction and drag, impact how fast their dragster could go. Students then designed their own CO2 Dragster by creating thumbnail drawings and concept sketches, before settling on their final design. Once they completed their design, students were able to begin constructing their own CO2 Dragster. This involved drawing their design onto a block of balsa wood, drilling holes for the axles, shaping the wood using files and sandpaper, adding their design through painting, and assembling the wheels and fishhooks that help guide the dragster when racing. Finally, students were able to test their dragster by racing against other CO2 Dragsters in their class.

Students thoroughly enjoyed this project, especially making and racing their CO2 Dragsters. Their teacher, Ms O said it was fantastic to see the passion that arose from students throughout the semester and the light that began to shine in their eyes as their projects came to life.



### Year 9 English

Our Year 9 students are currently studying Shakespeare. They have learned about Shakespeare's life, the plays and poetry he wrote, and why he remains such an integral literary figure to this day. Students have looked at Shakespearean language and how many puns and idioms which are still used in contemporary conversation and literature, were first penned by Shakespeare over 400 years ago. Students then studied the tragedy Romeo and Juliet, looking particularly at the portrayal of female characters.

Classes read through Romeo and Juliet in graphic novel form, with students volunteering to play various roles as they read aloud. Many students were fascinated by the fact that in the Elizabethan era, all roles were played by male actors, including the female roles. As Ms Heaney and Miss Carters classes are upstairs, they took advantage of the stairs and railings by acting the famous 'Balcony Scene' outside. Think 'Romeo, Romeo! Where for art thou Romeo?'

Shakespearean plots are the backbone of many modern texts, and by learning about them, students can identify how this literature has helped shape what we read and view today. Students are using the 21st-Century skills of critical thinking, analysis and creativity to form opinions and shape their own texts, which develops their written expression and builds their literacy for upper school.



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## Term 2 Highlights

### Automation Challenge in Digital Technologies

Throughout Term 2, Year 9 Digital Technologies students have been undertaking an automation challenge that requires them to simulate controlling autonomous vehicles in the mining industry.

As part of the challenge, students must calibrate their vehicles and code an algorithm to move the vehicle over underwater coral, drill and blast fields, haul iron ore in trucks and explore mine sites for resources. The program utilises hardware such as Microbit and Microcar as well as coding software.

Students are utilising their visual coding skills to solve real world problems whilst being exposed to new technologies and development within the mining industry.



### WISE Women event a success

Earlier this term, girls from the Year 8 Achieve Program attended the WISE Women event at Murdoch University. A project designed to encourage females to consider a career in STEM by providing the opportunity to interact with women working in STEM careers.



### Murdoch University Visit Raises Student Aspirations

Our Year 9 Achieve Program participants visited Murdoch University, participating in three workshops designed to enhance what they have been learning at school. Workshop topics included criminology, information privacy, facial approximation and a maths breakout box. The aim of the excursion was to expose students to a university campus and provide some inspiration for their future career choices.



### South Metro TAFE helps students pathway plan

Our Year 9 students were treated to a special visit from Jodie Babb from South Metropolitan TAFE to get students thinking about their pathways and options for senior school and further tertiary education, helping them to make informed decisions about their future.

Pathway planning is an important activity we undertake with our Year 9 students. We want to inspire them to think big when it comes to their futures, and the options available to them.

### Black Death Activity

Students in our Year 8 Inclusive Learning class have undertaken a very hand-on activity, mapping the outbreak of the Black Death virus across the world. The activity required students to learn about the virus, use their geography skills to chart outbreaks as well as investigate past trade routes across the world.

The activity follows the Year 8 curriculum, but allows students who may need more support with their learning to engage with the curriculum in different ways, ensuring that they too can achieve success.





## Term 2 Highlights

### Containers for Change Excursion

Our Year 9/10 Inclusive Education students have visited the Community Recycling Centre in Greenfields. Students were treated to a tour of the premises and were shown how containers were sorted and what happens with them once they have been received.

The excursion has inspired students to keep the college and community clean and many of our students were excited to learn that they can collect containers as a way to earn money.

Our Year 9/10 students are collecting containers at the college hoping to save up enough money for an industrial coffee machine which they can then use to learn additional employability skills and make even more money as they sell much needed coffee to staff.



### Containers for Change

Coastal Lakes College is now registered for Containers for Change. Our Scheme ID is C10463562.

Starting next term students will be encouraged to dispose of their drink containers into the designated bins. One set will be outside the canteen the other outside student services. Bins are in their house colours.

Points will be allocated to each house group for the number of containers in their bins. If students bring containers from home (and place them in the bins) they have a chance to earn further house points.

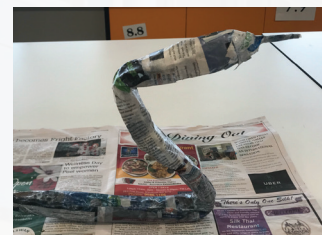
You can also donate to the school scheme by using our scheme ID if you wish to drop containers off yourselves, but this won't earn house points.

### Year 9 Visual Art

Year 9 Visual Arts students had an opportunity to help choose their finishing art project for the semester and they chose papier mache.

Students had to come up with their own individual design and a practical, workable plan with existing materials to execute their idea.

This has been an incredibly successful project in terms of student engagement and has provided students with an opportunity to work on their STEAM skills - particularly, communication, team-work, problem solving and creative thinking skills. Feedback from students has been really positive, some students have said they think it is the best project they have ever done.



### Cooking in the Inclusive Education Hub

Year 7 students in our Inclusive Education Hub have learnt how to make omelettes. They used iPads to develop their IT skills, researching ideas for fillings and created a recipe book. Students were able to practice their knife skills to safely prepare the fillings they have chosen before cooking the omelette. Throughout the exercise students were able to practice their teamwork and communication skills while also developing their social and emotional skills – having a meal together is an opportunity to talk, share and laugh with friends.

This exercise will also prepare students for Food Technologies classes they will undertake as part of their Year 7 options classes in our specialist classrooms.





## Term 2 Highlights

### CLC Champions in action

Last week some of our Year 9 sports specialisation students umpired various sports for our Primary school cluster winter carnival.

Our students had a great experience, and they did our college proud – feedback from the primary schools has been very positive.



### Mask Making

Superstars in our Year 8 textiles class finished making their Chip Packet Pencil Cases early this term, which gave them time to practice their sewing skills by making face masks.



### Fun with Fractions

Earlier this term, students participated in a hands-on maths lesson working out fractions with M&M's – judging by the photos, they had a fantastic time and thoroughly enjoyed the activity.



### Girls Club

To meet student demand, we have introduced a new after-school club, specifically for girls basketball. We have a very active basketball community at CLC, but we noticed that attendance from the girls had started to dwindle. We started the new club to encourage girls to come along, get involved, get active and have fun. There's an opportunity to participate in a Year 7/8 carnival next term so we encourage everyone to come along and get involved.

### Slime Making

Our Year 8 students have made slime and attempted to classify it as a solid or liquid state of matter.



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