



## Principal's Address

Term one 2022 has been yet another example of how we always need to keep in mind the need to be flexible – in both our mindset and our actions. COVID-19 has yet again disrupted the way schools go about their business of educating young people. At Coastal Lakes College we often speak about the need to be flexible in our actions in relation to being a growing, developing College – not all the infrastructure, staffing or resources are ready made and in place for us. Year after year we are building those things. We welcomed new families to our community as we added a year group –this year we added Year 10, and began immediately working towards ensuring Year 11 was being looked at and planned for, so we can deliver on our promise to have appropriate pathways for all our students to demonstrate their success.

Something that I have become very aware of this term is that we are all weary...students and adults, families and staff alike. I don't simply mean tired physically, although that is very noticeable, but I mean tired in spirit and mind. COVID seems to have been impacting us directly and indirectly for a very long period of time now – and every time we feel the end is in sight, it doesn't seem to be. A sad side effect of this weariness is a decreased ability to find and display tolerance, to be kind, or even to presume positive intent from or about others. As a community, there is a sense of mistrust and more worryingly, a rush to see the negative too quickly or to lay blame – we can all be guilty of this at some time or another, but it seems to be an ever increasing trend locally.

I've been doing some reading around this trend – as it's not just us that have experienced COVID or a sustained disruption of some kind. I condensed my thinking down to the words **kindness** and **compassion**; and it's the lack of those things being evidenced in our community that concern me the most. Here is a bit of a summary of my reading:

1. If you want to feel good, doing good is a great place to start.
2. Helping others and being kind not only contributes to the happiness of others, it can also help us to feel happier ourselves! Studies have shown that when we do kind things it literally gives our brain a boost, activating its 'reward centre' and that feels good. It can take our minds off our own worries too. Giving and kindness also help us feel connected to others which is important for our wellbeing and it contributes to building stronger communities and a happier society for everyone.
3. From small acts like a friendly smile, a few kind words, helping with bags, offering up our seat, to regular volunteering - there are lots of different ways we can be kind. It's not all about money - we can give our attention, time, knowledge, ideas, energy or support. We can give the benefit of the doubt too.
4. Our acts of kindness might be for strangers, family, friends, colleagues or neighbours. They could be old or young, nearby or far away. It could be a one-off spontaneous gesture or something we do regularly. It could be a compassionate response in a time of crisis or need or simply because it's a nice thing to do. There are always ways to be kind.
5. Scientific studies show that helping others can contribute to our happiness in different ways. These include increasing our sense of meaning and satisfaction with life and boosting our self-confidence. It can reduce stress and help us feel calmer too. People who volunteered regularly were found to be more hopeful and experience fewer symptoms of depression and anxiety and may even live longer.
6. Studies have shown that when we do something kind, both the recipient and other people who witness that kind act are more likely to be kind themselves. So our kindnesses are amplified, contributing to a happier world! Expressing gratitude for help that others give us, ripples out too.







## Principal's Address

7. Think about it - if helping others boosts happiness, asking for help when we need it could give the person we ask the opportunity for a feel good boost. It can also mean they are then more likely to ask for help when they need it. Certainly communities where people feel they can rely on others to help are happier and more resilient. Asking for help builds connection - so it isn't only for when we are struggling. We can also ask for help to share experiences, when we'd value support, or when we want to learn something new.
8. Helping is associated with increased happiness and health, but feeling obligated or overly burdened by it can be detrimental, as can be the case for long-term carers. If you are a carer, taking care of your own wellbeing matters – for yourself and the people you are helping. Even small actions that give you a quick break or a boost can help you sustain your health and care for others.
9. As a general rule we can be more effective, regular givers if we find ways to help that we enjoy, that are in line with our own strengths and that feel worthwhile or meaningful. If we are happier givers, the recipients will likely benefit more, and we are more likely to continue to give.

As 'the adults in the room' we need to model and help the young people in our community learn how to do some of the things outlined above. We need to nurture in our young people the very qualities we feel are important to us in our community – they and their behaviours are really just a reflection of what they are living and observing around them as they grow up and form their values and belief systems...let's help them focus on the values that matter most, that allow communities to thrive and be connected!

Enjoy the upcoming break – rest, recover and re-connect with family and friends as best you can. Hopefully Term Two will allow us to resume some of our 'normal' face to face events and activities that allow us to build closer connections with our community!

A handwritten signature in white ink on a dark blue background.

Ms Graves

Foundation Principal



## Business Plan 2022 - 2024

At Coastal Lakes College we have been working hard behind the scenes to develop Business Plan 2022 - 2024. This plan effectively outlines the College's strategic direction for the next four years; what we aim to focus on and achieve in partnership with our community.

This is the College's second Business Plan and it seeks to consolidate our unrelenting focus on high quality teaching and learning, student well-being programs and other core initiatives which have been implemented across the College. We are also expanding our focus to the development of our Senior curriculum, pathways and partnerships, leadership development (for students and staff), cultural inclusion and responsiveness and STEM focus.

Our college vision is underpinned by a firm belief that every student can achieve success if they are:

- Supported to believe in themselves
- Receive excellence in teaching and learning
- Build positive relationships across the college and benefit from strong partnerships between school and home

We recognise that a key part of student's achieving success is the development of a growth mindset - a mindset where students themselves believe that with effort and commitment they can be successful learners, improve their results and achieve set goals as they move through secondary school and prepare for successful future post school.

In Business Plan 2022 - 2024 the College has consulted school leaders, teachers, parents and our College Board to develop key targets for achievement. The College Board were in full support of the College's strategic direction over the next four years and endorsed Business Plan 2022 - 2024 at our last meeting on Tuesday 22 March.

In closing, we look forward to continuing to work in close partnership with you, our parents and guardians, who are our key partners in facilitating the great education and successful outcomes we strive to deliver for students at Coastal Lakes College.

Paul Cooke



## Chaplain's Address

### Internet Safety

I have been approached by students and their families about concerns navigating online difficulties and situations, several times this term.

Internet safety and online usage is a minefield of ever changing, evolving content. What we thought we knew about the internet is often no longer the case.

### Some questions to ask yourself:

#### 1. Is my child old enough to use -

- Social Media?
- A Smart phone?

#### 2. Does my child know what to do if -

- They are bullied online?
- They are approached by someone they don't know online?
- They see inappropriate content?

#### 3. Do I know how to support my child if something goes wrong online?

- Have I had the difficult conversations with my child about internet use?
- Do I know what my child is accessing online?

#### 4. Do I know about the platforms my child is using or might be using?

There are many platforms your child could be using. These could include, but are not limited to:

- YouNow
- Discord
- Kik Messenger
- Houseparty
- Yubo
- Omegle
- Snapchat
- GroupMe
- Whisper
- Live.me
- Tumbler

For more information about these platforms see the link below:

[www.commonsensemedia.org/articles/16-apps-and-websites-kids-are-heading-to-after-facebook](http://www.commonsensemedia.org/articles/16-apps-and-websites-kids-are-heading-to-after-facebook)

I look to the website of the eSafety Commissioner often for clarification and information about sites. Follow the link for information.

[www.esafety.gov.au/key-issues](http://www.esafety.gov.au/key-issues)

Explore this resource for current information and advice. On this site there is information especially collated to suit different groups, such as Parents, Young People and Seniors.

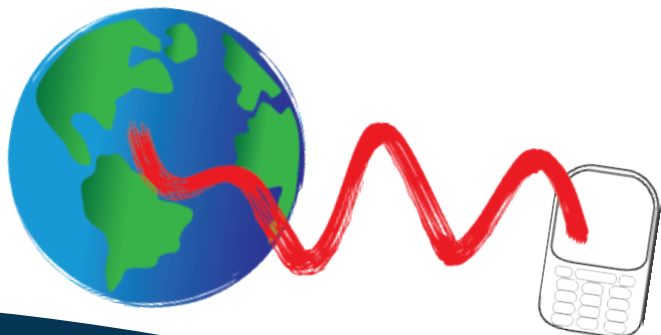
There are several apps that are useful to monitor and control which sites your child is using. Remember, that none are foolproof.

**Family Link:** <https://families.google.com/familylink/>

**Protect Young Eyes:** <https://protectyouneyes.com/>

Happy safe internet exploration and information gathering!

Margaret Marriot



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## Online Literacy and Numeracy Assessment (OLNA) Update

Year 10 students at Coastal Lakes College have sat their first of six opportunities of OLNA testing in Term 1.

In order to demonstrate the required literacy and numeracy standards for the Western Australian Certificate of Education (WACE), some students are expected to sit this assessment in Year 10 should they not have demonstrated a Band 8 or above in their NAPLAN testing during Year 9.

The School Curriculum and Standards Authority (SCSA) awards the WACE at the end of Year 12 to students who have met all the requirements.

Students who were required to sit OLNA in Term 1 will obtain their results in Term 2, 2022. This will inform them, and the College, who has met the literacy and numeracy requirements and which students will be required to sit the second round of testing in Semester 2 of 2022.

We recognise that sitting OLNA can be stressful for students and their families. As such, if you or your child require support, please reach out to our Positive Support Team who will be able to assist in managing stress and anxieties.

## National Assessment Program - Literacy and Numeracy (NAPLAN) Update

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar, punctuation, and numeracy. Students at Coastal Lakes College in Years 7 and 9 will be sitting their NAPLAN reading, writing, numeracy, and conventions of language testing in Term 2 during Weeks 3 and 4.

During Term 1 of 2022, students in Years 7 and 9 at Coastal Lakes College have participated in scheduled writing and omnibus practice testing to assist them with familiarising themselves with the platform and types of questions they may be asked during the official testing window.

To prepare your child/ren at home we have compiled the following tips:

- Eating a healthy breakfast before coming to school
- Building healthy sleep habits and have a good night's sleep before testing
- Ask your child/ren how they are feeling about NAPLAN and reach out to the College's Positive Support Team or external agencies (GP, Headspace etc) should your child be presenting with any anxieties
- Practice brainstorming ideas for writing topics
- Attend school on the days of testing

Please reach out to the College should you have any questions regarding NAPLAN.



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## House System Update

The purpose of the Coastal Lakes College House system is to develop our College culture and instill our values of "Imagine, Believe, Inspire and Achieve" within varying class, whole-college & lunchtime contexts. It will also have elements of collegiality and fun whilst linking our curriculums and college policies of behaviour and rewards. This will enhance student/student, student/teacher, and teacher/teacher relationships and can be a way for teachers to formatively assess students knowledge in different ways.

At Coastal Lakes Collegewe value the importance of praise. When one student is displaying positive behaviours and are praised for it, other students also learn that this behavior is acceptable and will emulate the behaviour. Students actively enjoy being present and learning in the classroom. Our house points are one way as a whole school we recognise positive behaviours. Examples include; wearing the school uniform with pride, being regularly on time to classes, being kind towards others and consistently trying their best.

### House points winners for Term 1:

J Tills	399
H Warren	352
L Beard	332
C Moore	306
H Hulland	305
R Panchal	302



## Epilepsy Week



In building a positive culture at the College, we encourage student leadership and have had students organise events.

We were so pleased that A Gietz brought Epilepsy WA to our attention and suggested the idea of a fundraiser.

To raise awareness for those living with Epilepsy the College took part in a weeklong fundraiser with events and activities for staff and students throughout Week 8. The money raised was donated to EpilepsyWA to help with research and to further the outreach of awareness to the wider community.

House Leaders and student House Captains organised and facilitated events at recess and lunch for a small fee that students could participate in. Staff took part in a *Lucky Number board* and *Guess the number of purple jellybeans* competition, as well as dressing in purple for the Friday of Week 8.

Merchandise, cupcakes and sausage sizzles were sold and donations were collected all week long to continue the spread of awareness within the College.

At Coastal Lakes College we have 13 diagnosed students, along with multiple families, who have been impacted by Epilepsy. Epilepsy Awareness Week is important as it educates staff, students, and the wider community on the importance of lessening physical and emotional stressors in the classroom for those living with Epilepsy, as well as the different types of seizures (not just convulsive) these students may suffer from.

A total of \$721.17 was raised across the College and the student, staff and community involvement was fantastic to see!



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## Positive Support Update

### YouCanDolt

The Positive Support Team is excited to announce that all students from Year 7 - 10 will be participating in explicit lessons aimed at teaching students how to build their resilience. This term students are working on:

Year 7	Getting Along
Year 8	Respect and Resilience
Year 9 and 10	Organisation

Students will be awarded house points for demonstrating the skills they are being taught in the classroom.

### GOALS Program

The College GOALS program is fundamental in developing our students to be confident and talented individuals who are competitive and well prepared for a rapidly changing future. Students will be exposed to sports events that will require them to respect other participants in the College and community, and to showcase their individual excellence.

This Term has started with AFL ran by Mr Gardiner for Years 9 and 10. Training sessions take place during session 4 on Wednesdays in preparation for the first fixtures in Term 2.

Term 2	AFL GOALS will continue throughout the year and Netball will commence in Term 2.
Term 3	Rugby GOALS will commence
Term 4	Volleyball GOALS will commence

To be eligible for the GOALS program you need to complete a weekly behaviour booklet, retain good standing and attendance to be above 85%.

### Mentoring

Coastal Lakes College works closely with EdConnect to deliver a well-rounded mentoring program to students.

We have a variety of mentors who come in each week to work with students identified by the Positive Support Team. Mentors work in various capacities, one-on-one with students, whole classes and ATAR bound students.

The mentors work with students to be persistent, show grit and how to work towards goals whilst being flexible and resilient.

## Achieve Update

Students in Year 9 have been using inquiry based learning in HaSS and have been given the opportunity to present information how they like. This helps students demonstrate their understanding in a way that suits them.

This has also been happening in Year 10 Science classes, where students had the opportunity to choose their own learning goals based on skills they wish to develop. The two Achieve classes combined and students were offered a choice of content and skills to focus on during lessons.

In Year 8 students are starting their financial mathematics unit. They will be learning about profit and loss, specifically looking at calculating cost and selling price, finding monetary profit and using their knowledge of percentages to calculate percentage profit. They will use these skills to plan, resource, prepare, deliver, and review, a theoretical fundraising event.

### Study Hacks

Students across all year groups participated in Study Hacks, an incursion aimed at providing students with strategies to motivate themselves to learn at any time, be it at school or at home, and achieve their best.

All the strategies spoken about by the presenter, Jane Genovese, came from cognitive psychology. The incursion was provided with a slight difference, with students connecting with Dr Genovese via Webex due to Covid restrictions.

Here is what some of the students had to say:

I didn't know about how effective children's books could be to learn things - M Gould

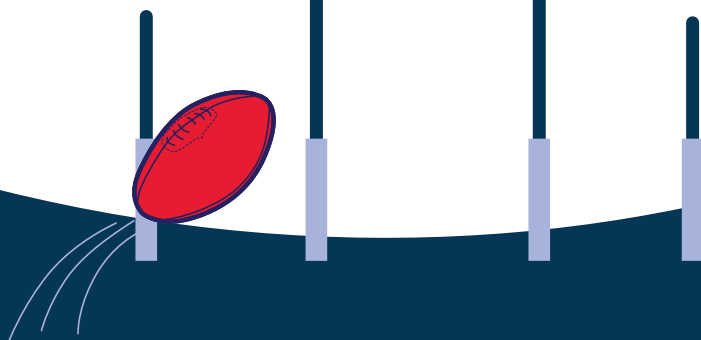
I liked how we learnt about Mr Miyagi, relating that to muscle memory - L Taupange

I learned about repeating what you've learnt over and over in the shower each day and how this helps you remember what you've learnt - M Wilde



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## Intergrated Learning and Inclusive Education Update

Firstly, welcome to the 2022 school year. As the newly appointed Manager of Inclusion, I would like to extend a warm welcome to our Year 7 students and all new and returning families. I would also like to welcome our new Year 9 teacher, Leigh Reddall, to our growing Inclusive Education Hub.

The start of 2022 has enabled us to see the character strengths of perseverance, self-regulation and teamwork within our community. We recognise that this can be a time of uncertainty with changes at school and home so we are trying to maintain normal routines as much as possible to help our young people feel safe.

Whilst it is a genuinely challenging time, we would like to recognise some highlights from our Inclusive Education (IE) and Intergrated Learning (IL) classrooms in Term 1:

### Year 7

Cooking in Life Skills sessions has been a class favourite. So far the students have made zucchini slice, spinach and ricotta slice, sushi and my personal favourite – chicken and leek pie.

In Year 7 IE Visual Arts, students have been exploring the use of colour and 3D form to produce papier mache dolls based on their favourite characters.

Students explored the use of colour and 3D form, and developed their painting and papier mache skills.



### Year 8

Our year 8's are using our Science lab classrooms once a week to conduct investigative experiments. Most recently, the students created electrical circuits to investigate how to make lights work.



### Year 9

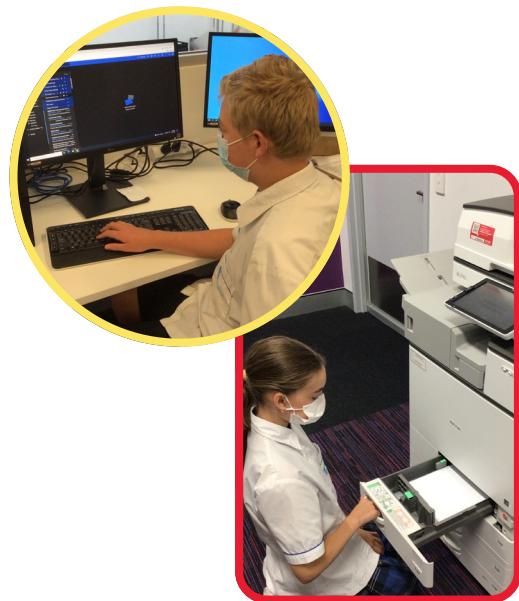
In Physical Education classes the students have played lacrosse and cricket; developing their gross motor skills and team work.

The students also love the rich time they spend with Hannah, our therapy dog; Ms Reddall acknowledging the energy exchange, trust and self-regulation that comes with Hannah's presence.



### Year 10

Our Year 10 IL students have been working on their Cert 1 in Workplace Skills and learning how to use business resources.



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## Senior School Update

Coastal Lakes College is gearing up for the exciting growth into Senior School. In March we released some useful introduction videos. We have also just released the Senior School Handbook.

All of the resources can be found on the Coastal Lakes website, under the Senior School Tab.

<https://coastallakescollege.wa.edu.au/teaching-learning/senior-school/>

### TAFE Career Taster Session

As Coastal Lakes College builds on its partnerships as we enter Senior School in 2023, students in Year 9 have been invited to attend South Metro TAFE on Tuesday 05 April, 2022, to participate in the first of their Career Taster Sessions.

The Career Session students will be attending is Painting and Decorating where students will be able to meet with TAFE lecturers, tour around the campus and participate in painting and decorating activities. Students participating in this event will be able to see what a day in the life of a TAFE student studying Painting and Decorating would entail.

It will give students opportunity to trial the course at TAFE and gain an understanding of where this course may take them. We look forward to sharing in the next newsletter how our excursion went, and any upcoming TAFE Career Taster Sessions.

### Year 10 Careers Fair Term 2

In Term 2, Coastal Lakes College will be hosting a Careers Fair for our Year 10 students during the National Careers Week.

During the day, students will be invited to speak to a range of industries and tertiary institutions such as Alcoa, Roy Hill, TAFE, Universities and The Defence Force.

This will be a great opportunity for students to connect with industries and seek employment opportunities as well as discuss further education. We are looking forward to hosting our partners and supporting our Year 10 students through to the next stage of their lives.

## Engagement and Transitions

We have had some great successes for students in Year 10 who took part in our Engagement and Transitions Program at Coastal Lakes College. Engagement and Transitions runs through the Department of Education and offers a small number of Year 10 student's opportunities to engage in Certificate courses outside of the traditional school setting.

So far, we have had 2 of our Year 10's engage in a Certificate I in Automotive Vocational Preparation. The feedback from these students is that they are loving the course and can't wait to go on to the next Certificate course.

At Coastal Lakes College, we are big on seeing success for all students and offering opportunities for our students to thrive.

We are looking forward to continuing the partnership with the Engagement and Transitions Team and seeing our students continue to strive and achieve.



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## Positive News Updates

### SEPEP

Year 9 students are participating in SEPEP (Sports Education in Physical Education Program). This program is constructed around a student centered approach to physical education. The students participate in the sporting events and continue to develop their leadership skills through the experience of taking on the roles and responsibilities of the program for example a coach, captain, umpire etc.

This is an ongoing activity that has just been implemented for this term. As a result of this program students will be able to demonstrate greater leadership attributes, teamwork, collaboration and communication skills.

Benefits of SEPEP:

- Students develop their leadership skills
- Students work effectively within a group towards common goals
- Students develop the capacity to problem solve and make reasoned decisions about sport issues
- Students develop and apply their knowledge about umpiring, refereeing and training



### Introduction to Engineering - Sail Boat Challenge

Year 7 students

Students used a variety of 21st Century STEAM skills to engineer a sail boat to carry 300g of mass. There were constraints of maximum 150mm long and 80mm wide. We then experience if it would sail over 2m with a fan acting as the wind.

We had successful sail boats that moved well in the provided wind. Most sailed across the 2m pool, some sank on their maiden voyage.



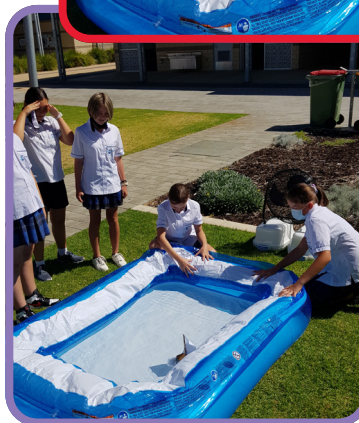
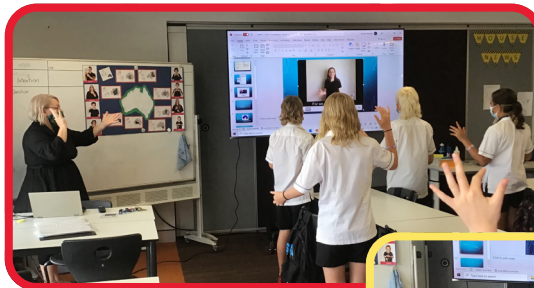
### Rugby Union

For the last day of Term 1, students across all Years will be participating in scheduled rugby development sessions provided by RugbyWA.

RugbyWA came to work with our students last year and we can't wait to see what the students learn. Keep an eye out on our social media next term for some photos.

### Auslan Classes

Year 7 Students have been taking Auslan classes during Term 1. Students have been developing their language skills and enjoying this addition to their classes.



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### WasteSorted School Audit Incursion

On 11 March 2022, the Environment Committee participated in a Waste Audit with Belinda from WasteSorted.

The students sorted through a percentage of our school waste to identify areas where our school can improve our waste reduction and sustainable solutions. It was eye opening to see the amount of waste generated and we look forward to introducing new ideas over the year to combat this environmental issue!



### Old Court and Law Museum Perth Excursion

On 24 March 2022, Year 10 Inclusive Education students went on an excursion to the Old Court House and Law Museum in Perth. As one of only a few law museums in the world, the museum is housed in the City of Perth's oldest building, constructed in 1836, next to the Supreme Court of Western Australia.

The museum promotes an understanding of the law, legal issues and the legal profession in Western Australia's community and preserves the history of the law and the legal profession in Western Australia.

Our students thoroughly enjoyed themselves when looking at the interpretive displays and participating on mock trials! They also represented the school exceptionally well when using public transport on the journey to and from the city.

This excursion focuses on hands on learning with links to the HASS curriculum. Excursions give our Inclusive Education students a chance to develop their social skills and communication with the greater community.



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## Term 1 Achievement awards

	Year 7	Year 8	Year 9	Year 10
<b>English</b>				
<b>Imagine</b>	K Hutchinson	C Chamberlain	J Lanstone	M Heerink-Smit
<b>Believe</b>	I Brewis	L Roberts	I Van Wees	C Tremain
<b>Inspire</b>	M Smith	A Mercardo	A Adams	J Meiners
<b>Achieve</b>	S Gee	N Knight	K Turton	A Phillis-Vidler
<b>Maths</b>				
<b>Imagine</b>	J Morrison	J Foster	E Bain	C Dixon
<b>Believe</b>	R Nicholls	C Matteo	E De Angelis	M Wilde
<b>Inspire</b>	M Smith	M Scott	B Knight	E Candido-Herbert
<b>Achieve</b>	R McConnel	K Vickers	C Moore	J Kosonlawat
<b>HaSS</b>				
<b>Imagine</b>	I Van Der Snoek	H Hullard	L Beard	C Dixon
<b>Believe</b>	A Turner	C Chamberlain	K Webster	W Weir
<b>Inspire</b>	E Brice	W Brooks	R Khoo	L Di Klerk
<b>Achieve</b>	A Clarke	R Walton	R Panchal	J Kosonlawat
<b>Science</b>				
<b>Imagine</b>	N Bird	A Mercado	C Smith	C Keighran
<b>Believe</b>	E Brown	R Walton	P Pryor	M Francis
<b>Inspire</b>	M Cole	M Turner	F Aquilina	M Gould
<b>Achieve</b>	M Long	T Harkess	R Panchal	M Wilde
<b>Technologies</b>				
<b>Imagine</b>	A Turner (DigiTech)	E Jansen (DigiTech)	T Davies (Food Science)	I-E Fredin
<b>Believe</b>	T Sgroi (Food Science)	K George (Textiles)	J Richardson (Tech Design)	J Silvester (Wood)
<b>Inspire</b>	K Hutchins (Wood)	M Singleton (Metal)	B Rayment (Food Science)	L De Klerk (Food Science)
<b>Achieve</b>	I Van Der Snoek (Textiles)	E Jansen (Metal)	P Alekna (Food Science)	X Brooks (Tech Design)
<b>Arts</b>				
<b>Imagine</b>	I Brewis	K Hutchins	B McConnell	J McDonnell
<b>Believe</b>	I Hansen	S McDonnell	R Panchal	C Dixon
<b>Inspire</b>	I Van Der Snoek	L Roberts	M Hopkins	M Seinor
<b>Achieve</b>	S Gee	M Turner	B Morrissy	A Delamere



## Term 1 Achievement awards

	Year 7	Year 8	Year 9	Year 10
<b>HPE</b>				
<b>Imagine</b>	K Bebbington	B Jackman	E Hone	G Barton
<b>Believe</b>	I Brewis	B Wilkes	A Warren	M Smith
<b>Inspire</b>	J Kosonlawat	A Maligat	E Bain	C Pate
<b>Achieve</b>	Z Good	S McDonnell	S Hewson	W Leach
<b>IE Awards</b>				
<b>Imagine</b>	Joshua Tordoff	Nathan Birrell	Jayden Knoetze	
<b>Believe</b>	Cody King	Jayden Davies	Michael Critchlow	
<b>Inspire</b>	Ethan Carlson	Deegan Hayton	Matthew Batchelor	Callum Ward
<b>Achieve</b>	Lily Aquilina	Bailey Kovacevich	Laphe Ayris	Jordan Harris
<b>IL Awards</b>				
<b>Imagine</b>	Brayden Slann	Karson King	Max Leach	Tyler Manning
<b>Believe</b>	Kaylee Baird-Kezic	Lilly Todd-Stephens	Taylah Bonnett	Byron Hebden
<b>Inspire</b>	Mia Pizzino	Clive Cooper	Chase Hovland	Tarni Nicholls
<b>Achieve</b>	Amber Cooper	Tyson Butler	Josh Challis	Isaac Holmes Waddell
<b>100% Attendance</b>				
	J Ayris	A-L Anavrin	K Bailey	H Adams
	K Bebbington	K Dargaville	L Beard	I Pryce-Smith
	L Moerua-Bell	H Hulland	J Roberts	C Ward
	T Tolomei	I Portelli	I Singian	C Pate
	A Walker	S McDonnell	L Thorne	C Pouncett
				I Lyons
<b>Positive Support team</b>				
	<b>Award Definition</b>			<b>Award Winner</b>
<b>Positive Bystander</b>	Actively seeking help for others			A Hammer
<b>College Pride</b>	Efforts in organising College Fundraiser to support raising awareness fro people who suffer from Epilepsy			A Gietz



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### Upcoming Dates

Event	Date
Term 2 Starts	Wednesday 27 April 2022
Parent Teacher Interviews - Letters A-L	28 April 2022 1:00pm - 6:30pm
Senior School Information Evening - Letters A-L	28 April 2022 5:00pm - 6:00pm
Parent Teacher Interviews - Letters K-Z	28 April 2022 1:00pm - 6:30pm
Senior School Information Evening - Letters K-Z	28 April 2022 5:00pm - 6:00pm
Year 9 into Year 10 Elective Handbook due	13 May 2022
Careers Day	23 May 2022
WA day - College Closed	6 June 2022
Music Showcase	22 June 2022
Dance and Drama Showcase	23 June 2022

