



COASTAL LAKES COLLEGE

Imagine, Believe, Inspire & Achieve.

2021 Annual Report





Principal's Foreword

2021 saw Coastal Lakes College hit the 'half way point' of its journey as a new school. With Years 7 – 9 in place, it was a genuine middle school experience for all involved. Covid continued to have an impact in a myriad of ways, but the outcomes achieved by the College and its community were commendable. I am very proud of how everyone 'dug deep' and persisted in ensuring that we set the foundations in place for success moving forward. With every Year group that we add, we do things for the first time every year. This can be fatiguing for a community but we rose to the challenge!

Student progress and achievement was commendable, and we are proud of the efforts both students and staff put in throughout the year. As the results throughout this report demonstrate, our efforts to ensure success for all students, whatever that may look like for individuals, was clearly achieved and the foundations for senior schooling were put in place.

Our challenge moving forward is to ensure those foundations are solid and strong as we pivot to senior schooling and all the associated challenges that poses for our community moving forward. Regular self-review processes are important as we continue to strive to put the enabling conditions for success for all into place at Coastal Lakes College. This annual report coincides with the end of the very first Business plan for the College. That plan was very broad and did not contain specific targets as would be usual due to the College only opening in 2019 and having no historical data or trends on which to base targets on. None the less, the College has reviewed the Business Plan at the end of 2021 in order to assess what worked, what needs monitoring or tweaking moving forward, and what now needs to be seen as a priority as we pivot to senior schooling.

I want to acknowledge all the hard work and efforts of the college community, in particular the College Board and foundation staff and families who have worked so hard to put the building blocks of a successful college in place over the past three years – whilst also demonstrating adaptability and flexibility throughout the pandemic.



Student Numbers and Characteristics

Semester 1

	2019	2020	2021
Lower Secondary	235	471	716
Upper Secondary	0	0	0
Total	235	471	716

(source: Schools Online)

Coastal Lakes College is a universal access inclusive educational facility just finishing its third year of operation. Opening in 2019 with 235 students and 25 staff we have grown in 2021 to 716 students and 89 staff. 59 students had DRS funding, 24 of those students were accommodated in our Inclusive Learning hub. 40 identify as ATSI.

2021 saw the college's ICSEA increase to Band 6 – 981 and new 'Like Schools' being identified.

Every year has meant adding approximately 28 new staff, teaching and non-teaching, and 250 students therefore, the reculturing of staff, students, and families is significant each and every year. By the end of 2021, we had increased in numbers – this is to be expected given the amount of cleared land for sale on three sides of the college. This will be an ongoing pressure for the College to manage moving forward.

Workforce Composition

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Heads of Departments and Learning	6	6.0	1
Program Coordinators	4	4.0	0
Total Administration Staff	14	14.0	1
Teaching Staff			
Other Teaching Staff	37	37.0	1
Total Teaching Staff	37	37.0	1
School Support Staff			
Clerical / Administrative	13	12.0	1
Other Allied Professionals	28	27.8	0
Total School Support Staff	41	39.8	1
Total	92	90.8	3

(source: Schools Online)

As the College develops and grows, the Work Force plan continues to evolve as we seek out specialist teachers for various Learning Areas and Allied Professional positions as they are identified as required. This will continue to be a focus of great magnitude for everyone at the College for another three years as we complete our journey to a fully comprehensive senior high school.





Student Attendance (Data)

2021 - Semester 1 Collection (Finished for this Year/Semester)

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
Year 7	90.0%	141	74	29	3	78%	22%
Year 8	85.5%	104	88	52	7	78%	22%
Year 9	84.2%	103	62	51	16	81%	19%
Year 10	80.5%	3	1	0	1	98%	3%
Compulsory	86.6%	351	225	132	1	79%	21%

(source: Student Attendance and Reporting (SAR) Sem 1, 2021)

Secondary Attendance Rates

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2019	89.0%	88.3%	88.8%	90.0%	76.8%	65.8%	89.1%	87.7%	86.8%
2020	90.1%	87.9%	89.2%	88.8%	72.1%	65.9%	90.1%	86.6%	87.3%
2021	86.7%	83.9%	86.5%	83.4%	70.4%	62.6%	86.6%	83.1%	84.4%

(source: Schools Online)

COVID continued to have an impact on our College's regular attendance rates in 2021. Whilst the overall attendance rate for the College was higher than like schools, and equal to the WA Public School average, regular attendance rates were below WA Public School average. True comparisons are difficult to make though as we have only three year groups.

There continues to be work to be undertaken with our families to help students who are sitting in the 80 – 90% attendance range to increase the number of students attending regularly.

Secondary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	89.1%	86.8%
2020	90.1%	87.3%
2021	86.6%	84.4%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2019	57.1%	28.2%	11.4%	3.3%
2020	64.9%	23.1%	8.7%	3.3%
2021	47.8%	30.6%	18.0%	3.7%
Like Schools 2021	44.6%	27.5%	16.9%	11.0%
WA Public Schools 2021	51.0%	26.0%	14.0%	9.0%

Attendance % - Secondary Year Levels

	Attendance Rate					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2019	89%	94%				
2020	91%	89%	95%			
2021	90%	86%	84%	81%		
WA Public Schools 2021	88%	85%	83%	82%		

(source: Schools Online)





Describe how non-attendance is managed by the college

At Coastal Lakes College we have adopted a whole-college approach to monitoring and improving attendance that involves both teaching and non-teaching staff.

Staff across the College, including classroom teachers, deputy principals and administration staff take on a variety of roles at different stages of the attendance improvement process.

Student attendance data is regularly monitored by our House Leaders. Notification letters are sent home via Compass if a student's attendance rate drops below 85% indicating that there are concerns regarding their child's attendance. If attendance doesn't improve, further communication is then made with the child's parent or caregiver. This contact is made by phone as well as an email in Compass.

Students who are at significant educational risk due to severe low levels of attendance, have Individual Attendance Support Plans (IASP's) developed that take a formal yet individualised approach to improving attendance. These IASP consider barriers to attendance, as well as outline rewards and incentives for students reaching scaffolded attendance goals. The IASP is developed in consultation with the student and their parents or carers.

All members of the Positive Support team, including the Managers of Positive Support, House Leaders, Chaplain, School Psychologist, Nurse and Student Services Officers take a coordinated role in supporting the student in re-engaging with the College and increasing their level of attendance.

When working with students, and their families, that have severely low levels of attendance (<40%) the positive Support team work collaboratively with external agencies and various youth support services to help support students.

For students who have poor attendance due to mental health and/or medical reasons, the College's Positive Support team take a coordinated approach in developing an IASP; working with families and relevant external agencies to develop transitional timetables that allow for a scaffolded return to school and improved attendance.

A proactive approach to maintaining high levels of attendance is a key strategy of the Positive Support team's Strategic Plan.

At Coastal Lakes College we have found success in linking attendance to our House Points system, and our Good Standing policy. Encouraging students to monitor their rate of attendance in order to remain eligible for College events and privileges such; as the House Point shop, sporting and arts performance teams, the Year 10 River Cruise, 100 Club, and certain Senior School Pathways.

Student Achievement and Progress

NAPLAN

Year 7 NAPLAN Data 2021

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Australian School Mean	542	522	549	533	551
State School Mean	538	527	547	530	549
CLC School Mean	513	508	527	507	523
Like School Mean	514	507	532	508	523

Year 9 NAPLAN Data 2021

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Australian School Mean	578	551	580	571	588
State School Mean	587	564	583	576	596
CLC School Mean	571	537	563	555	573
Like School Mean	565	540	565	551	575



Year 7 Academic Performance - MESH

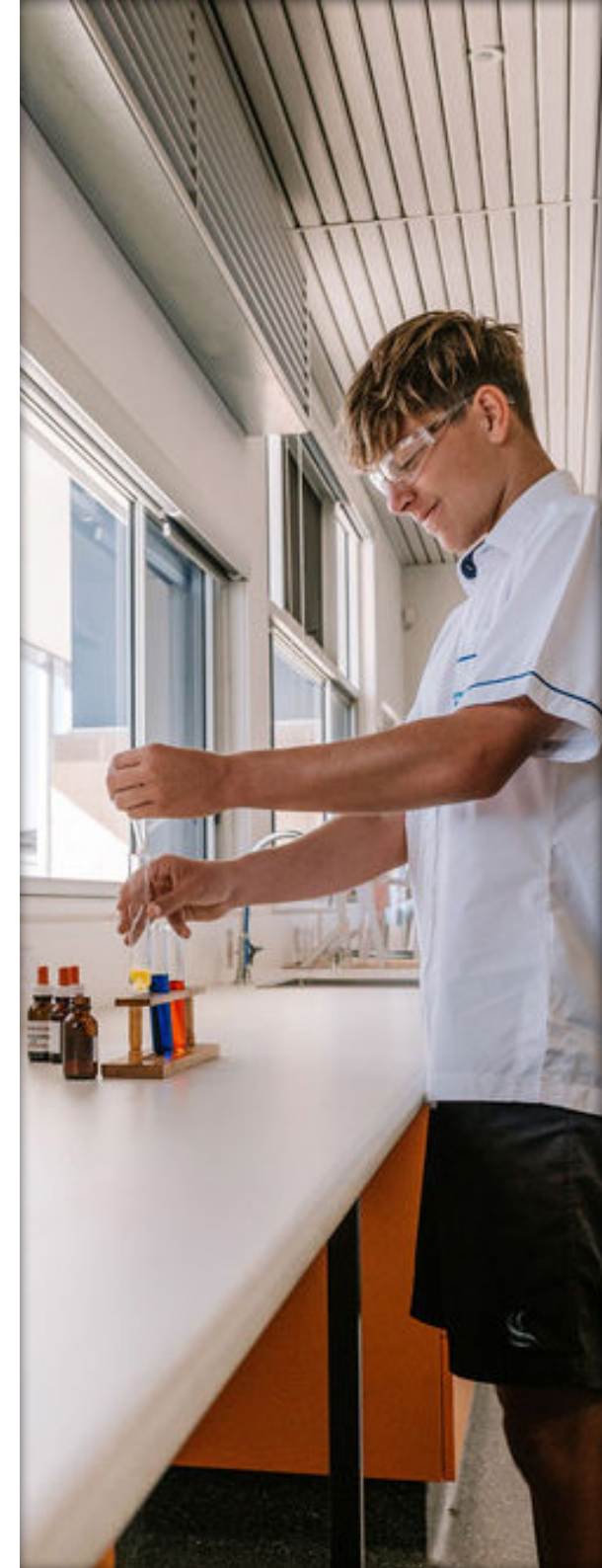
Learning Area	Final 2021 Grade Percentage of Students at Satisfactory or Above	B Grade or higher
English	84%	34%
Mathematics	83%	49%
Science	87%	59%
Humanities and Social Sciences	82%	36%
Average across all MESH Subjects	84%	44%

Year 8 Academic Performance - MESH

Learning Area	Final 2021 Grade Percentage of Students at Satisfactory or Above	B Grade or higher
English	83%	26%
Mathematics	82%	44%
Science	89%	43%
Humanities and Social Sciences	91%	43%
Average across all MESH Subjects	86%	39%

Year 9 Academic Performance - MESH

Learning Area	Final 2021 Grade Percentage of Students at Satisfactory or Above	B Grade or higher
English	75%	31%
Mathematics	81%	37%
Science	89%	49%
Humanities and Social Sciences	72%	28%
Average across all MESH Subjects	79%	36%



Student Achievement and Progress

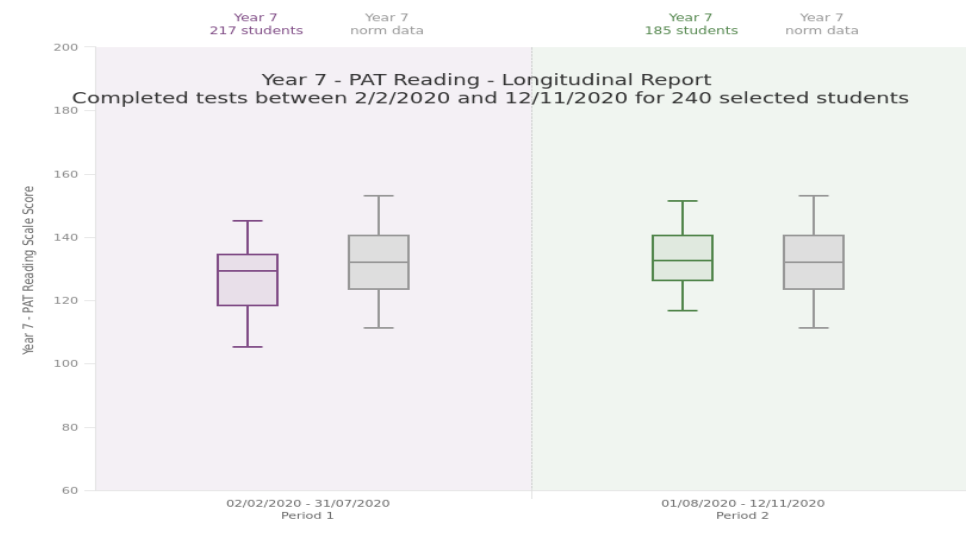
Year 7 - PAT Testing Data

Maths



Sem 1 CLC Median = 126.7 Sem 2 CLC Median = 131.3 Year 7 Norm Data = 130.5

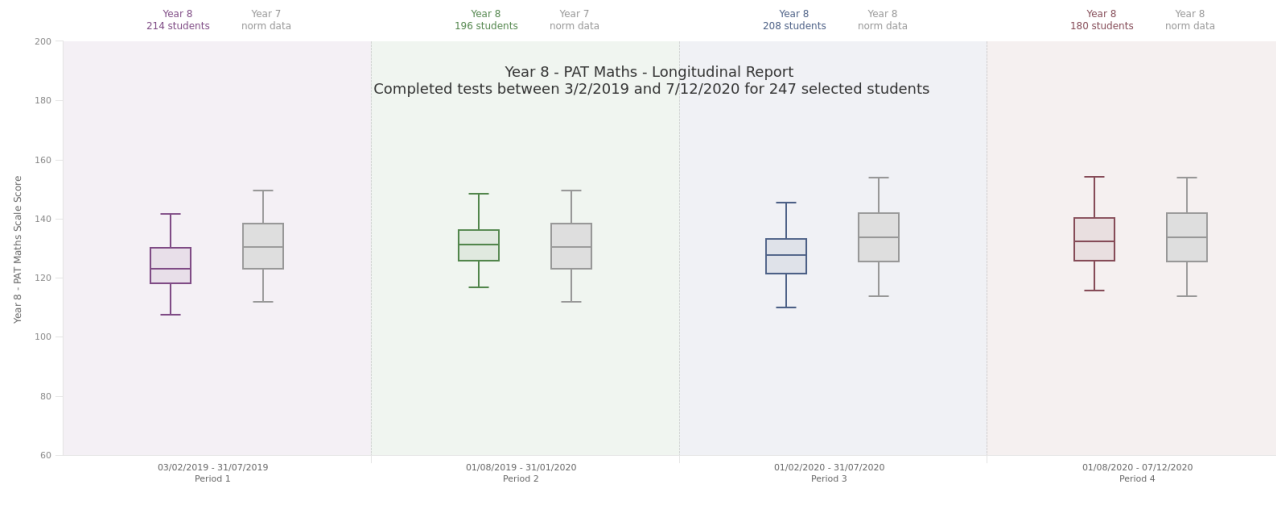
Reading



Sem 1 CLC Median = 129.4 Sem 2 CLC Median = 132.0 Year 7 Norm Data = 132.7

Year 8 - PAT Testing Data

Maths

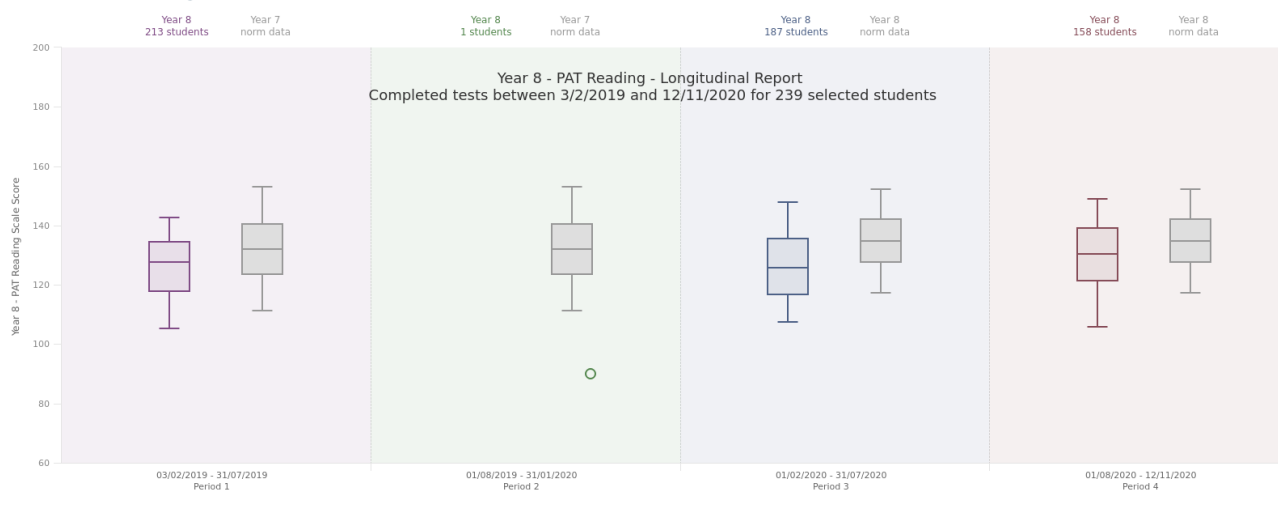


Sem 2 CLC Median = 131.3
Sem 1 CLC Median = 127.8
Sem 2 CLC Median = 132.4

Year 7 Norm Data = 130.5

Year 8 Norm Data = 133.6

Reading



Sem 2 CLC Median = 129.4
Sem 1 CLC Median = 125.8
Sem 2 CLC Median = 130.4

Year 7 Norm Data = 132.0

Year 8 Norm Data = 134.7



Student Achievement and Progress

Analysis and impact of evidence

Whilst it is difficult to discuss and interpret our NAPLAN data sets with any sense of a trend, due to COVID interruptions on testing occurring and only being open for three years, it is pleasing to see that we are consistently performing similar to like schools, or even performing slightly above our like schools – even with a change of those like schools.

The College has undertaken significant work in both literacy and numeracy in terms of whole of college, and small group interventions.

Back to Front Maths continues to be embedded in all year 7 and 8 maths programs and is also supported with small group intervention classes throughout the year.

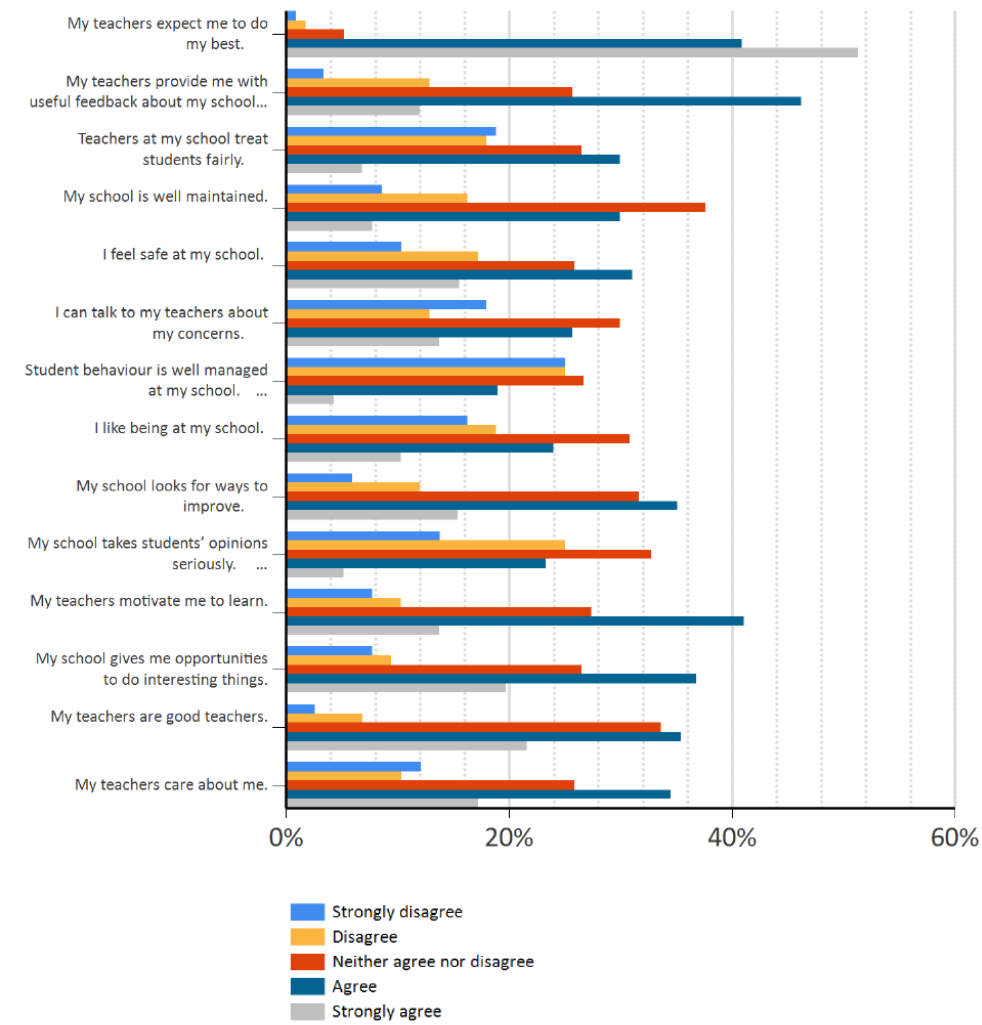
A whole of college Literacy plan is now firmly embedded across the College, and can be seen to have had an impact on both Comprehension and Writing skills for our stable cohort years 7 – 9 in terms of both progress and the value adding that has occurred.

The use of data is regularly reviewed within the college and we used 2021 NAPLAN results to choose new targets moving forward, as well as to plan for OLNA intervention programs leading into year 10 in 2022.

The College believes the whole of college approach to teaching and learning has ensured that over the three years it has been open, has enabled our students to have the best foundations in literacy and numeracy as they can. It also enables us as a college to ensure that all staff see literacy and numeracy as their responsibility.

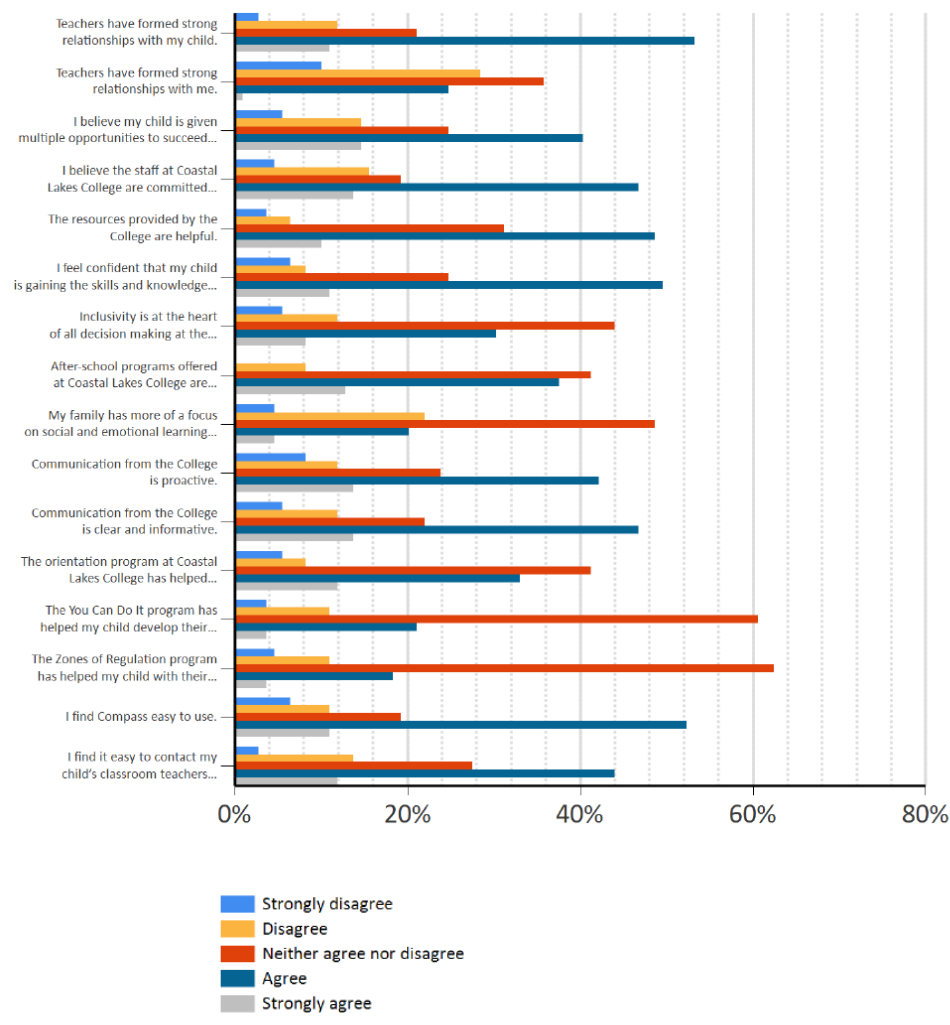
Parent, Student and Teacher satisfaction with the College

Feedback from Students



(source: National School Survey)

Feedback from Parents

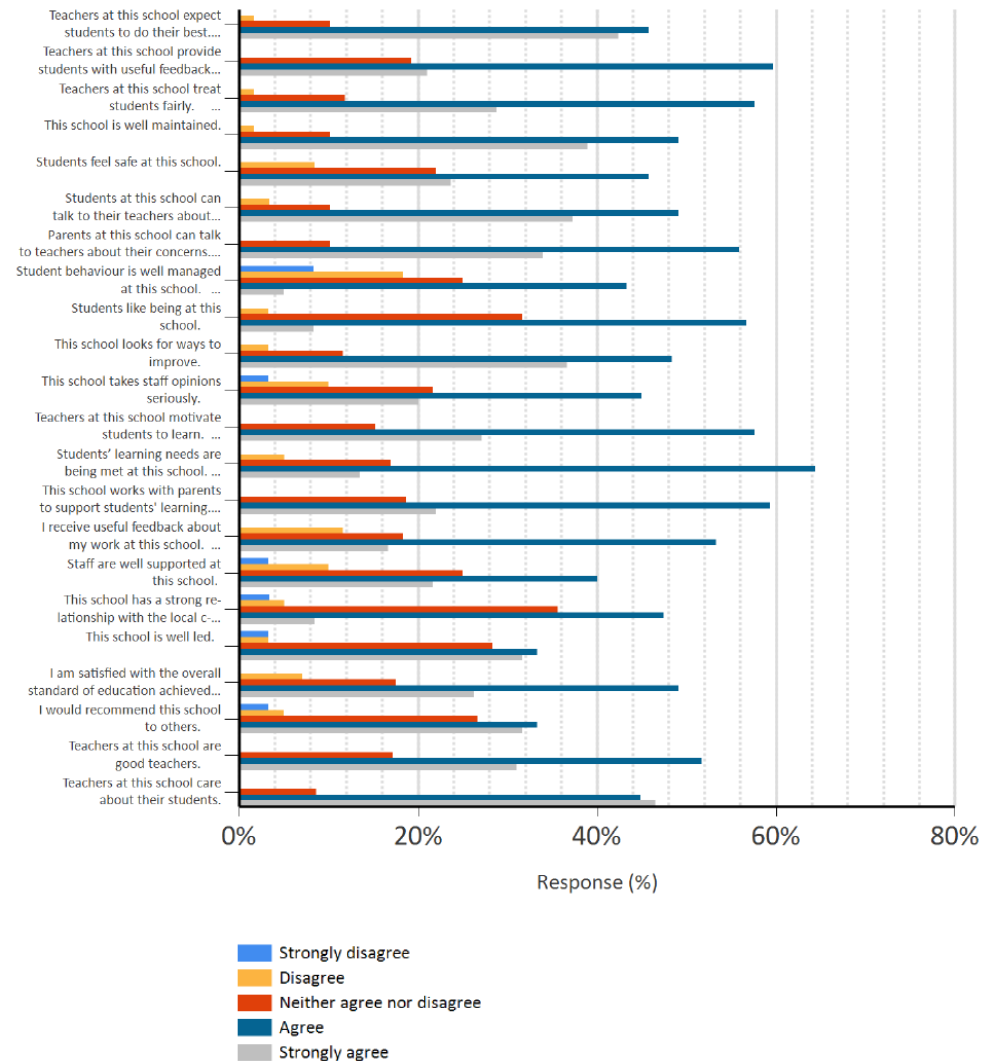


(source: National School Survey)



Parent, Student and Teacher satisfaction with the College

Feedback from Teachers



(source: National School Survey)

Analysis and impact of evidence

The College undertook National School Opinion Surveys for the first time in 2021. Whilst overall quite positive the College, upon reflection, took away the following points for future consideration:

- Parents were overall reasonably happy with the College, but ongoing communication around how the College uses a proactive, educative positive support policy to address issues of bullying and misbehaviour needs to occur.
- Staff believe that they are genuinely caring for students and have their best interests at heart. Students however, acknowledge that the College and teachers have high expectations of them, but do not believe that teachers genuinely care for them. This disconnect needs further unpicking, and following surveying of students in small group conversations identified some strategies that teachers could employ moving forward to ensure students felt a more genuine care factor from staff.

This has included College wide Professional Learning and discussion around the concept of 'feed forward' rather than feedback, and when and how to provide guidance and reflection or students on their progress.

- Based on the very broad results of the survey, the College will be undertaking the South Australian Well Being Survey in 2022. This allows us to gain a better insight into how the student body is feeling and what is of importance for them in being successful at the College.



College Priorities 2019 - 2021

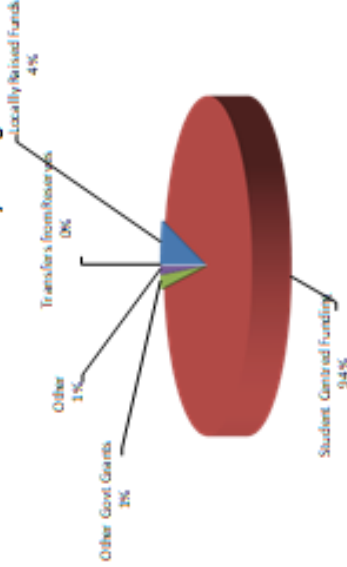
Identified College priority	Progress against priority	Planned actions
<p>Teaching, Learning & Assessment are the core business of our College:</p> <p>Understanding the purpose of assessment (with a focus on formative assessment) for Year 7 – 9 is achieved. Within and across college moderation practices are frequent. HITS underpin all LA planning and teacher practice.</p> <p>Whole of College Literacy and STEAM implementation and scalability</p>	<ul style="list-style-type: none"> • Cross-curricular groups. • Instructional rounds & instructional coaches. • Peer observation. • SDD and pop-up PL workshops. • Moderation structures. • Graduate program. • Committees. • SLT coaching & development. • Alignment of documentation and planning. • Teaching, learning and assessment frameworks. • Formative assessment PL and focus. • Procedures and routines. • Assessment policy. • Inclusivity pathway. • Learning area inductions. • Teacher planner. 	<p>The College wide Teaching, Learning and Assessment framework is the core of the work we do. We continue to focus on all appropriate supports in place for staff to continually reflect, refine and improve their skills in this area.</p> <p>The College is data literate and focussed on a continual improvement cycle that is driven by evidence based practices and data. This remains a large focus of the new Business Plan beginning in 2022.</p>
<p>Health and Well Being of Staff:</p> <p>Social Emotional Learning (the plate)</p> <ul style="list-style-type: none"> • YCDI • Zones of Regulation <p>Inclusivity in words and actions</p> <ul style="list-style-type: none"> • Class level • LA level • Whole College level 	<ul style="list-style-type: none"> • House System. • Pathways (IE, IL, General & Achieve) – T&L and reporting structures. • Orientation & Transition program. • Zones of Regulation in all classrooms. • YCDI! Lessons delivered on a rotational basis throughout the year. • House System – rewards/standing policy levels. • Positive Support team – structure, process and data. • SAER case management (behaviour & attendance). • Academic coordinator. • ASD/LSC coordinator. • Manager of Directions. • External partnerships – Engage, SSEN, care schools (SMYL), TAFE, workplace learning. 	<p>Ongoing body of work as we move into a fully comprehensive college and is maintain as a priority in the new Business plan.</p>

College Priorities 2019 - 2021 (continued)

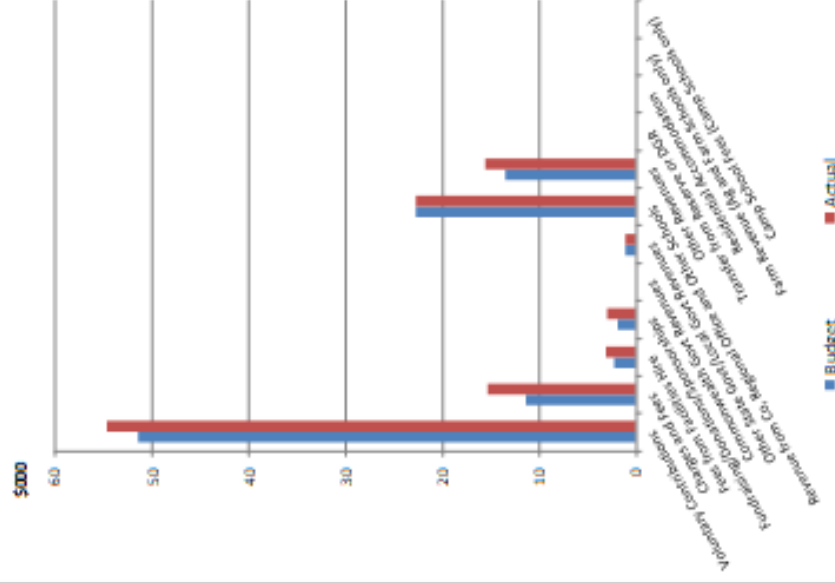
Identified College priority	Progress against priority	Planned actions
<p>Developing and Building of College Identity & Culture:</p> <p>There is a culture of high standards and high expectations embedded across the College</p> <p>Staff are engaged in College improvement</p> <p>Staff/student relationships are respectful and positive</p> <p>A shared and unifying vision provides clear College wide direction</p>	<ul style="list-style-type: none"> • Cross-curricular groups. • Instructional rounds & instructional coaches. • Peer observation. • SDD and pop-up PL workshops. • Moderation structures. • Graduate program. • Committees. • Parent-teacher conferences. • Orientation & Transition programs. • Positive Support team– case management and intervention programs. • 'Why' Circle. 	<p>As we have an additional 25 staff join us each year for another three years, this area is of constant importance. We look to improve how we can induct new staff and bring on board new ideas and processes as we grow and develop.</p>
<p>Developing partnerships:</p> <p>Community and external stakeholder connections</p> <p>Primary partnerships are cultivated and valued</p>	<ul style="list-style-type: none"> • PS Networks. • RVSC. • CHOYCES. • Chaplaincy. • Youth Focus. • Switzer & OSM. • South Metro TAFE. • Karnup Network. • Marketing – Facebook & social media. • Compass. • Prospectus, parent and student handbooks. • Year 6 parent/caregiver information evening. • Year 7 parent/caregiver BBQ. • Senior school student and parent/caregiver evening. • Parent-teacher conferences. 	<p>This focus will continue in the new Business Plan 2022 – 2024. However, the focus will be on strengthening existing partnerships, but also developing appropriate partnerships for senior schools and engagement of older students.</p>

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 51,423.00	\$ 54,714.25
2	Charges and Fees	\$ 11,346.28	\$ 15,328.47
3	Fees from Facilities Hire	\$ 2,273.00	\$ 3,090.92
4	Fund raising/Donations/Sponsorships	\$ 1,932.00	\$ 2,941.72
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,300.00
7	Revenue from CO, Regional Office and Other Schools	\$ 22,828.00	\$ 22,503.48
8	Other Revenue s	\$ 13,461.46	\$ 15,613.42
9	Transfers from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 104,353.74	\$ 115,617.27
	Opening Balance	\$ 452,322.00	\$ 452,322.00
	Student Centred Funding	\$ 1,709,119.00	\$ 1,719,119.00
	Total Cash Funds Available	\$ 2,265,804.74	\$ 2,287,058.27
	Total Salary Allocation	\$ 68,000.00	\$ 68,000.00
	Total Funds Available	\$ 2,333,804.74	\$ 2,355,058.27

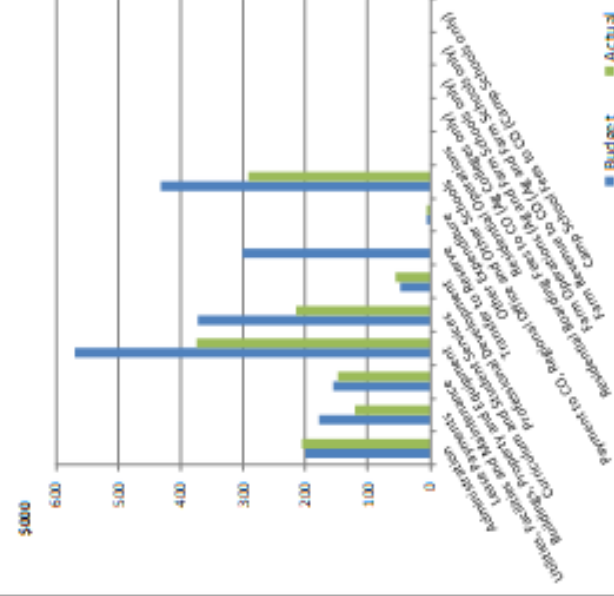
Actual Year to Date by funding sources



Locally Raised Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 199,037.39	\$ 204,769.20
2	Lease Payments	\$ 179,000.00	\$ 121,007.21
3	Utilities, Facilities and Maintenance	\$ 135,265.23	\$ 148,262.89
4	Buildings, Property and Equipment	\$ 549,011.61	\$ 374,886.77
5	Curriculum and Student Services	\$ 371,580.70	\$ 234,173.68
6	Professional Development	\$ 48,600.00	\$ 36,306.77
7	Transfers to Reserve	\$ 300,500.00	\$ -
8	Other Expenditure	\$ 5,956.30	\$ 5,947.69
9	Payment to CO, Regional Office and Other Schools	\$ 430,890.00	\$ 291,547.25
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,259,841.63	\$ 1,417,221.46
	Total Forecast Salary Expenditure	\$ 68,000.00	\$ 25,000.00
	Total Expenditure	\$ 2,304,841.63	\$ 1,442,221.46
	Cash Budget Variance	\$ 5,962.11	

Cash Position Components



Cash Position Components	
Bank Balance	\$ 797,403.76
Made up of:	
1 General Fund Balance	\$ 869,836.81
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 21,064.03
5 Suspense Accounts	\$ 51,363.00
6 Cash Advances	\$ -
7 Tax Position	\$ (51,363.00)
Total Bank Balance	\$ 797,403.76