



COASTAL LAKES COLLEGE

Imagine, Believe, Inspire & Achieve.

2022 Annual Report





Principal's Foreword

2022 saw Coastal Lakes College prepare for senior school from the very beginning of the year. With years 7 – 10 in place, it was a genuine middle school experience for all involved, with a significant focus for year 10 in particular about what senior school needed to look like and how we best prepared families and the students for the experience. 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 despite the unprecedented times!

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, and the upcoming Public-School review early in 2023 will be a part of that. This annual report pivots with the introduction of a new business plan cycle and a public-school review.

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 3 years – whilst also demonstrating adaptability and flexibility throughout the pandemic.





Student Numbers and Characteristics

Semester 1

| | 2019 | 2020 | 2021 | 2022 |
|-----------------|------|------|------|------|
| Lower Secondary | 235 | 471 | 716 | 889 |
| Upper Secondary | 0 | 0 | 0 | 5 |
| Total | 235 | 471 | 716 | 894 |

(source: Schools Online)

Coastal Lakes College is a universal access inclusive educational facility just finishing its fourth year of operation. Opening in 2019 with 235 students and 25 staff we have grown in 2022 to 894 students and just over 100 staff. 64 students had DRS funding, 29 of those students were accommodated in our Inclusive Learning hub. 40 students identified as ATSI.

Every year has meant adding approximately 28 new staff (teaching and non-teaching) and 250 students (and increasing) therefore, the (re)culturing 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 | 56 | 60.6 | 1 |
| Total Teaching Staff | 58 | 62.4 | 1 |
| School Support Staff | | | |
| Clerical / Administrative | 15 | 14.5 | 1 |
| Other Allied Professionals | 31 | 34.6 | 0 |
| Total School Support Staff | 46 | 49.1 | 1 |
| Total | 118 | 125.5 | 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 being needed. This will continue to be a focus of great magnitude for everyone at the college for another two years as we complete our journey to a fully comprehensive senior high school. Of particular importance moving into senior school is teachers with experience in teaching senior school course and VET certificates.





Student Attendance (Data)

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 |
| 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% |
| 2022 | 81.7% | 80.1% | 83% | 78.3% | 62.7% | 55.2% | 81.5% | 78.8% | 80.4% |

(source: Schools Online)

COVID continued to have an impact on our college regular attendance rates in 2022. Whilst the overall attendance rate for the college was higher than like schools, and to the WA Public School average, regular attendance rates were below WA Public School average. True comparisons are difficult to make though as we were significantly impacted by COVID restrictions, Health Department directives and student illnesses throughout the entire year.

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

Attendance % - Secondary Year Levels

| | Attendance Rate | | | | | |
|------------------------|-----------------|--------|--------|---------|---------|---------|
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2020 | 91% | 89% | 95% | | | |
| 2021 | 90% | 86% | 84% | 81% | | |
| 2022 | 86% | 83% | 79% | 78% | 88% | |
| WA Public Schools 2022 | 85% | 81% | 79% | 79% | 81% | |

(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.



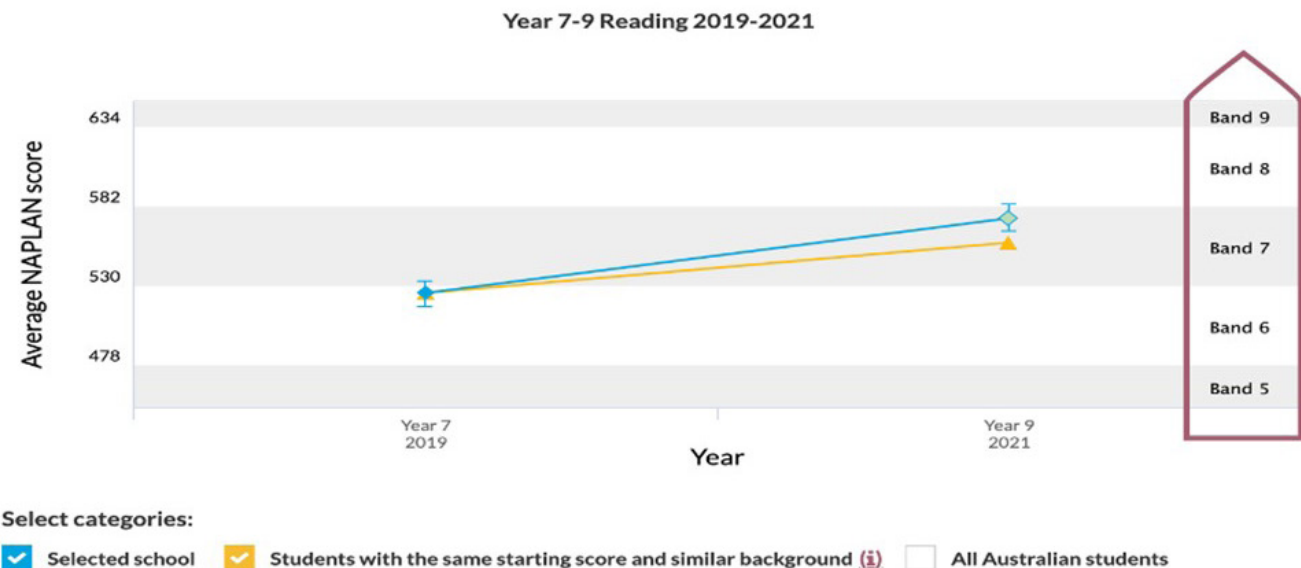


Student Achievement and Progress

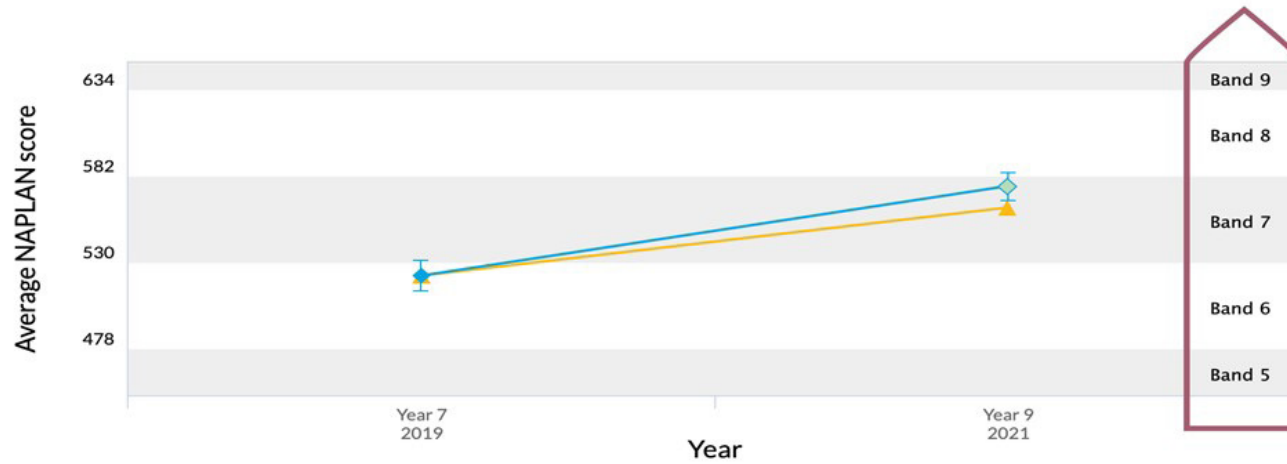
NAPLAN

The NAPLAN tables below measure the progress of Coastal Lakes College students in reading, writing and numeracy from Year 7 2019, to Year 9 2021 when compared to schools with a similar socio-economic index. This measure of progress in student's reading, writing and numeracy from Year 7 to 9 is not available for the period of 2020 to 2022 due to COVID.

The tables below demonstrate the significant 'value add' that Coastal Lakes College is making to student's literacy and numeracy as a result of our school-wide approach to literacy development and due to our intervention programs.



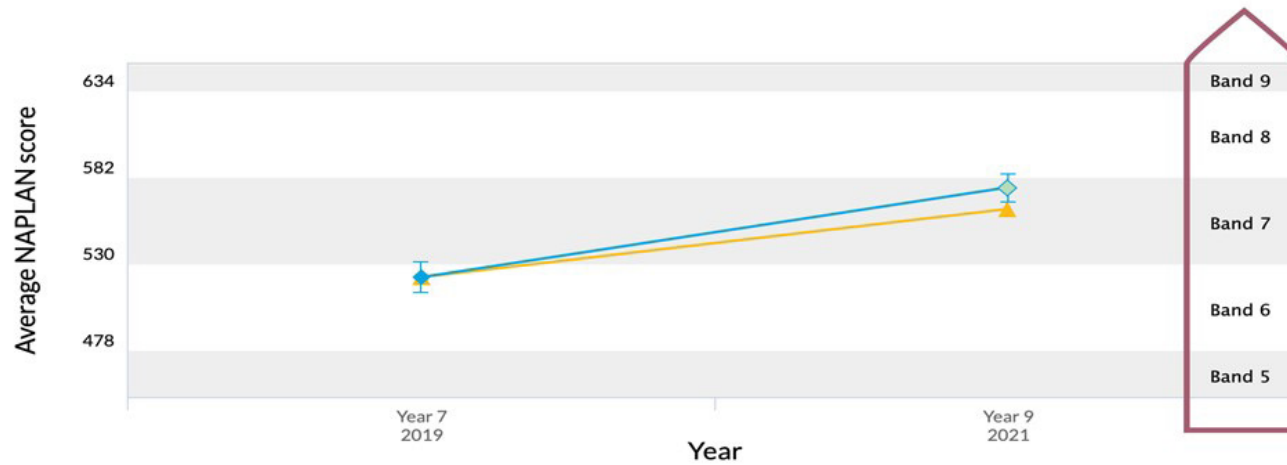
Year 7-9 Numeracy 2019-2021



Select categories:

- ☒ Selected school
 ☒ Students with the same starting score and similar background [\(i\)](#)
☐ All Australian students

Year 7-9 Numeracy 2019-2021



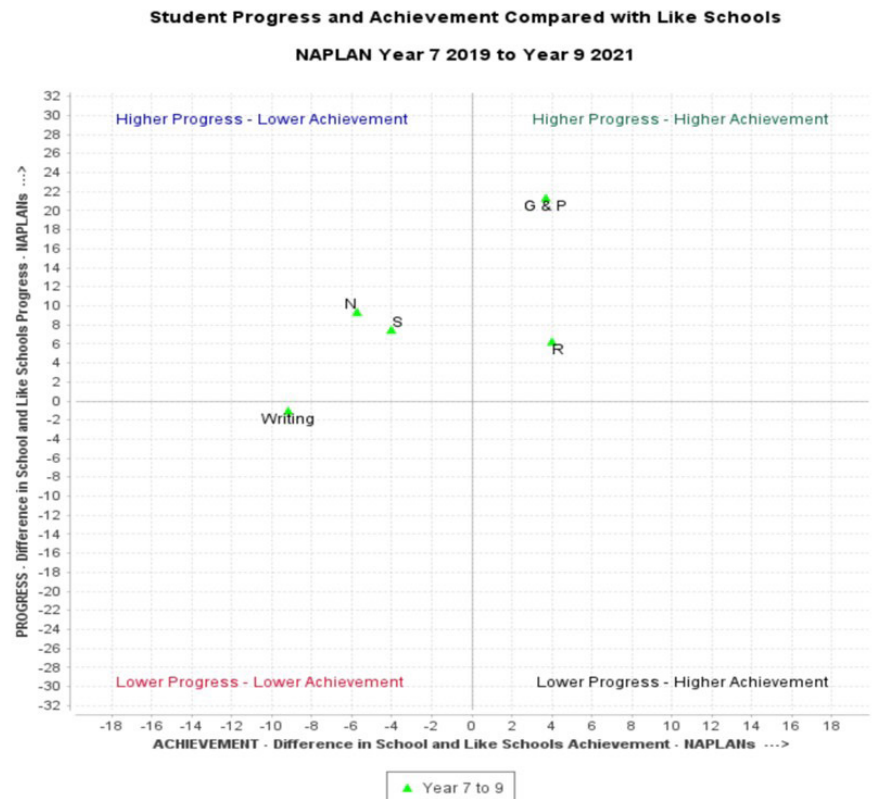
Select categories:

- ☒ Selected school
 ☒ Students with the same starting score and similar background [\(i\)](#)
☐ All Australian students



The table below indicates that Coastal Lakes College's progress and achievement in all NAPLAN test areas from Year 7, 2019 to Year 9, 2021. Coastal Lakes College is in the upper quadrants of either 'higher progress and higher achievement' or 'higher progress, lower achievement' (except for writing) when compared to Like Schools. Although this data is very encouraging, it also identifies that improving the writing of our students will need to remain an ongoing focus and ensuring that our strategies to improve student writing continue to be implemented consistently across the College.

NAPLAN Year 7 – 9 Progress & Achievement in All Test Areas Compared to Like Schools – 2019 to 2021



Student Achievement and Progress

On-line Literacy and Numeracy Assessment (OLNA)

For students who have not achieved Band 8 in the reading, writing and numeracy in Year 9 NAPLAN testing are required to complete the On-line Literacy and Numeracy Assessment (OLNA). The OLNA is the minimum standard of literacy and numeracy required of students in Western Australian schools before they can achieve a Western Australian Certificate of Education (or WACE). The tables below provide data of our Year 10 students following round 1 and round 2 OLNA test results for each Year 10 class in reading, writing and numeracy. The Year 10 OLNA data shows a positive trend of achievement from test 1 and then again in test 2, in reading, writing and numeracy. There was an average increase of 8% in the number of students that achieved their OLNA (eg; a CAT 3 in all 3 test areas) from test 1 compared to test 2.

Any student who does not achieve their OLNA in Year 10, still has four additional opportunities (two in Year 11 and two in Year 12) to sit their OLNA test and achieve the minimum standard benchmark. Our Year 10 data shows a positive conversion rate of students achieving their OLNA each time they sit the test and we anticipate this trend continuing in Year 11 and again in Year 12. At Coastal Lakes College we have set-up a designated Year 10 OLNA class in numeracy to provide targeted teaching and additional support to students who have not yet achieved their OLNA and this is taught by our Mathematics Head of Learning Area. We also provide OLNA support to students in our Vocational Directions Pathway program and these students engage in an on-line OLNA preparation course where they practice similar questions to those posed in the numeracy component of the OLNA test.

At Coastal Lakes College our literacy and numeracy intervention starts from early Year 7 with identified students in Year 7 to 10 who are significantly below the benchmark in literacy and numeracy being provided with additional literacy and numeracy support via our Integrated Learning Program which comprises of smaller class sizes, an intervention approach and additional EA time during literacy blocks to provide additional support to students. All of our Year 7 students engage in Back to Front Maths which is an intervention program designed to help students overcome common misconceptions with their knowledge and understanding of core mathematical concepts.



Year 10 OLNA Testing 2022

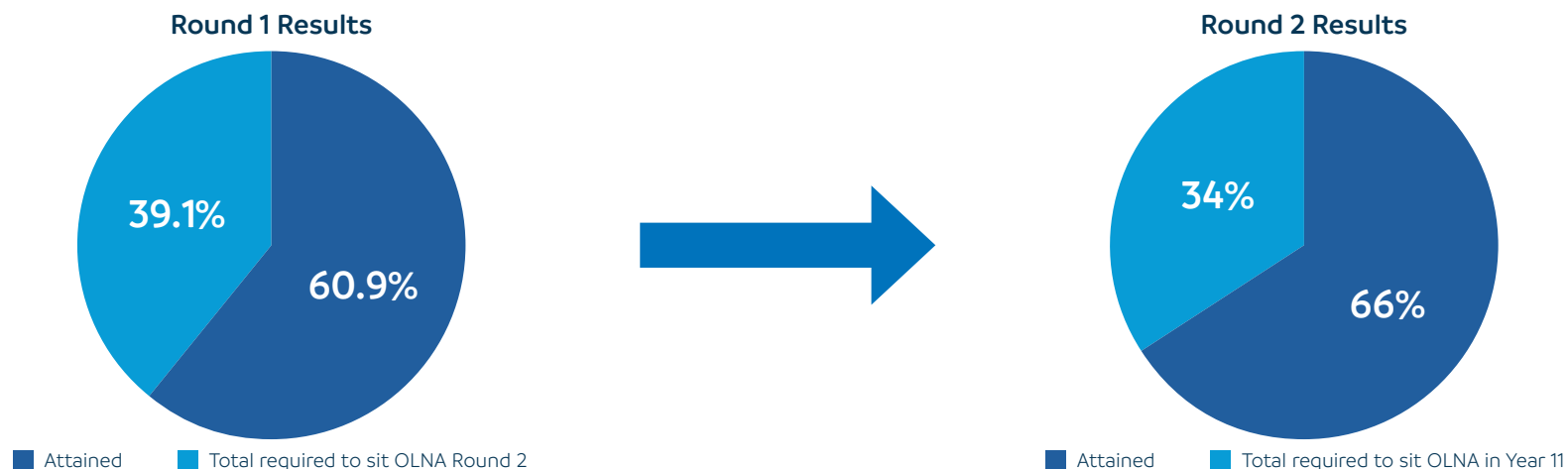
Percentage of Students achieving their OLNA in Round 1 & Round 2 in Reading



| Data & Statistics | Reading Attained | | | | | |
|-------------------|------------------|----------|-----|----------|----------|------|
| | Round 1 | | | Round 2 | | |
| Form | Students | Attained | % | Students | Attained | % |
| 10.1 | 30 | 25 | 83% | 31 | 30 | 97% |
| 10.2 | 29 | 18 | 64% | 30 | 22 | 73% |
| 10.3 | 31 | 17 | 55% | 30 | 19 | 63% |
| 10.4 | 25 | 12 | 48% | 30 | 20 | 67% |
| 10.5 | 32 | 28 | 88% | 28 | 28 | 100% |
| 10.6 | 27 | 13 | 48% | 27 | 21 | 78% |
| 10.7 | 15 | 3 | 20% | 16 | 9 | 56% |
| 10.8 | 21 | 5 | 24% | 23 | 7 | 30% |

Year 10 OLNA Testing 2022

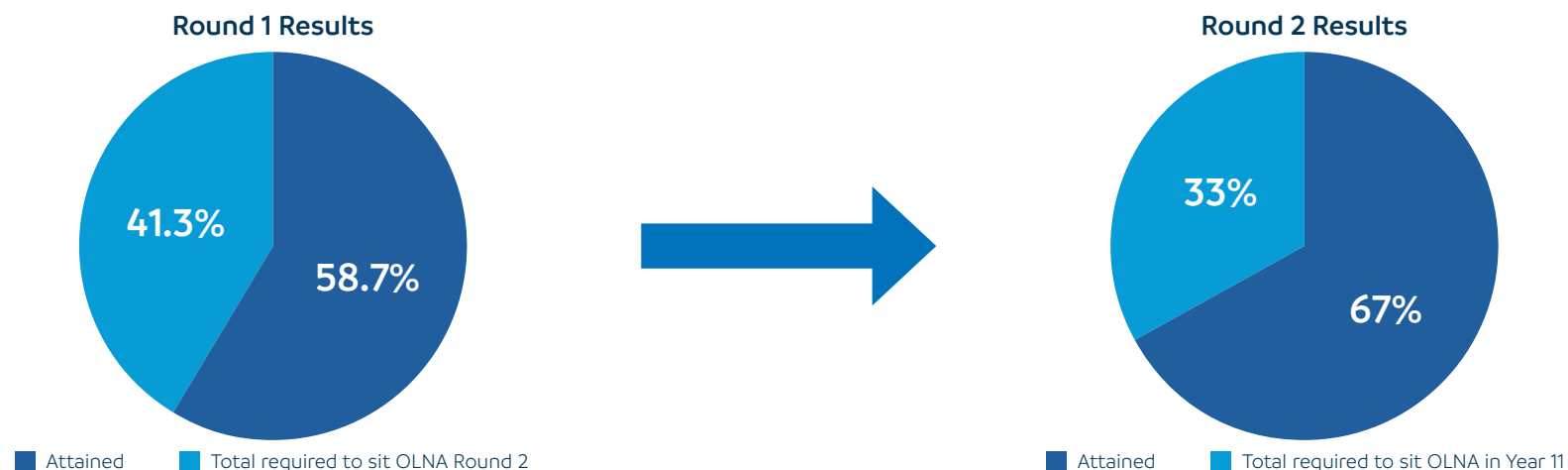
Percentage of Students achieving their OLNA in Round 1 & Round 2 in Writing



| Data & Statistics | Writing Attained | | | | | |
|-------------------|------------------|----------|-----|----------|----------|------|
| | Round 1 | | | Round 2 | | |
| Form | Students | Attained | % | Students | Attained | % |
| 10.1 | 30 | 26 | 87% | 31 | 30 | 97% |
| 10.2 | 29 | 16 | 57% | 30 | 20 | 67% |
| 10.3 | 31 | 15 | 48% | 30 | 15 | 50% |
| 10.4 | 25 | 12 | 48% | 30 | 18 | 60% |
| 10.5 | 32 | 27 | 84% | 28 | 28 | 100% |
| 10.6 | 27 | 9 | 33% | 27 | 21 | 78% |
| 10.7 | 15 | 5 | 33% | 16 | 7 | 44% |
| 10.8 | 21 | 2 | 10% | 23 | 3 | 13% |

Year 10 OLNA Testing 2022

Percentage of Students achieving their OLNA in Round 1 & Round 2 in Numeracy



| Data & Statistics | Reading Attained | | | | | |
|-------------------|------------------|----------|-----|----------|----------|------|
| | Round 1 | | | Round 2 | | |
| Form | Students | Attained | % | Students | Attained | % |
| 10.1 | 30 | 26 | 87% | 31 | 30 | 97% |
| 10.2 | 29 | 13 | 46% | 30 | 19 | 63% |
| 10.3 | 31 | 17 | 55% | 30 | 17 | 57% |
| 10.4 | 25 | 10 | 40% | 30 | 18 | 60% |
| 10.5 | 32 | 27 | 84% | 28 | 28 | 100% |
| 10.6 | 27 | 15 | 56% | 27 | 19 | 70% |
| 10.7 | 15 | 5 | 33% | 16 | 7 | 44% |
| 10.8 | 21 | 3 | 14% | 23 | 6 | 26% |



OLNA Conversion Rate Compared to Like/ Similar Schools

The OLNA current standing table below indicates the strong progression rate of Coastal Lakes College in relation to the number of students who had pre-qualified for OLNA (14.5% of students) after Year 9 NAPLAN testing (in 2021) when compared to the overall percentage of students who have now passed their OLNA by the end of Year 10 (in 2022). Coastal Lakes College had a significantly higher conversion rate of 23.7% of students pass their OLNA in Year 10 (in 2022) when compared to Like Schools who had a conversion rate of 14.8% over the same time period.

This positive data evidences our effective tiered approach to literacy and numeracy intervention which in Year 9 & 10 includes:

- Tier 1 - college-wide implementation of whole-school literacy strategies
- Tier 2 - providing a designated Year 10 Maths OLNA support class
- Tier 3 – resourcing an Integrated Learning Program to support identified students with low literacy and numeracy additional assistance via smaller classes, slower-paced learning and OLNA testing preparation from Year 9 Semester 2.

It is worth noting that our OLNA conversion rates would be higher, however, we have Year 9 & 10 students in our Inclusive Education HUB (Special Needs) who we understand will not achieve their OLNA.

OLNA - Current Student Standing

| | Year 10 Students - Qualified In | | |
|--------------|---------------------------------|---------|---------------|
| | Year 9 | Year 10 | Not Qualified |
| | 2022 | 2022 | 2022 |
| 2022 | 32 | 84 | 104 |
| | 14.5% | 38.2% | 47.3% |
| Like Schools | 18.2% | 33.0% | 48.7% |

Year 7 - 10 A Grade and A to C Grade Achievement Data - All Learning Areas Semester 1 & 2, 2022

Overall, our Year 7 – 10 grade achievement data in Semester 1 & 2, 2022 was very pleasing. The tables below indicate Coastal Lakes College's percentage number of:

- A grades achieved by our students in Year 7 to 10 when compared to similar Like schools in 2022
- A to C grades achieved by our students in Year 7 to 10 when compared to similar/ Like Schools in 2022

As a College our A-C grade achievement data in 2022 was excellent. This data demonstrates that both our teachers (and students) work extremely hard to ensure our students achieve to a satisfactory level or higher. This data also indicates that teachers implement a range of strategies to ensure our students are consistently supported and given a range of opportunities to demonstrate their achievement at the A, B & C grade level. The percentage of students achieving an A, B or C grade is higher when compared to Like Schools in every year group (7 to 10) and in every learning area, which is an excellent achievement. Only a very small percentage of students have been allocated D or E grades when compared to Like Schools which is extremely pleasing to see. This is indicative of a teaching and learning environment that is safe, engaging and accountable for students which ultimately supports positive student achievement outcomes.

In 2023, we have a particular focus on improving our percentage of A grades in a number of learning areas. This has involved identifying current barriers to A grade achievement amongst our students in certain learning areas and identifying strategies for improvement. Heads of learning area have identified with their staff what additional teaching and learning strategies can be implemented to provide more students with the opportunity to demonstrate their knowledge, skills and overall performance at the A grade level based on the relevant A grade descriptors. At Coastal Lakes College we want our students to continually strive for high achievement. Part of this process is to improve our student's self—belief and mindset that they can achieve at a higher-grade level. A second part of the process is to ensure more students are provided with learning experiences that support them to develop and then demonstrate the necessary knowledge and skills that evidence their capability at the A & B grade level. This is particularly important now that we have an ATAR pathway in Senior School. To support students to gain entry into this pathway in Year 11 we need to provide students with every opportunity to evidence their achievement at a C+ grade level or higher in Year 9 & 10, in order for them to meet the recommended pre-requisites for the Year 11 ATAR course pathway.



Semester 1, 2022; Year 7 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | | Languages | |
|---------|----------|----|-------------|----|--------------|----|------|----|-----------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 81 | 63 | 76 | 60 | 86 | 67 | 83 | 67 | 99 | 93 |
| A | 11 | 6 | 13 | 12 | 22 | 12 | 2 | 11 | 0 | 0 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | | | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS | | |
| A-C | 94 | 87 | 89 | 72 | 97 | 88 | 95 | 70 | | |
| A | 22 | 14 | 9 | 15 | 5 | 13 | 13 | 14 | | |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average

Semester 2, 2022; Year 7 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | | Languages | |
|---------|----------|----|-------------|----|--------------|----|------|----|-----------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 78 | 63 | 81 | 61 | 85 | 67 | 78 | 69 | 99 | NA |
| A | 15 | 7 | 13 | 12 | 23 | 12 | 4 | 11 | 0 | NA |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | | | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS | | |
| A-C | 91 | 82 | 89 | 74 | 94 | 82 | 91 | 80 | | |
| A | 27 | 18 | 13 | 13 | 14 | 11 | 20 | 15 | | |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average





Semester 1, 2022; Year 8 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 78 | 63 | 81 | 53 | 87 | 59 | 82 | 61 |
| A | 4 | 7 | 7 | 9 | 21 | 12 | 11 | 12 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 94 | 79 | 86 | 60 | 91 | 79 | 77 | 74 |
| A | 10 | 17 | 5 | 10 | 6 | 11 | 18 | 15 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average

Semester 2, 2022; Year 8 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 72 | 65 | 80 | 58 | 86 | 60 | 77 | 62 |
| A | 6 | 8 | 13 | 11 | 24 | 12 | 8 | 11 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 93 | 72 | 84 | 59 | 87 | 77 | 80 | 75 |
| A | 19 | 19 | 4 | 9 | 7 | 9 | 6 | 14 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average

Semester 1, 2022; Year 9 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 79 | 62 | 77 | 47 | 80 | 60 | 85 | 66 |
| A | 3 | 6 | 8 | 10 | 11 | 13 | 7 | 10 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 93 | 75 | 90 | 63 | 81 | 77 | 83 | 76 |
| A | 15 | 17 | 2 | 13 | 3 | 13 | 14 | 14 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average

Semester 2, 2022; Year 9 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 75 | 60 | 79 | 52 | 78 | 59 | 79 | 64 |
| A | 5 | 6 | 20 | 9 | 18 | 12 | 7 | 10 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 78 | 73 | 90 | 62 | 82 | 79 | 74 | 71 |
| A | 12 | 14 | 5 | 10 | 6 | 12 | 16 | 16 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average





Semester 1, 2022; Year 10 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 79 | 62 | 77 | 47 | 80 | 60 | 85 | 66 |
| A | 3 | 6 | 8 | 10 | 11 | 13 | 7 | 10 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 93 | 75 | 90 | 63 | 81 | 77 | 83 | 76 |
| A | 15 | 17 | 2 | 13 | 3 | 13 | 14 | 14 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average

Semester 2, 2022; Year 10 Grade Distributions:

| Faculty | English | | Mathematics | | Science | | HaSS | |
|---------|----------|----|-------------|----|--------------|----|------|----|
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 75 | 60 | 79 | 52 | 78 | 59 | 79 | 64 |
| A | 5 | 6 | 20 | 9 | 18 | 12 | 7 | 10 |
| Faculty | The Arts | | Health | | Physical Ed. | | T&E | |
| Grade | CLC | LS | CLC | LS | CLC | LS | CLC | LS |
| A-C | 78 | 73 | 90 | 62 | 82 | 79 | 74 | 71 |
| A | 12 | 14 | 5 | 10 | 6 | 12 | 16 | 16 |

CLC % of A grades and A-C grades Equal to or Higher than Like Schools from Year 7 - 10

- Equal or exceed state or like school average
- Near state or like school average
- Below state or like school average



Year 7-10 Attitude, Behaviour & Effort Data – All Learning Areas Combined

Overall the Attitude, Behaviour and Effort (ABE) data of our Year 7 – 10 students across Semester 1 and 2 of 2022 was excellent, particularly in light of the challenging and disruptive year that students and staff experienced due to COVID. In Semester 1, 80%+ of Year 7 – 10 students achieved 'consistently' or 'often' for each of the 8 ABE domains and in Semester 2, 2022 80%+ of students achieved "consistently' or 'often' in 6 of the 8 domains. This data indicates strong student engagement in classroom learning across the College. It also indicates that the attitude, behaviour and effort being demonstrated by the majority of students across Year 7-10 is reflective of a positive class learning environment, conducive to the achievement of successful learning outcomes.

At Coastal Lakes College we have a consistent, schoolwide focus on high expectations for positive classroom behaviour. We see ABE data as an important indicator of student behaviour and engagement and understand that the development of a safe, inclusive and positive learning environment is a pre-condition for high quality student learning to occur. We perceive student performance in the ABE domains as an 'essential pre-condition' that enables and supports the 'desired outcome' of positive student progress and achievement. Teachers and school leaders constantly promote the importance of ABE's with our students, to not only promote successful outcomes at school, but in other aspects of life such as sport, relationships, study and work. Overall, we are extremely proud of our ABE datasets and our student's performance in this area throughout 2022. We maintain consistently high expectations for positive student behaviour and effort in every class, every day. However, given the unique challenges and disruptions that COVID posed for students (and staff) in 2022, we are particularly proud of the positive and consistent approach demonstrated by our students towards their learning this year.

ABE Data Semester 1, 2022

Focus Area: High Quality Instructional Practice

| Target 2: In Year 7 to 10, 80% of students will achieve “consistently” or “often” in the Attitude, Behaviour and Effort (ABE) data set across the five domains, in all learning areas, each semester. | | | | | | | O/all ✓ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------|--------------|-------------|-------------|-------------|------------|
| 1. Works to the best of his/her ability | Attribute 1 (80.7%) | Con 46.9% | Oft 33.8% | So 15.7% | Sel 3.0% | Nev 0.6% | ✓ |
| 2. Shows self-respect and care | Attribute 2 (89.1%) | Con 58.8% | Oft 30.3% | So 8.9% | Sel 1.4% | Nev 0.6% | ✓ |
| 3. Shows courtesy and respect for the rights of others | Attribute 3 (87.7%) | Con 56.8% | Oft 30.9% | So 9.5% | Sel 2.2% | Nev 0.6% | ✓ |
| 4. Participates responsibly in social and civic activities | Attribute 4 (86.4%) | Con 54.3% | Oft 32.1% | So 10.9% | Sel 2.0% | Nev 0.6% | ✓ |
| 5. Cooperates productively and builds positive relationships with others | Attribute 5 (86.8%) | Con 54% | Oft 32.8% | So 10.5% | Sel 2.3% | Nev 0.4% | ✓ |
| 6. Is enthusiastic about learning | Attribute 6 (80.6%) | Con 46.9% | Oft 33.8% | So 5.7% | Sel 3.0% | Nev 0.6% | ✓ |
| 7. Sets goals and works towards them with perseverance | Attribute 7 (82.3%) | Con 48.6% | Oft 33.7% | So 13.8% | Sel 3.3% | Nev 0.6% | ✓ |
| 8. Show confidence in making positive choices and decisions | Attribute 8 (84.4%) | Con 49.8% | Oft 34.6% | So 12.4% | Sel 2.6% | Nev 0.8% | ✓ |

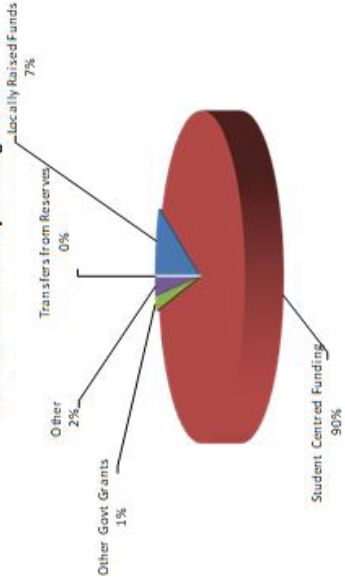
ABE Data Semester 2, 2022

Focus Area: High Quality Instructional Practice

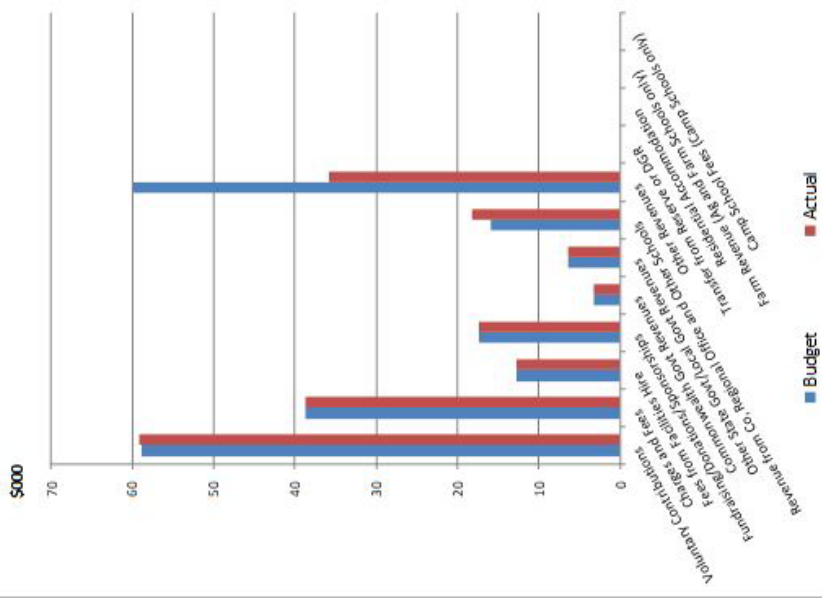
| Target 2: In Year 7 to 10, 80% of students will achieve “consistently” or “often” in the Attitude, Behaviour and Effort (ABE) data set across the five domains, in all learning areas, each semester. | | | | | | | O/all ✓ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------|--------------|-------------|-------------|-------------|------------|
| 1. Works to the best of his/her ability | Attribute 1 (79.1%) | Con 45.5% | Oft 33.6% | So 15.9% | Sel 4.3% | Nev 0.6% | |
| 2. Shows self-respect and care | Attribute 2 (86.7%) | Con 61.4% | Oft 25.3% | So 9.9% | Sel 2.8% | Nev 0.6% | ✓ |
| 3. Shows courtesy and respect for the rights of others | Attribute 3 (86.6%) | Con 60.7% | Oft 25.9% | So 10% | Sel 2.7% | Nev 0.6% | ✓ |
| 4. Participates responsibly in social and civic activities | Attribute 4 (85.0%) | Con 57.7% | Oft 27.3% | So 11.6% | Sel 2.8% | Nev 0.6% | ✓ |
| 5. Cooperates productively and builds positive relationships with others | Attribute 5 (84.7%) | Con 56.4% | Oft 28.3% | So 11.7% | Sel 3.0% | Nev 0.6% | ✓ |
| 6. Is enthusiastic about learning | Attribute 6 (78.3%) | Con 48.2% | Oft 30.1% | So 16.0% | Sel 5.0% | Nev 0.6% | |
| 7. Sets goals and works towards them with perseverance | Attribute 7 (80.0%) | Con 49.6% | Oft 30.4% | So 14.6% | Sel 4.8% | Nev 0.6% | ✓ |
| 8. Show confidence in making positive choices and decisions | Attribute 8 (82.3%) | Con 53.2% | Oft 29.1% | So 13.0% | Sel 2.6% | Nev 0.8% | ✓ |

| | Revenue - Cash & Salary Allocation | Budget | Actual |
|----|----------------------------------------------------|------------------------|------------------------|
| 1 | Voluntary Contributions | \$ 58,883.00 | \$ 59,225.45 |
| 2 | Charges and Fees | \$ 38,628.65 | \$ 38,632.66 |
| 3 | Fees from Facilities Hire | \$ 12,700.00 | \$ 12,689.97 |
| 4 | Fundraising/Donations/Sponsorships | \$ 17,269.00 | \$ 17,348.23 |
| 5 | Commonwealth Govt Revenues | \$ 3,150.00 | \$ 3,150.00 |
| 6 | Other State Govt/Local Govt Revenues | \$ 6,363.64 | \$ 6,363.64 |
| 7 | Revenue From Co, Regional Office and Other Schools | \$ 15,900.93 | \$ 18,270.02 |
| 8 | Other Revenues | \$ 59,858.17 | \$ 35,732.48 |
| 9 | Transfer 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 | \$ 212,753.39 | \$ 191,422.45 |
| | Opening Balance | \$ 869,836.81 | \$ 869,836.81 |
| | Student Centred Funding | \$ 1,775,572.00 | \$ 1,775,571.83 |
| | Total Cash Funds Available | \$ 2,858,162.20 | \$ 2,896,831.09 |
| | Total Salary Allocation | \$ - | \$ - |
| | Total Funds Available | \$ 2,858,162.20 | \$ 2,896,831.09 |

Actual Year to Date by funding sources

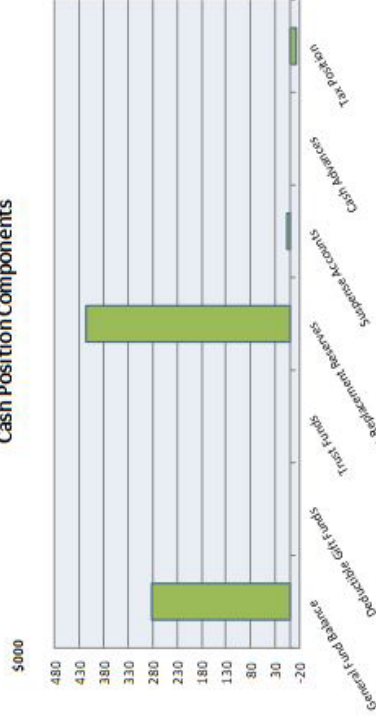


Locally Raised Revenue - Budget vs Actual

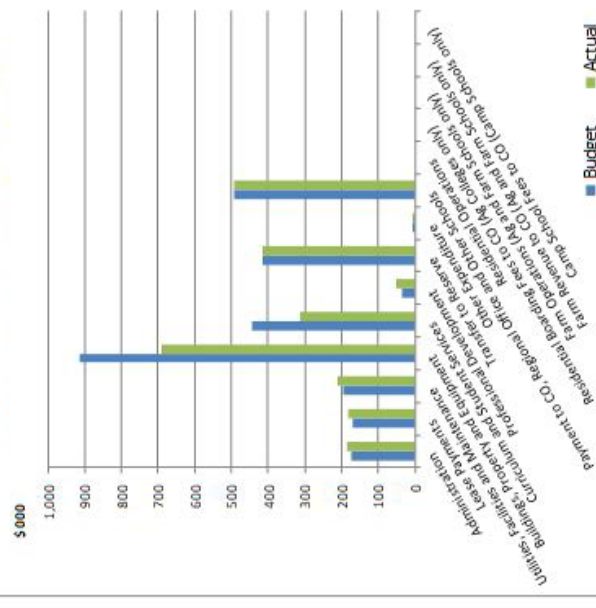


| | Expenditure - Cash and Salary | Budget | Actual |
|----|----------------------------------------------------|------------------------|------------------------|
| 1 | Administration | \$ 174,108.24 | \$ 186,178.69 |
| 2 | Lease Payments | \$ 169,441.00 | \$ 183,646.83 |
| 3 | Utilities, Facilities and Maintenance | \$ 194,314.00 | \$ 211,085.58 |
| 4 | Buildings, Property and Equipment | \$ 915,436.98 | \$ 691,936.43 |
| 5 | Curriculum and Student Services | \$ 443,931.02 | \$ 313,712.35 |
| 6 | Professional Development | \$ 34,989.70 | \$ 52,641.11 |
| 7 | Transfer to Reserve | \$ 416,351.60 | \$ 416,352.00 |
| 8 | Other Expenditure | \$ 5,579.25 | \$ 5,416.05 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 492,442.03 | \$ 493,091.28 |
| 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 | \$ 2,846,593.82 | \$ 2,554,060.32 |
| | Total Forecast Salary Expenditure | \$ - | \$ - |
| | Total Expenditure | \$ 2,846,593.82 | \$ 2,554,060.32 |
| | Cash Budget Variance | \$ 11,568.38 | |

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



| Cash Position Components | | |
|------------------------------|-----------|-------------------|
| Bank Balance | \$ | 694,247.52 |
| Made up of: | | |
| 1 General Fund Balance | \$ | 282,770.77 |
| 2 Deductible Gift Funds | \$ | - |
| 3 Trust Funds | \$ | - |
| 4 Asset Replacement Reserves | \$ | 416,352.00 |
| 5 Suspense Accounts | \$ | 6,619.75 |
| 6 Cash Advances | \$ | - |
| 7 Tax Position | \$ | (11,695.00) |
| Total Bank Balance | \$ | 694,247.52 |