



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

Term 2 has been a very busy one with several high profile events happening that gave students the opportunity to positively represent the school. These included the EX-POW Service in Kings Park with the His excellency the Honourable Chris Dawson APM, Governor of Western Australia and other VIP in attendance, the Mount Lawley/ Inglewood RSL ANZAC Day Service and the Department of Education's ANZAC Day Service in East Perth. As you read through the update you will see some of the wide range of excursions and incursions our students have been able to access to supplement the curriculum.

On Friday 16 July the school hosted the first Lawley Legends induction since COVID. We had the pleasure of inducting five outstanding individuals from a wide range of professions and industries who had excelled in their field. We inducted **Luke Steele** (Class of 1996) – award winning famous musician, **Walter McGuire** (Class of 1981)- Nyoongar Elder and award winning Cultural Tourism Operator, **Jesse Li** (Class of 2003)-Medical Practitioner/COVID Doctor, **Kristina Krstic** (Class of 2100) – Commonwealth Games Gold Medallist, and **Jade Dolman** (2012)- First Nations Artist. It was a very inspiring evening with several of our past Legends present as well as family and friends of the new inductees. Some photos of the evening will go up on our Facebook page.

On Saturday night, 17 June a large crowd attended the annual Lawley Art Auction. As most people know this our major fundraiser for the year and the funds raised support the Music and the SVAPA Programs. It was a very successful event and the crowd spent time exploring the exceptional art on display, indulging in some delicious canapes while being entertained by our talented music students. We don't yet know the final amount raised but I am told that, all indications are that we will exceed last year's total. The success of this event is due to the outstanding commitment of the hardworking committee members who have devoted hundreds of hours to undertake the logistical planning involved in hosting such an event. On behalf of the school, I would also like to thank the staff and volunteers who helped on Saturday night but also on Friday evening and on Sunday.

I hope everyone has a safe and happy break and I look forward to welcoming students back on Tuesday 18 July.

Lesley Street, Principal

STUDENT SUCCESS



Aaron 10H1 returned from the 2023 Australian Senior League Baseball Championship, held in Mandurah. Aaron's team, the Eastern Phantoms, finished second in the tournament. We congratulate Aaron on his pitching achievements throughout the tournament and the team on their stellar accomplishments in winning the silver medal.



Sharni 10F1 has been selected to be a member of the UWA Nedlands FC in the U16 Academy Girls Teams.



Judd 12S1 has been selected to represent WA in the U18 State Hockey Team which will be competing at the National Championships in Hobart, Tasmania, at the end of June.



Erina 12H2 recently participated in two interstate Golf Tournaments, the first being the Junior Interstate series for the girl and boy teams and the second being the Open Interstate series for the women and men teams. Please refer inside for further details regarding Erina's golfing success.

DATES FOR TERM 3

Students start Term 3	18 July Tuesday
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17 July Monday	SD Day Staff Only
18 July Tuesday	Year 8 Carnival
24-27 July	Year 10 Course Counselling
26 July, 23 Aug, 6 Sept Wednesday	Coffee Club 8.45-10.15am
14 Aug & 11 Sept Monday	School Board Meeting
21 Aug & 18 Sept Monday	P & C Meeting 5.30pm-7.30pm
23 Aug Wednesday	Honours Society Assembly
11-22 September	Year 12 Exams

Refer to online school calendar for updated details www.lawley.wa.edu.au

HOSPITALITY COMPETITION WINNER



Henry, a Year 11 student, won first place in the 10th Annual Schools Cooking Competition on 22nd June. The competition was held at Woodvale Secondary College and featured 6 finalists from different schools around Perth.

Henry is a passionate student who aspires to be a fine-dining chef. He is a hard worker with a fantastic work ethic, who is consistently eager to learn and grow. Henry is willing to take on new challenges, and he is always looking for ways to improve his culinary skills.

Competitors were tasked with creating an original recipe that included a half-chicken. They had to plan the preparation of their ingredients before the designated cooking time. The judges were impressed with Henry's dish of seared chicken with pan sauce, oyster mushrooms and crispy sweet potato. Henry was praised for his refined cooking skills, methodical planning and organisation.

Henry's win is a testament to his passion for cooking and his dedication to his craft. He is an inspiration to his peers and an asset to our school community. Thank you to Hospitality Group Training for hosting the competition.



SCHOOL SPORT HOCKEY U16'S SQUAD

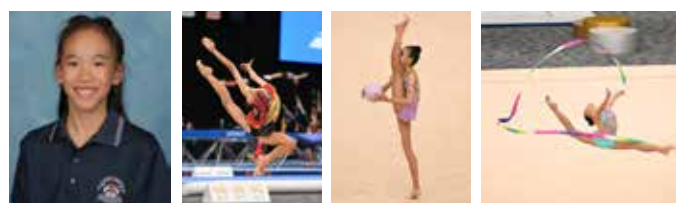
Congratulations to the following students who made the trials for the School Sport State U16 Hockey Team.

Ella 11S1, **Cassia** 11O2, and **Angus** 11O1



RHYTHMIC GYMNASTICS STATE COMPETITION

Isabel 8H3 represented WA as part of the Rhythmic Gymnastic State Team at the Australian Gymnastics Championship held on the Gold Coast, Queensland. Over two days she competed in four routines (*Freehand, Hoop, Ribbon and Ball*). Isabel has shown great improvement from 2022, which was her very first Nationals and she was placed 13 out of 22 competitors. The WA team for this category consisted of 6 girls and they brought home a Bronze medal.



CANBERRA OPENING

Jasmine 12O1 won the Peoples Choice award in the WA exhibition of 'The Centenarian Portrait Project', which connected people aged 100 or more with teenagers. Jasmine and her family attended the opening exhibition in Canberra on 20 May this year, which was a



BABY VISIT IN CHILDCARE

Recently, in our Year 10 Childcare class, we organised for Ms Edwards and her two baby children, Lilah and Kai, to come and join us in class for one period. We had written down questions to ask Ms Edwards during previous lessons, and we asked her to share her personal experiences of motherhood with us. We played with the children using different toys, reading books, holding them, and helping them eat. We gained valuable insights from this practical activity. We appreciated the wonderful opportunity to spend time with the children and Ms Edwards.

Isabella McAtee



ANZAC DAY SERVICE MT LAWLEY WAR MEMORIAL

Tuesday the 25th of April 2022 marked ANZAC Day, the annual day of mourning for those lost in various World Wars, but also a day where we are grateful for those who fought for us, and for those who paid the ultimate price. On this day, the Year 12 Prefects, and numerous staff members, attended the annual services organised by the Mount Lawley-Inglewood RSL.

Despite the bitter cold morning, the ceremony was lovely. Prefect, **Kate**, read a letter from a soldier, and Mount Lawley SHS Chaplain **Andrew Paul**, led a prayer of remembrance. Other prefects assisted guests and veterans to lay their wreaths. We were then invited to a delightful morning tea after the ceremony. We were honoured to support this commemorative service.

Mia Westera – Year 12 Prefect

ZERO2HERO DAY

Thanks to all the students & staff for taking part in our Zero2Hero Free Dress Day! Donations made support Zero2Hero in their mission to educate, engage and empower young people to become mental health leaders in Australia.

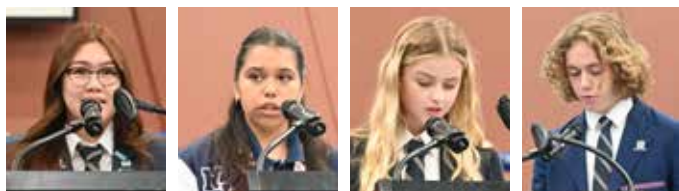


SCHOOL ANZAC SERVICE

On Friday, 28 April, Mount Lawley Senior High School held its annual ANZAC Service in the school Gym with Year 7, 8, 10 & 12 students in attendance.

It was our first live coverage of the service to classrooms for the students who could not attend in person. School Captain Laura welcomed special guests and the acknowledgment of Country was conducted by Tahliarae. The School Choir participated, and Amy and Rosie, Year 11 Music students, performed the Last Post and Reveille. The students at the service watched Lawley Legend Arthur Leggett in a pre-recorded video message as he could not attend in person. Special mention to Army Cadet Katie, who managed the assembly's flag duties.

After the service, special guests and visitors were invited to morning tea in the Arthur Leggett Library.



SCHOOL ANZAC SERVICE



VIRTUAL BABIES COME TO SCHOOL : THE BABY THINK IT OVER EXPERIENCE

I felt this program would be a struggle, and I was right; it was.

Getting up at Midnight to sit there for over half an hour feeding and burping is what would drive people not to participate in this 2-day activity. Disturbing a young teen's sleep could put anyone in a grumpy mood, but something about doing it made me feel a sense of responsibility and protectiveness. Sure, when that baby started crying, I felt like just putting my headphones on and not dealing with the crying, but obviously, I wanted to pass this class. Still, two, most importantly, something inside me, thoughts in my head, told me to get up and deal with it because that's what life is like when you have an infant. I never really wanted kids, even though I wanted to work with them somehow. I knew dealing with this kid would be one big roller-coaster, but I fully woke up and accepted that I chose to do this, and this was what I had to do. At first, I felt unsure about participating in this program, I do not get out of bed easily unless something drags me out of it, and I knew this baby would get me up. But I was curious about how mothers deal with babies in the middle of the night, and I wanted to do well in this class and experience as many things related to the class as possible.

The woman who administered the baby program gave us advice and information about how to keep babies safe from disorders like alcohol and drug addiction. I felt like it was a realistic and helpful experience of what life is like with a child. But as much as I loved it and connected to the baby, I would not do it again; just because I don't think I could handle the responsibility. I do recommend the program to other students.

Megan G



Although this experience was tricky and a little draining, I highly recommend this program to others. It is a great way to fully understand how time-consuming a baby is and how much patience and energy you need to care for a baby.

My experience had many ups and downs along the way, such as having to find babysitters whilst I was working and going to the gym as well as trying to care for the baby on just about 4 hours of sleep. Still, luckily for me, almost all of my friends and my mum were more than happy to help me out throughout the three days.

Even though I was incredibly tired, I kept myself up for hours during the night, knowing my baby needed care. Although I really want to have kids in the future, I don't think I will be having any anytime soon.

Gracie R





START OF HIGH SCHOOL : YEAR 7 REFLECTIONS



Mason 7H1

High school is a weird, fun and difficult time, but it is so much more fun than primary school, because you have much more responsibility and you get to be more independent, Year 7 is the best.

Jarrah 7M1

On the first day of Year 7 I was very nervous. I didn't know what the teachers would be like even though I met them well, some of them at orientation. This is a little embarrassing, but on the first week I didn't know we were allowed out of the area outside the front of the community. I think my biggest struggle was and still is the weight of my bag, my back hurts sometimes when I get home and it's really annoying. but high school was better than I thought it would be and I am glad all of the staff turned out to be kind and supportive. I can't wait to keep going on my high school journey.

Harper 7F1

On the first day I came to school, I only knew the people I had met on Orientation Day. I had a few friends but not many. By the end of Term One, I have amazing friends and the teachers are great! The work in some subjects was a little bit harder than primary school. But still manageable. So far I'm really liking high school, and I think it's been a great time, with many new experiences such as all of the clubs the school offers such as cadets and debating clubs.

Lily 7F1

On the first day I was very excited but also very nervous, I didn't know if all the teachers or students would be nice, I didn't know anything. But as soon as the first day finished I knew high school was going to be amazing I have made a few new friends and I have gotten to know all the students and teachers a lot better, high school is so fun.



By Brielle Form 7M1 27-3-2023
 I was really nervous because I didn't know anyone here. The first month was hard because everyone doesn't know each other and I had really good friends at my primary school. The classes are fun though and really engaging in what you are learning. All the teachers are very friendly and kind and just want to help. I love how there are loads of clubs after school because it's an opportunity to make new friends. The library is also a highlight because of kyzer and there are tonnes of good books.

Justyna 7O1
 Highschool so far has been great. I'm not going to lie, the first day was terrifying. I had been really nervous because nobody from my Primary School (North Morley) was going here. I got lost so many times, but I've gotten used to that. By the first week, I made friends in every class! It was a blast.

By Lars
 Year 7 has been really good so far. I made lots of new friends and obviously Kyzer. My first day of year 7 was pretty good, I made a couple new friends and bonded with teachers. At first it was a bit confusing because of the big school but I got the hang of it. I did get lost a couple of times but I had friends and teachers to help me out.

Jack 7F1
 Year 7 has been an amazing year so far but on the 1st day I was afraid and didn't want to go to school. I had to catch the bus in without my parents, and not knowing anyone as I had come from a primary school from far away. At the start of the day we had an assembly and then when to our class. I went to 7F2 by mistake but then to 7F1. The hardest part is find our classes as it's a big school, but how it's all good. A lunch I go to the library as it's one of the best places in the school. The librarians are all way nice. Now everyday I am looking forward to coming to MLSHS.



TRY-A-TRADE FOR YEAR 10s

During three days in May, fifteen young people joined the MPA Skill Try-A-Trade at John Forrest Senior High School Trade Training Centre.

While highly competitive, the selected students joined in and were fantastic representatives of their year group and the school.

The program concentrated on the Plumbing and Painting industries. Students covered fundamental Work Health and Safety aspects, shared career pathway information and were painting or building sprinklers using tubing.

The consensus was that the experience was great, and some students are now exploring course career options as they come to the end of Year 10 and move to their Senior School program.



A LETTER TO KYZER OUR SCHOOL THERAPY DOG

I am a Mount Lawley Graduated Class Of 2022. I am writing this letter to personally say thank you to both of you for your wonderful service to everyone and sorry as this is long due. I still remember when I first arrived in Mount Lawley Senior High School 2 or 3 years ago. It was a nerve wrecking feeling as it was my first time being really far away from my family for the first time in my life then the pandemic suddenly struck us all of a sudden something that noone expected. Everything became an uncertainty for a lot of us. But there came you and Kyzer, who overtime I realized are like god sent angel to help us during the hard time because it was also an uncertainty for you too about the pandemic but you still manages to bring Kyzer for us to play with and you Julie for us to talk to if we needed. Eventhough, I was a bit scared of Kyzer at first because I thought dog would bites stranger to talk to me and say it is fine for me to pet him so I did and that is the best choice I have never made, overtime I started to trust him more that he is a gentle boy and you Julie as I still remember I was talking to you a lot during Year 12 about things I want to achieve and you helped me with discussing about it so thank you for both of your services, I wish you both all the best and thank you Julie for being such an amazing person that helps us a lot through the hard time and of course thank you for sharing Kyzer with us it is my pleasure to meet both of you and eventhough time do pass on just like an arrow pierce through the air I will never forget what you have done for us and will be sure to visit you sometime when I have time. Once again thank you and all the best

Best Regards.

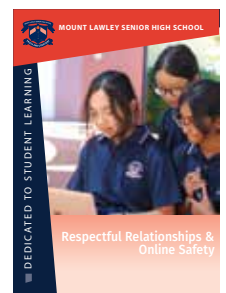


CYBERSAFETY AND BULLYING PRESENTATION

Recently, Candise Adams from Safe Counselling Australia presented to parents of Middle School students about the dangers our children face in their everyday internet use. Her presentation focused on the risks presented by unknown people and how to deal with Cyberbullying; from both the perspective of the bully and the victim.

The issues raised in the presentation are very relevant to the school context, with so many of our students still learning to use the internet safely and effectively. Many parents in attendance shared their own stories and offered some very valuable insights into their experiences with their own children.

Candise presents to our students twice during their time in Middle School; once during Year 7 and once during Year 8. Those presentations have been invaluable in teaching students how to stay safe online and what to do if faced with any of the myriad difficulties that can arise from their interactions on the internet. If parents/carers missed her presentation the booklet is available for download on the school website at <https://www.lawley.wa.edu.au/view/information/cybersafety>





FRENCH FILM FESTIVAL

FRENCH FILM FESTIVAL

On 5th of April, Year 10 French students went to the Alliance Française Film Festival. The excursion in question was a movie called 'À la Belle Étoile' or 'Sugar and Stars'.

It portrayed a young boy who grew up in foster homes, dreaming of being the best pâtissier in the world. He toiled hard to gain his dream and eventually became a part of the winning team in the competition to be the world's best pâtissier team. It left a strong mark on everyone who watched it, especially since it is based on a true story.

The deep ingraining in our souls will push us forward to fight for what we believe in and achieve our goals. We came out with a renewed appreciation of the world and are all very grateful that we got to experience such a wonderful movie.

By Zoe J



FRENCH & ITALIAN EXCURSION TO UWA

Year Ten's Tour a Tertiary Institution for Languages.

Studying abroad, opportunities for exchange and thriving language clubs are just some of the perks of engaging with Italian and French language at UWA. Our Year Ten Language students experienced campus culture first-hand. They enjoyed guest lectures from university professors, testimonials from current students and an on-campus lunch in the heart of the university.

The language experts explained exciting possibilities, whether French students practising in Polynesia or Italian students skipping over to Bologna. Those currently undertaking the university course provided invaluable insights. University highlights included friendships forged during conversation classes and opportunities for authentic cultural exchange.

Our pupils rounded out the day with a lunch at the Refectory. The university hub provided a plethora of options as pupils enjoyed the sunshine on Hackett Lawn. The buzz of campus life matched the excitement of bubble tea and boba, our Year Ten French and Italian Language students filtering back on the bus full and contemplating a future in languages.

By Matthew Farsalas, Italian Teacher



SCITEC FUN FOR YEAR 7 GAT & AE STUDENTS

On Friday, the 26th of May, the Year 7 GAT and AE classes attended an excursion to Scitech, where they were exposed to amazing experiments, exhibitions, challenge courses, and a show at the Planetarium. The excursion involved many new and exciting experiences that aided their understanding of the current science topic of Earth and Space.

The first activity for the students was an exciting experience, the Scitech Drop Zone Design Challenge that all the students participated in. The challenge involved the students working in small groups to design and create a parachute and holder for an 'astronaut' to land safely back on Earth. Achieving the challenges goal required lots of critical and creative thinking. A passionate student claimed, "The landing carrier our team built was originally far too heavy and fell back to the 'earth' with a crash. However, after many unsuccessful attempts, our lander carried the astronaut safely back to Earth. I learned a lot about how expensive and valuable resources to build spacecraft are, how each part plays a crucial role in the lander and what is required to keep an astronaut safe" In conclusion, the Year 7 GAT and AE students learned that Scitech holds many thrilling, once-in-a-lifetime opportunities, that students should not miss.

One of the most riveting experiences of the day was the Planetarium. Everyone was super intrigued as the dome above turned into the night sky, and students were transported into another world; space. The presenter gave a run-through on the constellations, the solar system and how our universe works. We then watched an educational movie called 'We are Stars', which took us back to the universe's formation. This incredible show was nothing like what we had seen before. The dome above us and the clever design of the show made you feel like you were up in space with the stars. Students got to challenge their thinking and memory skills when the presenter asked questions. It made us realise that when we look up into the night sky, there is more behind the stars and planets than we could ever imagine. The planetarium experience helped us grasp a deeper understanding of the universe. It helped with our scientific knowledge of the world around us.

All too soon, the end of the day arrived, and it was time to leave on the bus. In conclusion, the Year 7 GAT and AE students learned that Scitech holds many thrilling, once-in-a-lifetime opportunities.





VISUAL ARTS 'PEOPLE & PRINT' WORKSHOPS

"PEOPLE + PRINT: EMPOWERING INTERGENERATIONAL CONNECTIONS THROUGH ART

Introduction: In a world increasingly driven by digital media, it's refreshing to witness the power of traditional art forms that bring people together. The City of Stirling's "People + Print" workshop series has successfully created a space where different generations can connect, share experiences, and explore their passion for visual arts through the captivating world of printmaking. We are delighted to highlight the incredible journey of two talented students from Mount Lawley Senior High School, **Shrinin** and **Ariel** who not only formed lasting connections but also produced an extraordinary portrait through the intricate process of etched plate printing. Let's celebrate their achievements and acknowledge the dedication of all those involved in making this workshop a resounding success.

A Gateway to Intergenerational Bonding: The "People + Print" workshop series serves as a bridge, linking individuals of different ages who share a common interest in visual arts. By blending the wisdom and experience of seasoned artists with the fresh perspective of young talent, this program creates a vibrant space for artistic expression and learning. Under the guidance of skilled mentors, participants can explore various printmaking techniques, nurturing their creativity while forging meaningful connections with like-minded individuals.

Students Shine: Shrinin and Ariel, two exceptional students from Mount Lawley Senior High School, showcased their artistic prowess throughout the six-week workshop program. Their commitment, enthusiasm, and eagerness to learn not only impressed their mentors but also inspired their fellow participants. The etched plate printing process, a challenging technique, allowed Shrinin and Ariel to bring their imagination to life and produce an original and captivating portrait.

PC - The Arts - Lynda Kuntjy



OLNA PREPARATION

Here at Mount Lawley Senior High School, students who are working towards achieving their OLN in Year 11 and 12 are offered a place in our OLN Preparation classes. Students are required through SCSA to achieve all three components of their OLN, to support achieving their WACE at the end of Year 12. The students attend one session each week during school time, with Mr Angelo Zimarino, who supports with Numeracy, and Miss Olivia George, who supports Reading and Writing. Each year, the school invests in a range of resources and programs to ensure that students have the best opportunity to achieve their OLN. **Olivia George, Literacy Teacher**



AEP NATIVE GARDEN FOR UPPER SCHOOL

On the 10th of May, the Aboriginal Excellence Program (AEP) planted some native plants in a patch right in front of the Upper School Building. Our plants include Native Thyme, Correa dusky bells and Round Baby Pigface. We have learned about the vital role that native plants play in creating a sustainable place to live for people and native wildlife. A special thanks to Vicki from Bunnings, who came down to help us and provided the plants and soil. Another special thanks to Katrina, one of our AEP student's mothers. We hope that we can share our bush tucker with you soon!

Cyanne M& Leyla B



EX-POW SERVICE

The annual Ex-Prisoners of War service was held at their memorial in Kings Park on 6 May. His Excellency, the Honourable Chris Dawson AC APM, attended along with representatives of the defence forces, representatives from many veterans' organisations, relatives, and friends of the Prisoners of War.

We were thrilled that our Lawley Legend, 104-year-old Arthur Leggett, attended the service and recited the Ode. Our Choir and Concert Band 1 performed brilliant renditions of the National Anthem and the hymn 'Abide with Me'. The Prefects and Councillors assisted with greeting the guests, laying wreaths and serving refreshments.

After the service, the Governor mingled with the many guests. He privately presented **Judd** School Captain and the MC for the event and **Andrew Paul**, School Chaplain, with a Governor's Medallion. Many guests took the time to contact the principal to say how well run the ceremony was and what great ambassadors the students were for the school.



YEAR 8 SCIENCE GOLD INCURSION

Various Year 8 Science classes were lucky to experience what it's like to be part of the Bellevue Gold mining company.

Students were able to ask questions related to the mining industry and we tested our knowledge of what we were studying this term in science, which were the different types of rocks on Earth and how they are mined.

We completed an activity where we were given laminated, grid-based maps based on levels of gravity, magnetism and the types of rocks. Using a white board marker, we tried to identify where the gold deposits would be located on the map, based on the various map indicators. It was a thoroughly enjoyable lesson and we thank the presenters for their time.

Jasmine I and Emily O
Year 8 Science 4_5 SVAPA



PREMIER'S ANZAC TOUR

The 2023 Premier's Anzac Student tour took ten student ambassadors to many locations throughout Sydney and to Auckland, New Zealand. In Sydney, we visited Cockatoo Island, the Georges Head Battery, North Head, the Sydney Anzac Memorial, Hyde Park Barracks, the Australian Museum, and the Sydney Jewish Museum. In Auckland, we went to Waiheke Island, the Te Hana Ao Marama Cultural Centre, the Auckland War Memorial Museum, and the Torpedo Bay Navy Museum. The tour culminated with us attending the 2023 Anzac Day commemoration at the Auckland Cenotaph.

The visit to Waiheke Island was my favourite part of the tour, as the beautiful landscapes of the island and the rich history it had nestled away amazed me. Our tour of Stony Batter, a historic defence installation, was also incredible, as the tunnels inside felt like they stretched for kilometres under the surface.

However, attending the ceremony at the Auckland Cenotaph was the greatest privilege of the tour. It filled us with pride being able to stand out there and reflect on the ultimate sacrifice paid by the brave servicemen and women who fought for their country. We also felt honoured to have one of our fellow ambassadors lay a wreath at the cenotaph.

The tour deepened our understanding of Australia and New Zealand's involvement and relationship throughout the wars.

We also learnt more about ourselves and how to work effectively with others. Being together for ten days taught us valuable interpersonal skills. It helped us build friendships that we know will be lifelong. This tour convinced me to continue learning about the history of Australia and history as a whole.

Poppy F



UWA VISIT FOR MEDICINE

This term Oliver from the University of Western Australia (UWA) spoke to Year 12 students interested in applying for medicine at UWA. He talked to them and answered questions from the students for around 40 minutes. It was great to see the students engaged and asking thoughtful questions. The Year 12s came at the start of Form and stayed for their lunch break, demonstrating their interest in the presentation.



GOLFING SUCCESS

Erina T 12H2 recently participated in two interstate Golf Tournaments with the Junior Interstate series taking place during the second week of the first school holidays in Tasmania, at Ulverstone Golf Club. This was the first time Erina had been part of the team, as the other time she was selected in 2020 was cancelled due to Covid-19. It was an excellent experience for Erina to play against other strong players, winning 4/5 of her matches. The team itself fought strong, but we were short by a couple of matches to win first place, as we came third overall out of the six states present. I was also interviewed and had my picture on the cover page for one of Golf Australia's newsletters, <https://www.golf.org.au/wa-poised-to-make-late-charge-at-interstate-series>.

The Open Interstate series occurred from 9-11th of May in Sydney, at St Michaels Golf Club. They were much like the junior series, except it was the women's and men's teams. This was also Erina's first time being selected for the team with a new level of competition. She played against some of the best amateurs in Australia. Erina learned more about the game from them, winning 2/4 of the matches, with the team coming fifth from six states.

MUSIC SUCCESS

Eric R, a talented young Music student at Mount Lawley Senior High School has emerged triumphant at the prestigious Fremantle Eisteddfod, securing top positions in multiple categories.

Eric, Year 8H5, showcased his exceptional skills on the double bass, earning 1st place in the String Solo AMEB

(AMEB is the Australian Music Educators Board and a benchmark for levelling a performers ability.) Grade 8 section, as well as the 3rd place in both the String Solo Age 13 and under section, and the Concerti section. His performances displayed not only technical finesse but also mature sense of musicality that was noted by the judges and audience alike.

As a follow up to his outstanding achievements, Eric has been invited to perform at the highly anticipated Fremantle Eisteddfod Senior Winners Concert, to be hosted at the esteemed Government House Ballroom. This concert serves as a platform for Eric to showcase his prodigious talent and further solidify his position as a rising star in the music world. With his dedication, passion, and natural musicality, Eric's future in music shines bright, and his journey promises to be filled with further remarkable accomplishments.

D.Summers TIC Music



Erina Tan has won four straight matches for WA on debut. Photo: Salafine Digital

Above : Extract from the cover page of Golf Australia's newsletter featuring Erina



AEP EXCURSION TO POINT WATER

On the 18th of May, the AEP students went on an excursion to Point Walter to learn about Songlines. We met up with the Aboriginal Elder Uncle Noel Nannup for him to share his knowledge and experience in Songlines and Journey Ways across Australia. We all congregated at the top of the hill and sat on the grass surrounded by trees.

When we sat down, Uncle Noel taught us about how Songlines connect the land and people. He then told us about how families would come here to initiate their teenage boys into men. The teenagers would become men when they swam out into the deep water with a gidgee (spear) and came back with handfuls of fish so the families could have a feed, and the boys would be pronounced men. Before we left, Uncle Noel also told us about the different areas of Point Walter associated with various birds. The section we were sitting in was the magpie area, and as he said this, a magpie walked into the place we were seated and watched us. By the end of our excursion, we went down to the water, and Uncle Noel answered some of our questions.

Miles G and James A



ENGLISH & HISTORY PD

Over the Easter Holidays our English and Ancient History Teacher, Josephine Robinson, attended a Poetry Retreat in Rhodes, Greece. She spent time in Athens, Delphi, Mycenae and Cape Sounion, and then travelled to Rhodes for the retreat.

The Rhodes Poetry Retreat was led by Luka Lesson, a famous Australian slam poet. The Poetry Retreat ran for over a week, where she completed over 48 hours of professional development, work-shopping poems, and writing poetry surrounded by temples, ancient ruins, and the Aegean Sea.

As both an English and Ancient History Teacher it was extremely enriching and rewarding and she looks forward to sharing her experiences with her classes and colleagues.



The students L-R : **Yusuf S** – Perseverance
James P – Excellence **Remal C** – Respect
Saxon W – Perseverance **Mackenzie L** – Excellence
Rose T – Perseverance and Excellence

MIDDLE SCHOOL AWARDS

In Community 1 this term, we have been trialling a positive behaviour system in where students are acknowledged for the great things they are doing in the school community. We've made up cards which match the schools values of *Excellence, Learning, Respect* and *Perseverance* and teachers are acknowledging the hard work towards these values that students are involved with. Students might get amazing results in a test, ask fantastic questions (or provide great answers), they might help each other, help themselves, show improvement or steps towards improvement. Since we've started this initiative this term, we've selected 4-8 students a fortnight to acknowledge as showing these values in an exemplary manner. We have had approximately 180 times where students have been acknowledged so far this term and that number is climbing every day. It's only the MESH staff involved from Community 1 so far and we'll see if there is opportunity for buy-in in non-MESH in the future.

Yusuf, Saxon and **Rose** all improved their results in Mathematics by 30% or more, **Mackenzie** and **Rose** achieved 100% in part of their English assessment, **James** achieved consistently high results in his Maths unit and test (95%+) and **Remal** supported another student who was in tears after forgetting to bring their notes page in for a test. **Remal** shared her notes with them and helped to support them in class.

At the end of this term, we're having a little competition day to reward those students who have been nominated for their values, which will involve putting for prizes. Students can put a golf ball at a target and win a prize, or challenge themselves by taking some steps back and risking it all for a better reward. Each nomination is one entry into the competition. In Community Time, my class has been reaching out to businesses in the local area which they think exemplify the schools values and are seeking donations for rewards to make this day all the more engaging.

Samuel Glass, Team Leader Community 1



TECHNOLOGIES STOP MOTION MOVIES BY Y9

YEAR 9 DIGITAL TECHNOLOGY APPLICATIONS

Year 9 Technology students worked in small groups this term to brainstorm possible ideas for a 'stop motion' movie.

The students discovered that by moving still images taken of their favourite Lego pieces, a frame-by-frame animation could be made to tell a story as a movie using free software called 'Stop Motion'. They enhanced their visual stories with audio effects, voice overs and music.

These short movies were fantastic, showing creative flair and technical wizardry..



TECHNOLOGIES YEAR 7 ROBOTICS

All Year 7 students have the opportunity to participate in robotics as part of their comprehensive technologies experience offered at Mount Lawley Senior High School. In their Computing class, Community One students were taught 'Python' coding program and then created robots using Lego 'Spike' pieces. After mastering these skills, the challenge was for these robots to be able to move in a square shape around the classroom floor.



TECHNOLOGIES: ROBOTICS

In the Year 9 Robotics class for Semester One, we focused on the Microbit and Lego Spike, coding them to perform various tasks.

To further understand what these Robotics products are: *'Microbit' is a pocket-sized computer that introduces you to how software and hardware work together. It has an LED light display, buttons, sensors and many input/output features that, when programmed, let it interact with you and your world, and 'Lego Spike' combines colourful LEGO building elements with easy-to-use hardware and intuitive coding.*

We designed a robot to pick up rubbish and put it in a bin, and we designed many different robots that varied in shape and size.

With the Microbit, we set up and coded a mini home security system that uses light to detect an intruder and sound to alert people.

Robotics can be very complicated at times, but completing the tasks can also be very rewarding.

Amethyst K



FOLLOW THE DREAM

On Tuesday, 9 of May, Years 7-9 students from our eight schools attended Wireless Hill for a cultural day led by Dr Noel Nannup with the help of Bel Cox.

Students listened to Uncle Noel and Bel's cultural experiences. Students split into groups for Men's and Women's businesses. Both groups learnt some Noongar knowledge about the plants in the area and their traditional uses.

The boys spent quality time with Uncle Noel and Wesley College's 'Moorditj Mob', who taught Didgeridoo and men's business, whilst the women learnt about bush medicine and the role of women in the Noongar community.

Students left the day with a deeper understanding of their culture and a closer connection to their Aboriginal peers across the metro area. Students also helped create a canvas for this year's NAIDOC theme, "For our Elders."
Tina Deegan, Mount Lawley Follow the Dream Outreach Coordinator



HASS INDIGENOUS STUDIES

On Thursday the 27th of April, we went on an educational excursion to Kaarta Garrup (Kings Park). Throughout the day we participated in many activities that taught us about culture, ways of life and significant sites. We were also granted the amazing opportunity to discover the Noongar history of Kaarta Garrup. For example, we took part in a yarning circle and participated in tours of the sacred birthing grounds. Along with this, we learnt about and documented many native plant species within the park. As well as learning about where the native plants grow and their physical characteristics, we were educated on their medicinal and cultural uses by Noongar People. Overall, it was an amazing experience that we were all very grateful for. I would recommend Indigenous studies for all future year 10s.

Ruby L Year 10



SVAPA VISIT PERTH CBD

Students in the Year 9 SVAPA Program had a wonderful experience attending the Perth Cultural Centre, where they visited various exhibitions. Starting at Boola Bardip (The Western Australian Museum), students walked through the WA Reflections exhibition. Students examined our state's history through various visual and physical forms. They enjoyed the interactive nature of the exhibit and, in particular, the ability to play retro games!

At the Art Gallery of Western Australia (AGWA), students saw exhibited work by the 2022 Year 12 top Art students in a collection titled 'Pulse', which featured the top art featuring 61 works by the top secondary visual arts graduates in the state, The work was of a very high calibre and a wonderful motivation as to what can be achieved at high school. 2022 Mount Lawley SHS Art student Will Moldrich's 'Urban Camouflage' was a highlight and even more relevant as he too is an SVAPA alumnus. The exhibition had a vast range of mediums. It was an exciting look into what we students can go on to achieve through the ATAR and General courses.

We visited the Perth Institute of Contemporary Art (PICA) to see 'Hatched', the top Tertiary Art school pieces that allowed students to see contemporary artwork produced at a university level; this thought-provoking work challenged students to see the world differently across various mediums. Our future artists are the ones to follow. This exhibition was a fascinating contrast to the 'Pulse' exhibition as it had much more interpretive and presented a range of mediums for us to take inspiration from.

The day allowed the SVAPA group to be inspired by artists and work so that they could draw future ideas and styles and have their own works canvassed publicly. It was an excellent opportunity for our class to see the possibilities for our artwork, and it will, without a doubt, have an extraordinary impact on our future works.

Rebekah C & Ms Deb Edwards.



AFL GIRLS YEARS 9 & 10

FREMANTLE DOCKERS CUP

The Dockers Cup featured two girls' teams, one comprising Year 7/8 students and the other consisting of Year 9/10 students. It aimed to enhance the football skills that the girls had already developed through their PE programs and local football clubs. The round-robin format of the carnival promoted football among girls aged between 11-17, providing them with a comfortable environment to play alongside other girls from their local area. The participating schools included Governor Stirling SHS, Darling Range Sports College, Eastern Hills SHS, Aveley Secondary College, Ellenbrook Secondary College, and Mercedes College. The carnival was organised by Miss M. Jones, who also served as a coach. She was assisted by Miss L. Wright in coaching the enthusiastic participants. We would also like to thank our three Year 11 girls that assisted coaching on the day.

Ms Megan Jones



AFL BOYS EAGLE CUP

Mount Lawley SHS enjoyed a successful campaign in the Year 7-9 Eagles Schoolboys AFL competition. We were lucky enough to finish second in the East Perth division and played against a competitive Chisholm CC team in the Grand Final. Chisholm started the GF strongly and unfortunately proved too good on the day. It was a fantastic competition for the boys who did themselves and the school proud.





INTERSCHOOL SWIMMING

Mount Lawley Senior High School sent a team of 80 students to the Interschool Swimming A Division carnival at HBF Stadium. Having been promoted from B Division in 2022, we were keen to try to remain in the A Division top 6, having never previously been able to do so! Other schools included Shenton, Churchlands, Carine, Applecross, Rossmoyne, Perth Modern, and Willetton.

Our day was challenging, given the loss of several key athletes due to surf nationals, illness, injury or school commitments. After an intense day of competition, we obtained 8th place with 349 pts, but unfortunately, we were relegated to B Division in 2024.

Many of our students performed exceptionally well during the carnival, with our Year 11 Boys and Girls and Year 9 Girls teams solid across all disciplines.

Congratulations to all students, especially Year 9 students **Ava H** and **Charlie C**, who were runner-up for their age group. Thank you to Mr Washbourne, Ms Piese and Ms Morskate for their assistance throughout the day.



Our school still has two records which are still standing in the 'A' Division Schools in 2023 and they are in:
2018 Yr 12 & Over Girls 50m Breaststroke **Kiah Parkes** 34.22
2019 Yr 7 Girls 50m Breaststroke **Emily Barwick** 37.27

Mr Hamilton HPE Teacher



'A' DIVISION INTERSCHOOL SWIMMING COMPETITION



NEW SCHOOL BANNER

This event was the first time that the school was able to display its new School Banner, with the old school banner retired to the school archives.



Official handover of the school banners by HPE Program Coordinator Adam Zen, and David Turnbull, Year Coordinator to Andrew Paul School Chaplain.



NETBALL CARNIVAL



On Friday, the 28th of April, a group of Year 8-12 girls went to the annual School Sports Netball Cup. This event is always the most exciting netball carnival of the year, where we can play against some of the best netball schools in the state. It was a perfect day to play netball, it wasn't too hot or cold, and there was just the right amount of wind.

The day consists of 4-5 games with two 10-minute halves, making it a busy but exciting day! This year we had one year 8, two 9/10 and two 11/12 teams. All the teams played super hard, and we had the top 9/10 win enough games to progress through to the finals, which will be played later this term. We are very proud of these girls and wish them all luck in the finals. Overall, everyone had a great day, and we can't wait until next year!

Amy C



YEAR 10 LIGHTNING CARNIVAL

The annual Year 10 Lightning Carnival held on 11th May 2023 was a fun-filled, action-packed and active day for all participants. Many fantastic Year 10 students and amazing Year 11 Coaches participated in the Netball, Basketball or Soccer events held at various locations in the Metro North East.

Boys Soccer

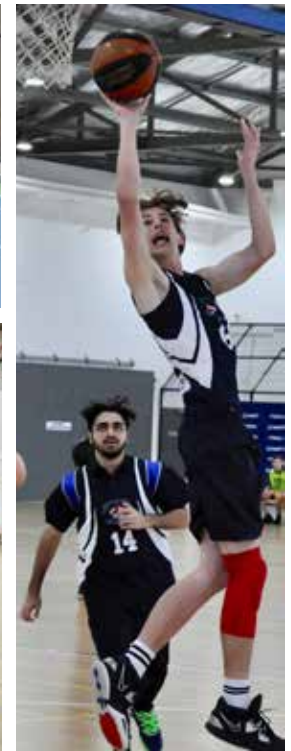
Mount Lawley entered two teams into the Year 10 soccer competition. Team 1 played really well but narrowly missed out on the final due to goal difference. This resulted in a play-off for 3rd vs 4th place in which Mount Lawley beat Ellenbrook SHS to claim 3rd place. Team 2 was also in the play-off for 3rd vs 4th. Mount Lawley claiming 4th place. Both teams showed excellent sportsmanship and had a fantastic day at the Lightning Carnival.

Boys Basketball

Mount Lawley entered two teams in the boys' Basketball competition and had great results in both. Team 1 played in the 1st division comp and made it through to the Grand Final, where they, unfortunately, lost to Kiara College. Team 2 played in the 2nd division comp and won the Grand Final beating John Forrest SC 16-10. It was an awesome day for the Year 10 boys competing in their last lightning carnival.

Girls Netball

The Netball Girls and Coaches enjoyed competing against the other schools, showing off their exceptional skills and excellent sportsmanship. Thanks to their dedicated Coaches and Umpires, the girls' teams came 4th in the GOLD division, 2nd in the Silver division and 5th in the Bronze division. **Ms Jackie Halse, HPE teacher**



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RELATIONSHIPS + EMPATHY

MIRROR NEURONS



WHY: by understanding that you have millions of mirror neurons which unconsciously copy the attitudes and intentions of other people, you will be more self-aware of when this is happening.

HOW: choose to be with students who are optimistic and hopeful about their futures. Think about how happy you feel when you are with positive people, and then how you feel when with sad and unhappy people. Be a powerful role model for others to copy by showing positive intentions.

Acknowledgement: Greenfield & Iacoboni

DO: what is a positive attitude and intention that you can role model for other students' mirror neurons to copy?

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When is a time that you unconsciously copied someone's attitudes?

MEANING + PURPOSE

GIVE TO LIVE



WHY: by using your strengths to give of yourself to help others to enjoy a healthier state of wellbeing and expecting nothing in return, you will be rewarded with warm uplifting feelings.

HOW: giving adds meaning to your life and grows your own wellbeing. Do little things such as, smiling, asking RUOK, doing what you say you will do, showing that others matter through saying "please", "thank you" and "sorry", listening with your eyes, ears and heart, and building respectful relationships.

Acknowledgement: Frankl & Nakanishi

DO: when is a time that you have given of yourself to make others' lives better, and expected nothing in return?

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Who is someone that you admire who gives of themselves to support you and other students?

WEEK 9 PARENT WELLBEING : to be kind to yourself, make a Feel Good Menu. Come up with five things that you love doing that you can do in most places. e.g. doing simple stretching exercises, deep breathing, saying hello to or ringing people, or colouring in. When you are starting to feel stressed, pause, and do something from your menu to relax yourself.

Do you ever notice that when you are with happy people that you feel happy, with sad people that you feel sad and when you are with interested people that you feel interested. The reason for this, is that we all have what are called mirror neurons, which copy and intentions, moods and expressions of people you are with. Reflect for a moment: do you want other people to copy you? Will your children benefit from copying your intentions and moods?

For students to experience academic and personal growth, they need to surround themselves with other students who possess can do and want to attitudes, so that their mirrors neurons copy these positive mindsets. Equally, students can choose to demonstrate and role model intentions and attitudes which are positively contagious for their peers. Teachers teach really well and students learn really well when their mirror neurons are copying proactive intentions, bright moods and happy expressions.

As parents, you have a wonderful opportunity to show your children that you are prepared to welcome challenges and be resilient to respond well to and bounce back from failure and setbacks. Adopting such mindsets will do uplifting things for both your and your children's wellbeing.

Acknowledgement: Greenfield & Iacoboni

WEEK 10 PARENT WELLBEING: when things don't go your way, as they can often do, you can learn much about yourself. By choosing to understand what you need to do to overcome your setback, and then making the effort to do it, you will grow as a person. Reflect on a time that you have experienced this, what you learned about yourself.

We have a biological need to work together and have social interactions with others to feel respected, connected and protected. These interactions release the brain chemicals, serotonin and oxytocin, which reduce anxiety and enhance mind and body functioning, to give you natural highs. Our ancestors lived together in tribes sharing and giving of themselves for each other and did so to survive and feel good. Numerous studies have shown that people who are generous and give their time to help others, are healthier, happier and have longer life expectancy.

Unfortunately, the 21st century is moving so fast, and many people see themselves as time poor, volunteering and service organisations are in decline. But if people knew the immense benefits to themselves when they made time to give of themselves to make others' lives better, they would perhaps make the effort to join service organisations.

To cultivate altruistic attitudes in students about the need to give service to other people, Strengths Weeks occur throughout the planners. The intention is for them to focus their efforts on creating activities which show curiosity, leadership, gratitude, teamwork, love of learning kindness, perseverance and zest to grow everyone's wellbeing. They are also wonderful activities to do as a family.

Acknowledgement: Frankl, Diener & Dutton

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ACCOMPLISHMENT + OPTIMISM

GOALS TO GROW



WHY: by understanding that using your strengths to write down your goals is a proven way to overcome challenges, you will be much more likely to achieve them.

HOW: each term in the goal setting pages, write down a goal to build your learning and thinking skills, a goal to grow relationships with others, and a goal of your choice. Then write the strengths that you will use to overcome challenges, what you need to learn and who can help you.

Acknowledgement: Sheldon & Adams Miller

DO: how can writing down your goals significantly improve your chances of achieving your goals?

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What is a challenge that you could have in working towards your goals, and who can help you to overcome it?

HEALTH + STRENGTHS

FEEL-GOOD BRAIN CHEMICALS



WHY: by understanding that feel-good brain chemicals are released into your bloodstream when you enjoy yourself with family and friends, you will be likely to do this often.

HOW: Serotonin comes from you feeling valued by others. Oxytocin comes from you feeling loved and cared for. Both of these cause long-term feelings from being with real people, not from social media. Short-term feel-good dopamine and endorphin hits are released by finishing something, social media and exercising.

Acknowledgement: Diener & Biswas-Diener

DO: when is a time that you felt amazingly good when with other people having fun?

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What feelings do you get from social media and how long do they last?

WEEK 11 PARENT WELLBEING : Plato and Aristotle both believed in the importance of developing three wills: intellectual will – mind; emotional will – spirit; physical will – body. These three wills work together to assist you to become the person who you wish to become. Reflect on how you could develop each of them further in yourself.

Research has indicated, that just thinking about the goals that they want to accomplish, is not sufficient for students to be motivated enough to pursue them with long-term passion. They just remain dreams. To muster the necessary enthusiasm and drive to strive for their goals, it is necessary for students to write down their goals, obstacles they may confront and strengths and people who can assist them to accomplish them.

An effective approach is for them to write down three self-determined goals each term: one to improve their learning and thinking skills, one to build their relationships, and one of their choice for themselves. Then breaking them down into two week targets to achieve, provides students with regular little wins, which over the term, combine to assist them to move steadily towards their goals. The most effective goals in nurturing personal and academic growth are process goals, where they focus on following a series of steps and receiving regular feedback on their progress.

Unfortunately, our current school system demands performance goals, which only serve to increase pressure on students and their teachers. Converting performance goals into process ones will deliver the intended learning outcomes without the stress. Encourage students to use the goal setting pages in their planner every term.

Acknowledgement: Sheldon & Adams Miller

WEEK 12 PARENT WELLBEING : resilience is the ability to respond well to and bounce back after setbacks and requires you to be able to: have optimism and hope for the future, regulate the strength of your emotions, control your impulses, think flexibly, have empathy for others, believe in yourself and build social connectedness with others. Reflect on what does each mean to you?

Human beings have evolved living in tribes for survival, and as such, we are hard wired to be our best when cooperating with others to achieve things together. Over thousands of years, our biology has also evolved to support us to do this.

When we feel that others value us and think that we matter, a powerful brain chemical, serotonin, is released into our bloodstreams to create feelings of self-worth. When we experience trusting and loving relationships, another brain chemical, oxytocin, is released to make us feel loved and special.

They are called neurotransmitters, and they provide us with natural highs to thrive and flourish. These feelings come from being with other people in person to achieve things side by side and face to face. Many 21st century students prefer to be glued to their phones in their relationships, and miss out on feeling serotonin and oxytocin from in person interactions, and also causing their interpersonal skills development to be stunted.

When students enjoy honest and caring relationships with their families and friends, serotonin and oxytocin are flowing, they are happy in themselves and able to look for the good things they are doing. This puts them in a position to make the most of teamwork and feel socially connected with a sense of belonging.

Acknowledgement: Diener & Biswas-Diener



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POSITIVE EMOTIONS + GRATITUDE

POSITIVE SELF-TALK



WHY: by using positive self-talk as a coping strategy to contest negative unhelpful thoughts, you will start feeling positive again.

HOW: say "I can and I will" statements over and over to yourself (page 131). For example, "I can and I will control my emotions and impulses", or "I can and I will keep asking questions when I don't understand something." It also works well to spur yourself on to overcome challenges and to calm yourself when you feel anxious.

Acknowledgement: Ryan & Deci

DO: what self-talk can you use when you want to stop yourself doing something risky with your friends?

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When you need to be strong to take breaks from social media, what self-talk can you use?

WEEK 13 PARENT WELLBEING : what is something that you are passionate about doing? If you haven't, then find something to give you a reason to get out of bed every morning. To accomplish it you will need to stick to it show grit. To learn about how gritty you are, do Angela Duckworth's free Grit Scale Score at <http://bit.ly/gritscale>

The way we think determines the way we feel. Often a significant number of the negative messages students receive come from their own unhelpful thoughts. This tends to happen when they are under pressure and have a fixed mindset that there is nothing they can do about their issues and are beyond their control. Combine this with the turbulence of the adolescent brain and the ingredients are there for frequent stress and anxiety attacks.

One of the most effective positive coping strategies that we can teach students is the power of positive self-talk. In fact, it will benefit our state of wellbeing to use it often too. Positive self-talk are I can and I will statements, which students say over and over to themselves. Doing this, contests the negatives and moves their thinking from pessimistic to optimistic outlooks. It also focuses them to start looking for what is right in what they are doing. See the Positive Self-talk page, and encourage them to make some self-talk statements up in advance to practise, to be prepared when they need to use them.

The key to making positive self-talk most effective in maintaining growth mindsets, is to use it immediately they notice themselves having negative thoughts. When used well, these statements act as excellent off ramps for negative thinking and fixed mindsets. Positive self-talk is using their strengths to believe in their internal control of themselves.

Acknowledgement: Ryan & Deci

ENGAGEMENT + MINDFULNESS

NEGATIVITY BIAS



WHY: by learning that your ancestors were always on the lookout for dangers to survive, such as sabre tooth tigers, you will understand why you naturally tend to look for what is wrong first. This is called negativity bias.

HOW: today there are no such tigers, but your own unhelpful thoughts have replaced them. Don't compare yourself to others' pretend images on social media, and accept yourself as a person who matters. Focus on looking for what is right about things.

Acknowledgement: Baumeister, Brown & Hanson

DO: when is a time that you noticed yourself first looking for what was wrong with something?

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Why do you think that people put up pretend images about themselves on social media?

WEEK 14 PARENT WELLBEING: your choices shape your life, and research has shown, that 40% of your wellbeing is determined by the choices that you make. Refuse to accept that you have no choices. The first choice that you have, is whether you choose to choose. Reflect on, do you choose to make choices, or are you pulled along by other people's choices?

As the human race has evolved, our biology has developed to adapt to our environment. Our ancestors lived in tribes to survive, protect themselves from dangers and to ensure everyone was provided for. Our first thought to look what is a threat or wrong with something is called our negativity bias. When we perceive a threat, whether real or imagined, our bodies go into the fight or flight response, which prepares us for action.

Adolescence is a time when self-image and social connectedness are the kings in their lives, which heightens their negativity bias to look for threats to them. This is more pronounced in the 21st century with the 24/7 social media presence in their lives. Then add the pressure of doing well at school and they are continually experiencing the fight or flight response.

While we can't change students' fight or flight response, we can teach them strategies to use which minimise the effects. These coping strategies include pausing when they notice themselves feeling tense, sharing with their champions, using positive self-talk, colouring in, exercising, breathing meditation and focusing on JOMO (Joy Of Missing Out). Essentially, being able to control their negativity bias, is reliant on us assisting them to develop their self-awareness of what is happening around and to them.

Acknowledgement: Baumeister, Brown & Hanson

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RELATIONSHIPS + EMPATHY

FAMILY AND FRIENDS



WHY: by understanding that positive families and friends share feedback honestly and look for what is right about what they are doing, you will enjoy achieving what you set out to do together with them.

HOW: aim for four positives thoughts and comments for every negative one, accept their advice as a pathway to becoming your best self, give of yourself to be kind and forgiving, use your strengths to value them, smile and enjoy having fun and laughing together with them.

Acknowledgement: Diener & Biswas-Diener

DO: what is a way that your family and friends support you?

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When is a time that you achieved something special together with your family or your friends?

WEEK 15 PARENT WELLBEING : think about and write down what you want others to experience when you meet them. When you are about to interact with other people, pause, to give yourself self-awareness time, and then deliberately practise what you want them to experience. Being self-aware gives you the power to choose how you will respond.

Feeling a sense of social connectedness to family, friends and a number of peer groups, and having empathy for others' needs and feelings, generates uplifting positive emotions in students. They feel the natural highs of serotonin and oxytocin. Teenagers thrive and flourish when they feel connected.

Well-functioning families and friendship groups look for what they are doing well. A great family exercise to support this, is to do the free Character Strengths Survey at www.viacharacter.org. Then download the Strengths Wheel from the Character Strengths section of the website www.learningcurve.com.au, so all of your family can fill in their top strengths and put their wheel on the fridge. Doing this will enable conversations about how you can use your strengths together to achieve what you set out to.

Receiving and accepting developmental, non judgemental feedback from family and friends on how they are travelling, enables students to use their strengths to self-assess, then set goals and process self-expectations to live by. Be aware that the adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up. As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them, which often leads to any family feedback being seen by students as criticism.

Acknowledgement: Diener & Biswas-Diener

MEANING + PURPOSE

KINDNESS, SORRY, FORGIVENESS



WHY: by using your strengths to be kind, say "sorry" to and forgive others, you will feel motivated to do good to feel good to grow your wellbeing.

HOW: it's funny that the more you give of yourself to help others, the more you grow yourself. When you feel a little flat, make yourself start a conversation with another student to share your thoughts, even though you don't feel like it. Doing this will get feel-good brain chemicals flowing in you.

Acknowledgement: Dutton & Lyubomirsky

DO: when is a time that someone was really kind, said "sorry" or has forgiven you for something you said or did?

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Why do you think that it takes courage to say "sorry" or to forgive others?

WEEK 16 PARENT WELLBEING : self-discovery is a lifelong process. It is about using your strengths to continuously developing your self-awareness and making small adjustments to be gradually moving forward to be the person you want to be. The key is to be totally honest with the person you see in the mirror, to celebrate your accomplishments, avoid justifying your behaviours and refrain from explaining your mistakes away.

To live a fulfilling and meaningful life, it is important for students to show that other people matter by having the courage to apologise to those who they have upset or done the wrong thing by. Similarly, when the shoe is on the other foot, they need to be prepared to forgive others who have upset them. Also, it will benefit their own wellbeing when they forgive themselves for silly things that they have done.

It is quite amazing how much emotional energy gets used up every day by people holding grudges. In some ways, this situation is quite understandable, because it takes a considerable amount of courage to open our hearts to say sorry or forgive others who have upset us.

The issue can be that others may not be prepared to accept our apology and forgive us, and that's where courage comes in. Making the effort to at least try, will lift a load off our shoulders.

And to do this, students will have to use their character strengths to their fullest. While many students know about and talk about their strengths, they don't often use them. Apologising and forgiving are ideal opportunities for students and ourselves to consciously and deliberately practise using them. And from doing this comes personal growth.

Acknowledgement: Lyubomirsky and Diener

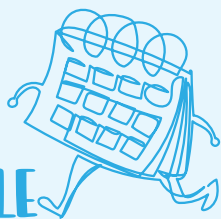


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ACCOMPLISHMENT
+ OPTIMISM

ORGANISING YOUR TIMETABLE



WHY: by designing your own home learning timetable, you will be taking responsibility for doing what you need to and want to do well.

HOW: create a personal timetable that suits all of your individual needs. On this timetable, fill in your Musts and Options, when you will do your home learning, when you will exercise and do your own special interests. Organising your timetable makes time just for you.

Acknowledgement: Sheldon & Adams Miller

DO: how can sticking to your own home learning timetable help you to do what you need to and want to do?

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What are things that you need to do that you sometimes run out of time to do?

WEEK 17 PARENT WELLBEING : a great strategy to put yourself in a positive frame of mind every morning, is to spend five minutes over a coffee, to think about and then write down what you are looking forward to most for the day ahead. They don't have to be big things. It's funny how looking forward to something lifts your spirits.

The ever-present distraction of their phones and the fear of missing out on social media, can be enormous time wasters, and very difficult for students to overcome. Turning off their phones or putting them on flight mode is a good start to beating these things. Then, writing down their musts, options and the suggested number of home learning sessions on the blank timetable can be a powerful motivator for them to realise they have choice in their lives.

After living by their timetables for three weeks, they will realise themselves how it is making their lives better. Doing this requires deliberate practice and a sustained effort which will create patterns for their brains to tune into. They develop a sense of meaning and purpose for being at school and students will take greater ownership of their learning progress, because their Personal Timetable is a contract with themselves. Put a copy on the fridge for family support. Encourage students to regularly use interactive blank study timetable in the individual resources section of the website www.learningcurve.com.au . Because things change in their lives, using this resource enables them to make adjustments online and then print out their new timetables.

Acknowledgement: Wade & Walsh

HEALTH
+ STRENGTHS

MIND-BODY LINKS



WHY: by understanding that your mental and physical health are closely linked and affect each other, you will be more aware to take care of both of them.

HOW: make doing the Big Five a habit, smile more, look for what is right and on the bright side of life and give of yourself. These will enable you to enjoy a healthy immune system to fight illness, reduce blood pressure and anxiety, feel energised, and have regular and smooth heart rhythms.

Acknowledgement: Rath & Hassed

DO: when is a time that you noticed that your mental and physical health were closely linked?

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How can following through on the Big Five assist you mentally and physically?

WEEK 18 PARENT WELLBEING: to enjoy a healthy state of wellbeing you need to have optimism and hope for the future which relies on: goals, which guide your actions, pathways which are ways to achieve your goals and motivation, which activates your pathways. Reflect on how you are developing each of these optimism and hope components.

The mind-body connection is about how our physical wellbeing is closely related to our mental wellbeing. A change in one causes a change in the other. For example, when students are feeling under pressure from things such as, social media, relationships, self-image or studies, they go into fight or flight and their bodies rev up for action. This response is meant for only short periods of time.

The 21st century is both fast paced and high tech with 24/7 devices which are consuming our young people and causing them to feel the fight or flight response for extended periods of time. This situation can cause them to feel over stressed, have increased unhelpful negative thoughts, increased bad habits, have relationship issues, increased physical health problems and exhaustion through sleep deprivation. All of these problems weaken their immune system making them much more susceptible to illness.

To address this, for older students, having a place to chill out for 15 minutes daily, without their phones, provides them with an opportunity to connect with themselves to relax; called their Third Space, between home and school. We need to encourage students to engage in coping strategies, such as colouring in, to flush the excess brain chemicals causing the problems out of their systems. To be effective, mindfulness activities must have three components: pattern – doing the same thing, control – concentrating to master doing the pattern, and repetition –doing it over and over.

Acknowledgement: Rath & Hassed

SCHOOL WELLBEING PROGRAM

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POSITIVE EMOTIONS + GRATITUDE

OPTIMISM AND HOPE



WHY: by being optimistic and hopeful that you can influence your future, you will be more prepared to use your strengths to apply yourself well.

HOW: believe that you have what it takes to think flexibly to overcome challenges, seek help when you realise that you need it, show empathy for other people and be strong to not fall into the addictive behaviours of social media. Combine these things with your healthy sense of purpose and you'll be becoming your best self.

Acknowledgement: Rievich & Shatte

DO: what areas of your life are you optimistic and hopeful that you can influence your own future through your own efforts?

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When is a time that you were proud of how you thought flexibly to overcome a challenge?

WEEK 19 PARENT WELLBEING : a key ingredient in feeling motivated to try new and more challenging things is a sense of competence, the feeling you have the skills to master something. Believing that you have what it takes means that fear of failure is not going to stop you from leaving your comfort zone to risk failure.

A key social-emotional resilience skill, which students need to negotiate the challenges of adolescence and schooling, is a healthy sense of self-belief in their self-worth as people who matter. This begins with accepting all the aspects which make up who they are as a person, both those that they like and those that they want to develop. Also, accepting that experiencing their full range of emotions is perfectly normal. To support these things, they can mindfully focus on using their top strengths in their every thought, word and action.

Effective strategies to use which will develop their self-acceptance and self-belief include:

- learning how to pause, start noticing the good things and begin writing them down to fully appreciate them.
- every day reflecting on and writing down three good things they are grateful for that happened, why they happened and how they can make them happen again.
- every morning thinking of what they are most looking forward for the day.
- looking for opportunities to do little acts of kindness to do good to feel good.
- bringing out the best in others which will bring out the best in themselves.

Conversations at home and at school about these things will enable them to develop as young citizens with spirit and confidence. Having self-doubts is perfectly normal, cultivating self-acceptance and self-belief will overcome them.

Acknowledgement: Bandura & Rotter

ENGAGEMENT + MINDFULNESS

CREATIVE FLOW



WHY: by totally engaging yourself in a challenging activity, you will have an opportunity to experience a state called flow, where your creativity can increase fivefold.

HOW: for flow to occur in class, you need to understand the learning intention of the lesson, so that you can connect to what you already know about it. Your skills need to be matched to and stretched by the challenge and you may experience a time warp where you lose your sense of time.

Acknowledgement: Kotler & Csikszentmihalyi

DO: when have you fully engaged in an activity where you felt a boost in your creative ideas?

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How can you be clear on lesson learning intentions to connect them with what you already know?

WEEK 20 PARENT WELLBEING : a key ability to develop in yourself, which will enable you to be resilient to bounce back, is being able to solve your social problems. This is particularly so in the fast paced 21st century, where social media activities are causing unacceptable pressures on your children which you have to support them with.

Have you been involved in activities where you become so immersed that you lose track of time and you are totally engaged in the challenge you have? If so, what are you feeling? Is it enjoyable? Are you able to think of anything else when you are in this state? If you haven't had such experiences, google Chris Bliss, to see him in the state described above, which is called flow.

The ever-present anticipation of social media communication, means many students have fractured attention; they find it almost impossible to deeply engage themselves because they are always awaiting another communication. Teaching them to focus on how to pay attention to what they are meant to pay attention to is a skill which will enable them to experience flow. The first step is for them to put their mobiles on flight mode for four periods of 30 minutes every day.

Encourage students to learn more about things that they are really interested in, and how they could relate it to what they are learning in their classes. This will develop the resilience skills of regulating their emotions and flexible thinking. Authentic learning isn't the filling of the bucket but lighting the fire. The level of the challenge needs to be little beyond their current skills to stretch their brains' abilities.

Acknowledgement: Kotler & Csikszentmihalyi



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RELATIONSHIPS + EMPATHY

LEARNING WITH YOUR TEACHERS



WHY: by understanding that learning well with your teachers is the most important factor for you to enjoy school and achieve your goals, you will be more likely to be grateful for them.

HOW: show that you are keen to learn in class, by listening well, asking questions, smiling and showing that your intention is to work cooperatively with your teachers. These will nudge your mindset towards growth. Your teachers are the experts who will help you to become your best self.

Acknowledgement: Wentzell & Caldwell

DO: what is something that you can do every day to show that you are grateful for your teachers and want to learn with them?

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What is something that you need to do better in class to make the most of your own and your teachers' efforts?

WEEK 21 PARENT WELLBEING: being able to build social connectedness with others, to create and maintain respectful and healthy relationships is a great booster to your state of wellbeing. This includes being prepared to seek help when you need it, doing kind acts for others to show that they matter, and ensuring you feel respected, connected and protected.

The quality of relationships between students and their teachers is the greatest predictor of student success and the delivery of high quality teaching and learning. It is crucial for parents and teachers to have a collective vision of what they want their students to act like, look like, sound like, know and can do because of their influence. Then they have a shared road map to follow to achieve this student image.

The old sayings, "we can't teach them till we reach them" and "kids don't care what we know till they know we care", contain important messages for parents and teachers to live and breathe. One certain thing is that parents and teachers can't fake caring. Students are so quick to pick up on adults' intentions as to whether they care for them.

Cultivating growth mindsets in students to believe that their teachers are there for them and genuinely want them to become their best possible selves will build respectful learning relationships. This includes accepting their teachers' advice, as they do with their sports coaches, and realising that teachers, like themselves, are also individuals, with their own ways of doing things.

When students, parents and teachers combine their top strengths, great learning, parenting and teaching occurs, enabling the whole school community to thrive and flourish. Acknowledgement: Wentzell & Caldwell

MEANING + PURPOSE

NATURE'S BOOST



WHY: by understanding the amazing benefits to your mental and physical health and wellbeing by being outside with nature, you will be more likely to choose to do this often.

HOW: when surrounded by nature, you are more alert, less anxious, your memory functioning improves, leading to better learning outcomes. Vitamin D from sunlight and fresh air do wonders for how well you think and feel. Shift your time from electronic leisure to more being with nature to boost your wellbeing.

Acknowledgement: Coley & Kuo

DO: where is a place in the outdoors that you enjoy exercising and having fun with family and friends?

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What is one of your favourite outdoor activities enjoying nature?

WEEK 22 PARENT WELLBEING: one valuable thing that COVID19 has taught everyone, is the importance of being there for, playing with and enjoying the outdoors with our children. The 21st century was becoming a time where many parents were just occupying their children with ipads and games. Playing outside in nature is a wonderful of building your family's wellbeing.

Being with nature is a very powerful builder of everyone's wellbeing. Choosing to do this, is particularly needed in the 21st century, with more and more people becoming obese, contracting diabetes at younger and younger ages, not exercising and preferring sedentary indoor leisure activities.

There are proven mental and physical health benefits of enjoying the beauty of nature, including receiving good doses of vitamin D, which maintains healthy bones and teeth, feelings of pleasure, relaxation, enhanced attention and benefits to your immune system. Being outdoors doing leisure activities reduces the frequency of negative emotions, such as anger and frustration, and improves general feelings of being in a good place.

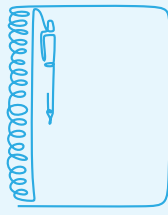
Students function so much better when the experience nature. A pot plant in their bedrooms is a good way to start. Bush schools, where students spend a proportion of their school days learning outside, are proving to broaden and build their attention and engagement, to enjoy their learning experience more. As a family, a proactive habit to cultivate, is to go for walk or cycle without your phones. Instead of wearing head phones when outside, listen to and enjoy nature's beautiful sounds. Choosing to intentionally put the fast paced 21st century world on hold every day, to enjoy and be immersed in nature will have amazing benefits for you.

Acknowledgement: Coley & Kuo

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ACCOMPLISHMENT + OPTIMISM



CORNELL NOTES AND REVIEWING

WHY: by using the Cornell Process for taking notes and reviewing, you will create effective learning patterns and processes for your brain.

HOW: rule your page the Cornell way (page 137). Write dot points in your own words of what your teacher says on the right, write or draw any questions you have about these and how they connect to what you already know on the left. For five minutes at night, review your notes to answer your questions.

Acknowledgement: Wade & Pauk

DO: what could be a benefit for you when taking notes and reviewing this way?

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How can writing down questions you have and connecting them to what you already know help you?


WEEK 23 PARENT WELLBEING : a great daily mindfulness challenge, which will connect you with yourself and the moment, is to pause, look for and notice at least one thing different about every day. You are focused and not just drifting along. Choosing to do this every day, will raise your self-awareness of what is happening around you and to you.

Note Taking should be much more than purely writing, and there are more effective and intelligent ways to do so. Optimal learning occurs when students relate it to what they already know, use both sides of their brains to gather information by hearing, seeing, feeling and sensing it using their dominant Multiple Intelligences, drawing idea maps, using thinking tools, making lists, creating flowcharts and using abbreviations. Look at the Cornell method on page 137 for taking notes.

When taking notes in class, many students try to write down everything that the teacher says and consequently, find great difficulty keeping up, which in turn, puts them under pressure and tests their resilience to stay focused and engaged. For many students this leads to anxious feelings. Every night they need to spend 5 minutes reviewing their notes on what they learned that day in each subject to consolidate in their minds. The 80/20 Principle is an effective listening and note taking technique, and involves listening attentively for 80% of the time and writing/ posing questions/ recording/ drawing for 20% of the time. Encourage senior student to use the Cornell Process when taking notes. Creating questions about what they are listening to, engages their brains to explore and search for meaning and patterns in their prior knowledge, which is real learning. Encourage them to use the character strengths open mindedness, perspective and curiosity in their note taking.

Acknowledgement: Wade & De Bono

HEALTH + STRENGTHS



EUSTRESS AND DISTRESS

WHY: by understanding that there are two types of stress, distress and eustress, you will be able to choose how you will think about events that happen.

HOW: eustress, is good stress to energise you, which is created by positive and hopeful thoughts and assists you to make more learning connections. Distress, is bad stress to drain you, which is created by negative unhelpful thoughts and causes you to feel anxious and worried. Positive thoughts from self-talk can turn distress into eustress.

Acknowledgement: McQuaid & Kern

DO: when is a time that you felt really energised with eustress?

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What is an unhelpful thought that you have which can cause you to feel distress?

WEEK 24 PARENT WELLBEING : a sense of purpose sets your moral compass and enables you to believe that the many little things you do every day add up to make a positive difference. What are little things that you do on most days which make a positive difference? What would happen if you didn't do these things and who would be affected?

Most students will experience uncomfortable times during their schooling, where they feel pressure from learning demands, relationship issues and concerns about their own self-image. This is negative stress, called distress, and causes anxiety, anger and depression to drain emotional energy and raise self-doubts to focus on negatives. It can be overcome by encouraging them to act immediately to use coping strategies to self-calm themselves and share their concerns with one of their champions. On the other hand, there is positive stress, called eustress, which supports their emotional wellbeing through feeling frequent positive emotions. This is good stress and it supplies the energy to enjoy life, be optimistic and hopeful for the future.

Distress signals fall into three categories, which when combined affect their state of wellbeing:

Physical: trembling, dizziness/headaches, skin disorders, pounding heart, breathlessness, tiredness.

Emotional: anxiety, anger, depression, ill temperament, panic, lack of interest/boredom.

Behavioural: disturbed sleeping patterns, frequent distraction, forgetfulness, abnormal eating habits.

An excellent strategy, which raises their self-awareness to when distress is starting to creep up on them, is to draw an outline of their body and write in their warning signals where they feel them. When they notice them, pause, take a deep breath and begin using self-calming approaches such as breathing activities and colouring in.

Acknowledgement: McQuaid & Kern

COMMUNITY NOTICES

The following information is presented as a service to parents/guardians, however Mount Lawley Senior High School does not recommend, endorse or promote these providers.

July 2023 Mt Lawley Revision Program

This course will deliver a comprehensive revision and exam preparation program aimed at preparing year 12 students for their Semester 2 and ATAR exams. This will include the modelling of answers to exam style questions, and opportunities for students to prepare some of their own answers.

A Successful Program

Students attending our revision and exam preparation programs report that they feel more empowered and confident in tackling the examinations.

FAQ

How can students be assured that what they have learnt in semester one will be addressed in this program. The answer to this important question is really quite simple.

- ✓ The foundation of our tutorials is the Western Australian curriculum which is the same syllabus guidelines used by the school.
- ✓ We also send out a questionnaire to all families participating in the program before the classes begin, to find out exactly what topics and texts students have been studying, and this information is forwarded to teachers for inclusion in their programs.
- ✓ This questionnaire also asks families to alert us of any specific weaknesses in the student's knowledge that may have been identified by the school or the student so that specific area can be re-taught by the teacher.

MT LAWLEY
JULY
2023

YEAR 12 REVISION AND EXAM PREPARATION PROGRAM

ENROL NOW

Enrol Now

- 📄 **Enrol on-line** at mastermindaustralia.com.au
- 📞 **By phone** on 9342 2000 or 0488 102 907
- ✉ **Or simply** by completing this enrolment form and posting it to:
Master Mind Australia
P.O. Box 1734, West Perth 6872
E: admin@mastermindaustralia.com.au

find and follow us
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Enrol online now
mastermindaustralia.com.au

mastermind
AUSTRALIA

\$500 towards you or your children's education

saverplus

Saver Plus is a free financial education program that matches your savings, dollar for dollar, up to \$500

What can the \$500 be used for?

- Laptops & tablets
- Lessons & activities
- Uniforms & shoes
- Books & supplies
- Vocational education
- Camps & excursions

To join Saver Plus, you must meet all of the below criteria:

- Be 18 years or over
- Have a child at school or attend vocational education yourself
- Have regular income from paid employment (you or your partner)
- Have a current Health Care Card or Pensioner Concession Card
- Be in receipt of an eligible Commonwealth social security benefit, allowance or payment*

*Many Centrelink payments are eligible

Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street and The Smith Family. The program is funded by ANZ and the Australian Government Department of Social Services.

To find out more:
Enquire online at saverplus.org.au
Email saverplus@tol.org.au
Call 1300 610 355



North Inglewood Primary School Reunion
"It's happening"

Hello Everyone I'm pleased to announce that our Reunion has been approved by the wonderful people at NIPS, this reunion is for everyone that attended NIPS. If anyone needs a carer or someone to help them on the day then they are welcome to come along.

So please start spreading the word that it's on at the School on the 28th of October 2023 11am to 3pm we would love to see you all there.

Canteen will be open for people to purchase food and drinks on the day.

There is a register link (Guest) on our NIPS Facebook page where people can add your name as we will need numbers because the school canteen will be open.

If you can't add your name to the guest list please text your name to Vincent Snaahall at 042370677 if you are coming.

Our Committee members, Vincent Snaahall, Linda Pomery, Vicki McKulliffe and Eric Bryan

Many thanks to NIPS for this opportunity for all of us to see each other again.

Rotary **rotary youth exchange**

Western Australia

HOST AN EXCHANGE STUDENT

BE A PART OF SOMETHING GREAT

Hosting a Rotary International high school exchange student is a life-enhancing experience for you and your entire extended family.

It's a unique opportunity to get new perspectives, explore new customs, and share Australian culture.

Most of all, you'll build special friendships and connections that often last a lifetime.

QUICK INFO

- Most families host an exchange student for 3 to 4 months.
- Students bring their own spending money and medical insurance.
- Couples, families with children, single people, Rotarians and non-Rotarians can all make excellent hosts.
- You will receive lots of support from Rotary.

"We've hosted Rotary Exchange Students many times and have made lifelong friends with the students and their families. It's a very rewarding experience that I would thoroughly recommend."
Jackie, Host Mum

For more information contact David Cleary clearyd@bigpond.net.au
Website: www.exchangestudentwa.org.au