



MOUNT LAWLEY SENIOR HIGH SCHOOL  
An Independent Public School

## PRINCIPAL'S REPORT

As you are aware, this term has meant the school has had to make some major adjustments to school activities and programs to ensure we are following the directives from the Health Department in relation to COVID-19. Our priority is to ensure we minimise the disruption to the students' learning program. Schools are a microcosm of society, so it was inevitable that we would have cases in the student population and among the staff. I would like to thank the parents who have contacted us promptly to advise the Covid status of children. This assists us to follow up when we undertake contact tracing, as we are now required to do. I would also like to thank the many staff who have willingly taken classes for their colleagues who have been required to isolate. Parents/carers must stress to their children the importance of students wearing their masks correctly, including covering both the nose and mouth.

Even though some programs and events have been postponed or cancelled, when you look through the Update, you will see that our students have taken part in some exciting opportunities, including a music master class with internationally renowned musician Dr Ashley William Smith, GAT Club and the Australian OZCLO Language Competition. Due to some logistical rearrangement, the house and interschool swimming carnivals went ahead with our students showing off their talent, determination, and school spirit. Congratulations to the interschool team who came second to Willetton Senior High School.

Congratulations to our Year 11&12 Hospitality students who took part in the 'Cook for Ukraine' to raise funds and awareness and show their support for the people of Ukraine. I am also extremely proud of the 12 wonderful students from Years 12,11, and 9 who have signed up for the World's Greatest Shave to raise funds for the many people currently dealing with blood cancer. Our students consistently demonstrate their empathy and care for others by fundraising for worthy causes, and I applaud them for this. It was lovely to see our students participate in the Gratitude Project initiated by Claire Bew, our Healthy Active Coordinator. It was a timely reminder that despite Covid-19, the war in Ukraine and other challenges, we still have much for which to be grateful.

I hope that the current restrictions will be eased soon so that when we come back to Term 2, we will be able to resume all of our extracurricular activities and excursions.

I hope you and your family stay well.

**Lesley Street**

## STUDENT SUCCESS



**Filip** (11F3) had a successful training and competing season last year, and is looking forward to joining the Interschools Snowsport Championships in 2022. He will compete in Alpine GS, Ski Cross and Slalom in FIS (Federation of International Skiing) competitions in Thredbo and Perisher in New South Wales.



**Ken** (12M1) recently participated in the State Golf Championships, and now he is off to Adelaide to compete in the National Golf Tournament. We wish Ken all the best in his quest.

## WORLD'S GREATEST SHAVE 2022

We have 11 students taking part in World's Greatest Shave for the Leukaemia Foundation – they're on a mission to shave the world from blood cancer.

Your donation will help give families facing blood cancer the emotional and practical support they need. It will also fund vital research to help more people survive blood cancers, while improving their quality of life.

To sponsor the Mount Lawley Senior High School team, head to <https://bit.ly/3hJMhf8> or scan the QR Code below:



**Last day of Term 1 is Friday 8 April 2022**  
**First Day of Term 2 is Wednesday 27 April 2022**

# IMPORTANT NOTICES



## STUDENT MOBILE PHONES POLICY "OFF AND AWAY ALL DAY"



The Department of Education does not permit student use of **mobile phones** in public schools unless for medical or teacher directed educational purpose.

It is not a requirement at Mount Lawley Senior High School for students to have a mobile phone at school. The School has duty of care for all students when they are attending the school. All communication between parents and students, during school hours, should occur via the School's Administration

This policy details the conditions under which mobile phones are permitted at Mount Lawley Senior High School.

### CONDITIONS OF USE

Mount Lawley Senior High School recognises that parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. Students are permitted to bring a mobile phone to school for use when in transit to and from school.

- **1. The use of mobile phones for all students will be banned from the time they arrive on school grounds until the time they leave school grounds. This includes before school and at break times. Therefore, once a student enters the school grounds they must turn off their mobile phone and put it away and out of sight until they leave the school grounds at the end of the school day.**

#### OFF AND AWAY ALL DAY

- 2. The device is the responsibility of the student. The school takes no responsibility for loss, theft or damage to any device in any circumstance, even if confiscated at time of loss. Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

### Exemptions to this policy include where a student requires a device

- 1. to monitor a health condition as part of a school approved documented health care plan (students who are exempt will carry a card).
- 2. under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.

### Definitions for the purpose of this policy

*Mobile Phones* - includes smart watches and associated listening accessories, such as, but not limited to, headphones and ear pods/buds.

*School grounds* - includes camps, excursions and/or any venue where students are under the supervision of teachers.

### BREACHES OF THIS POLICY

- 1. For the first breach, confiscation of the device by any staff member, stored at an Administration Office and returned to the student at the end of the day.
- 2. For the second breach, confiscation of the device by any staff member, stored at an Administration Office and a parent/care giver will be required to attend to claim the device.
- 3. For repeated breaches, and for refusal to follow the instructions of a staff member, students will be dealt with in accordance with the School's Behaviour Management Policy and lose their Good Standing.



## CONCERNING ACTIVITIES ON SOCIAL MEDIA

There are a few new games/activities on various social media sites at the moment. Two in particular on TikTok (a social networking platform that hosts a variety of short-form user videos, from genres like pranks, stunts, tricks, jokes, dance, and entertainment) are causing concern at school.

The first is where students are making themselves pass out. There are different methods that have been used for many years, the current one is to squat down and blow in fast deep breaths (up to 15 times), then stand up as fast as possible and blow hard on your thumb without any air coming out. You then experience blackness and pass out briefly.

This is obviously risky and can cause serious damage, even death – when passing out the brain is starved of oxygen and this can cause seizures, brain damage, and comas. There have been cases where a person falls and either hits their head or falls onto something. The falls have sometimes resulted in serious injuries and even death.

The second one is based on the children's game Guess Who. Photos of students are posted and people are asked to identify them using various characteristics such as gender, hair colour, race, etc. This can be quite discriminatory and offensive to people and is causing distress to some students.

Parents are asked to discuss with their children about the unsuitability of these games.

If any person has a concern about matter posted on any social media site they are advised to report to the e-safety commissioner via <https://www.esafety.gov>.

They are also encouraged to report illegal content to WA Police on 131 444.

# LEARNING FROM HOME GROUP PHOTOS

The school can assure parents/carers that Mount Lawley Senior High School is well prepared to support students who are required to isolate due to COVID-19. The following information will ensure that your child is ready to engage in their learning in the eventuality of any exposure and isolation.

Our primary method of delivery is through the use of CONNECT which most of our students and parents will already be familiar with. A guide to CONNECT can be found on the following link: <https://connect.det.wa.edu.au/documents/20128/0/A/3a5199cf-951c-882a-ab64-3da68092fa76>

Log in to CONNECT from the school's website using your CONNECT log in details – firstname.surname and then password.



All students have a Department of Education designated email address. Make sure it is checked regularly as teachers may use this to communicate with students. Students should make sure their passwords and emails are operational. Student email addresses are usually [firstname.surname@student.education.wa.edu.au](mailto:firstname.surname@student.education.wa.edu.au).

Issues with passwords can be rectified by speaking with the subject teacher or emailing the teacher.

Teachers have placed curriculum outlines, assessments, and resources on CONNECT for students to access. Teachers in Learning Areas have refined and enhanced their courses with curriculum resources to help support students with their learning whilst in isolation. Parents can be assured the learning activities are designed to engage students in their course work and meet their needs and can email teachers for any queries they may have regarding the learning. Parents can assist with the establishment of routines to encourage their child with their learning.

The Department of Education also provides support for students to learn in the home, having developed learning and student wellbeing online resources that are available to all families at Learning at Home. These online resources will include advice and support for parents/carers and students.

We are committed to ensuring continuity of learning wherever possible.

Thank you for your continuing support

You can now view and order any special group photos taken earlier this year.

Visit <https://www.kapture.com.au/event> then enter our school code **CRPHTL** under the Sports & Event tab to access the gallery.

For inquiries regarding photographs, please contact Kapture on (08) 9240 1714.

The groups available for purchase are:

- Aboriginal Excellence & Follow The Dream Group
- Arts Captains
- GAT Year 7-9
- House Captains
- International Students
- Language Captains
- School Captains
- SVAPA Groups Year 7-9
- Year 8-11 Councillors
- Career Link Year 11-12
- Year 12 Prefects



## PARENTS PROGRESS REPORTING AFTERNOON CANCELLED

Due to COVID-19 restrictions, the Parents Progress Reporting Afternoon that was going to be held on Thursday 31st March, 1pm-7pm has been cancelled.





# HOUSE SWIMMING CARNIVAL

The annual House Swimming Carnival has been swum and won for another year with a few modifications due to COVID-19 and some renovations at our usual venue.

We moved to the fantastic Bayswater Waves with the entire Year 7 cohort along with nominated athletes from Year 8 - 12. The weather turned it on for us as usual, in fact the only thing better than the weather was the performance and behaviour of our amazing students.

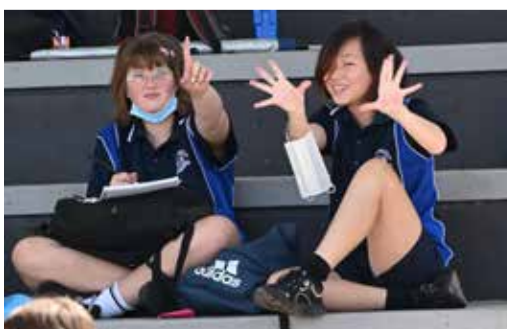
It was a fantastic day that showcased Mount Lawley Senior High School's swimming talent, participation and school spirit to the community.

I would personally like to thank all the staff and students involved for making the day such a positive one. Big congratulations to O'Connor for winning the overall House Shield.

**Adam Zen**  
*Program Coordinator - Health and Physical Education*

## HOUSE POINTS

	Middle	Upper	Senior	Overall
Forrest	326	222	396	1044
Hackett	545	514	293	1372
Murdoch	598	<b>563</b>	191	1354
O'Connor	<b>614</b>	538	<b>440</b>	<b>1592</b>



# HOUSE SWIMMING CARNIVAL

## INDIVIDUAL ACHIEVEMENTS

		Champion	Runner-Up
Year 7	Girl	Holly	Georgia
	Boy	Cameron Nicholas	Adam
Year 8	Girl	Charlie	Ava
	Boy	James	Riley
Year 9	Girl	Hana	Zia
	Boy	Jack	Connor
Year 10	Girl	Rosa	Ava
	Boy	Taig	Finn
Year 11	Girl	Jazmin	Giorgia
	Boy	Cronan	Euan
Year 12	Girl	Allegra	Heidi
	Boy	Mitchell	Joshua

## SCHOOL SWIMMING CAPTAINS

Congratulations to all students selected in the B Division Interschool Swimming Carnival at HBF Stadium on Thursday the 18th of March and special congratulations to **Allegra** and **Mitchell** who have been selected as Swimming Captains.





# HOUSE SWIMMING CARNIVAL

photos might not be in the right order/have the correct year number



Associate Principal - Middle School Steven Raphael with Year 12 Champions and Runners Up



Associate Principal - Middle School Steven Raphael with Year 11 Champions and Runners Up



Associate Principal - Middle School Steven Raphael with Year 10 Champions and Runners Up



Associate Principal - Middle School Steven Raphael with Year 8 Champions and Runners Up



Associate Principal - Middle School Steven Raphael with Year 9 Champions and Runners Up



Associate Principal - Middle School Steven Raphael with Year 7 Champions and Runners Up



# INTERSCHOOL SWIMMING CARNIVAL

On Thursday, March 17th, our Interschool Swim team competed in the SSWA B Division Carnival held at HBF Stadium. The goal was to finish in the top two schools in order to move up to the A division for 2023.

Many unexpected changes were made to the school swim team on the day due to COVID-19 illness. The school provided additional COVID procedures ensuring all students participated in a safe environment at the Interschool Carnival.

In what turned out to be a close competition for the entire day, the carnival came down to the relays with the top 3 schools only separated by 20 points, with each relay win worth 24 points.

Upon completion, Mount Lawley Senior High School managed to gain 2nd place by 12 points, with Willetton SHS winning by 41 points and Melville SHS in third. Congratulations to all team members, especially those brought into the team at the last minute to cover illnesses.

### Interschool Swimming Champions:

- Year 8 Girls Charlie
- Year 9 Boys Jack
- Year 10 Girls Rosa
- Year 11 Girls Jazmine

### Runner -Up / 3rd place

- Year 7 Boys Adam
- Year 10 Boys Taig
- Year 11 Boys Cronan
- Year 12 Girls Allegra
- Year 12 Boys Mitchell

### Mr Reid Hamilton





# COOK FOR UKRAINE



The Year 11 & 12 Hospitality students wanted to demonstrate their support for the people of Ukraine. Cook for Ukraine is a movement that seeks to raise both awareness of Ukrainian cuisine and funds for aid organisations, started by London-based chefs and authors Olia Hercules and Alissa Timoshkina.

Students spent the early morning of 14th March cooking up various Ukrainian dishes including Vareniki (potato dumplings), Honey Babka (cake) and potato pancakes. The students then set up food stalls in both Middle and Upper and Senior School lunchtimes. For a gold coin donation, students and staff got to sample these traditional Ukrainian foods.

Thank you to **Emilea Kuczerepa** for providing the Ukrainian tablecloth, Ukrainian flag and Ukrainian dancing costumes for the food stalls.

Staff also showed their support during the week's coffee club sessions run by the Hospitality students - their gold coin donations will also go to the Cook For Ukraine fundraiser.

If you would like to donate, visit the link below:  
<https://www.justgiving.com/fundraising/cookforukraine>





# CLARINET MASTERCLASS



On Tuesday 8th March, the Year 12 ATAR woodwind students attended a masterclass run by Dr Ashley William Smith. Dr Smith is an international award-winning clarinet soloist & bass clarinetist. He is one of Australia's most in-demand young musicians and is currently head of winds and contemporary performance at the University of Western Australia.



On the day, four Year 12 music students performed to the younger clarinet students, as well as to Dr Smith. Dr Smith then worked with each student on how to improve their piece, and taught various performance skills that all the clarinet students will be able to utilise in their performances. At the end of the masterclass, Dr Smith performed two of his favourite pieces to the assembled group.

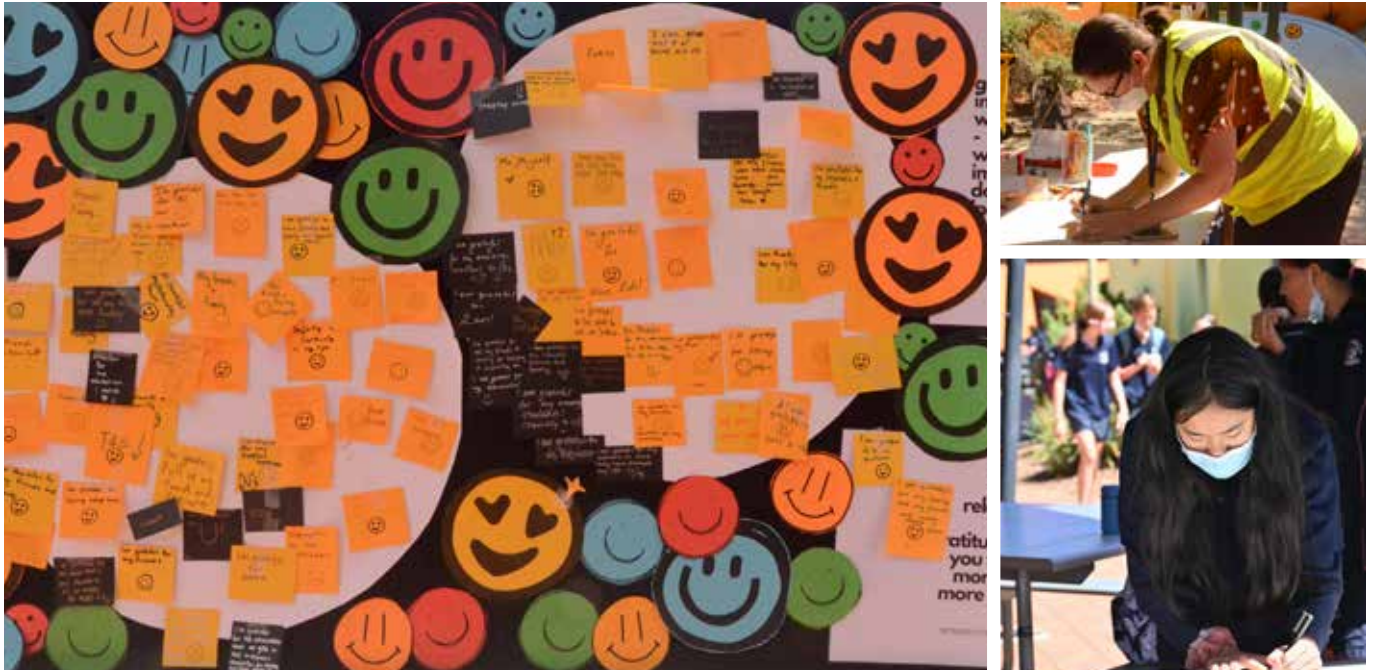
This was terrific opportunity for ATAR students to practise and expand their performance skills, and for younger students to consider how they will be able to apply these skills to their own learning. Dr Smith gave useful and interesting advice and opinions, and his short performance at the end was exceptional.

**Matilda** Music Captain





# HEALTHY ACTIVE - THE GRATITUDE PROJECT



The Gratitude Project was a spontaneous event to counter the negative and confronting happenings in the local and worldwide community – ie. COVID, war in Ukraine.

The project started with students and staff writing notes of gratitude and culminated in 'Enormous Smiley Faces' being displayed around the school – an ongoing reminder to be grateful!

**Claire Bew** Healthy Active Coordinator



# YEAR 12 POLITICS & LAW REENACTS THE 1975 AUSTRALIAN CONSTITUTIONAL CRISIS

Year 12 ATAR Politics and Law students reenacted key moments from Australia's Constitutional Crisis (also known as the Whitlam Dismissal) to deepen their understanding of the actions and events that led to one of the most dramatic and controversial events in Australia's political history.

**Grace Willshire**

*Teacher - Humanities and Social Sciences*



#1 LABOR WINS AFTER 23 YEARS IN OPPOSITION



#2 FRASER AND HIS HOSTILE SENATE



#3 WHITLAM CRITICISED BY MEDIA



#4 QUEEN COMMUNICATES WITH GOVERNOR GENERAL KERR AKA THE PALACE LETTERS



#5 JUSTICES GIVE ADVICE TO GOVERNOR GENERAL KERR



#6 GOVERNOR GENERAL KERR ISOLATES WHITLAM



#7 WHITLAM IS DISMISSED BY GOVERNOR GENERAL KERR



#8 GOVERNOR GENERAL KERR APPOINTS FRASER AS CARETAKER PM



#9 PUBLIC STATEMENT BY DAVID SMITH ON STEPS OF PARLIAMENT



#10 WHITLAM REMAINS ALP LEADER UNTIL 1977





# YEAR 8 SCIENCE



In Term 1, Year 8 students learnt about cells and organelles, and their functions. We learned about plant, animal and fungal cells and specialised cells. Some of the organelles we learnt about included the nucleus, mitochondria, ribosome, endoplasmic reticulum, golgi body, chloroplasts etc and how they work together to functions as a whole.

Community 5 were assigned a project where we made either a model or poster to demonstrate our knowledge of cells. Many of us chose to do a model and at the end we were left with a diverse array of models and projects. We took some photos and ate a model that was made of cake. We also had models made out of T-shirts, Styrofoam balls, clay models, 3d printed models.

Overall, it was a very fun project that taught us lot.

Here are some quotes from the students:

"It was a very enjoyable project."

"There was a lot of information to cover but it was a lot of fun"

"It was fun to make but very difficult."

**Aja and Abigail**

Year 8 Students





# YEAR 8 SCIENCE





# TERRACOTTA WARRIOR SLIP CASTING

The Year 12 ATAR Art students were given a demonstration of clay mould pouring in pottery by their Art teacher Charles Warren. The moulds were bought in Xian by the school on one of their many school tours to China. One mould was of a Terracotta Warrior and the other was of one of the horses. The horse mould is the most challenging as there are three pieces to the mould requiring slightly more care. Thank you to the past Principal Mr Milton Butcher for his foresight in adding to our rich GAT Chinese Languages with the integration of the cultural history of China within the Arts.





# OZCLO LANGUAGE COMPETITION



On the second of March, Year 9 and 10 Gifted and Talented (GAT) Language students were given the opportunity to participate in OZCLO - the Australian Computational and Linguistics Olympiad.

We worked in groups of four, applying past knowledge and problem-solving skills to find answers to complex, multi-layered linguistic questions. The languages we studied varied greatly, including Indigenous Australian, Russian, and many others that we had never heard of before.

Our teams worked for two hours in the library, demonstrating great teamwork and collaboration skills, as well as logistical thinking and perseverance when the questions got tough, which they definitely did! The challenges really helped to show us the depth and structure of language, along with the wide variety of ways that language can develop with time, and be interpreted.

Thank you to Mr Dobbs for organising this event, as it was a very valuable and challenging experience.

**Eladia**  
Year 10 GAT Student





# YOUTHCARE & CHAPLAIN ANNIVERSARIES



On Tuesday 22 February Principal Lesley Street, and Associate Principals Michael Camilleri and Renae Hill, joined our School Chaplain Andrew Paul, at a socially distant function in Maylands conducted by YouthCARE. The event celebrated key volunteers and Chaplains who serve the organisation in the Mount Lawley, Bayswater and Morley areas.

This year YouthCARE celebrates its 50th year. Additionally, Andrew celebrates 30 years as the School Chaplain at Mount Lawley Senior High School, and is YouthCARE's longest serving employee.

YouthCARE's CEO Stanley Jeyaraj shared a brief overview of the 50 year history and establishment of the organisation and made presentations, with Andrew receiving a memento for 30+ years of service.





# WORLD'S GREATEST SHAVE

World's Greatest Shave is a fund and awareness raising event for the Leukaemia Foundation.

We have 12 courageous Mount Lawley Senior High School students signed up in 2022 to undergo a 'shave' or significant 'cut' to raise funds and send a powerful message of hope to the 110,000 Australians and their families facing blood cancer right now. Ashley, Kiara, Will, Milla, Gareth, Madison, Ella, Matilda, Zia, Ally, Isabelle, Jade. Students and staff interested in joining our Mount Lawley WGS Team are welcome.

Due to Covid-19 restrictions, our school-based event has been postponed to August. However, a few students simply could not wait and have already completed their mission. You can donate to this fantastic cause and support our young people in their actions via the link <http://my.leukaemiafoundation.org.au/mountlawleyseniorhighschool1>



# THE DUKE OF EDINBURGH'S AWARD

Proud to deliver



Mount Lawley Senior High School is proud to offer The Duke of Edinburgh's International Award to our students. The Award is an internationally recognised program that acknowledges the diverse activities and skills which participants are committed to. During their time achieving the Award, a student will develop new skills and interests; meet new friends while strengthening current friendships and be rewarded for their efforts.

Although the Award means different things to different people, one big advantage is that it is immediately recognisable and highly regarded by companies, educational institutions and many other organizations around the world. The 'Duke of Ed' award demonstrates a well-rounded and committed individual who is diligent, confident and reliable; all traits that can be difficult to project onto a CV. Most of all, the Award is designed to be fun and fulfilling and Mount Lawley is keen to ensure this is the case.

For more information, please visit The Duke of Edinburgh's International Award website at [www.dukeofed.com.au](http://www.dukeofed.com.au)

Year 9 students interested in commencing their Bronze Award are encouraged to contact Claire Bew in Student Services to discuss;

Claire Bew, Mount Lawley Senior High School Award Leader E: [claire.bew@education.wa.edu.au](mailto:claire.bew@education.wa.edu.au)





# GAT CLUB TERM 1

The first Gifted and Talented Languages Club for 2022 took place on Friday 18th March. GAT Club is a chance for students to interact with other Language students across the year groups.

## YEAR 7 AND 8

The Year 7 and 8 GAT students enjoyed the first GAT Club of the year. First off, we split into groups of four and played competitive bocce. Then we went back to our classrooms and enjoyed some delicious gelato - you had the choice of cookies and cream or strawberry. We partook in a fun quiz with both Italian and Chinese questions. The winners were rewarded with chocolates and lollipops, which were quickly enjoyed. The Year 7 and 8 GAT students all loved the teacher's effort behind the afternoon and are all looking forward to the next GAT Club.

"I found this GAT Club very fun, and the food was amazing! Playing bocce with my friends was very enjoyable, and my group won the languages quiz. Overall, I really enjoyed this GAT Club and can't wait for the next one." – **Meher** Year 8

"It was great to have time to spend with my friends doing things other than schoolwork. The bocce was very competitive, and the gelato was delightful. The quiz at the end helped finish the afternoon and I can't wait for GAT Club 2." – **Safia** Year 8

**Abigail** and **Charlotte** Year 8

## YEAR 9

The Year 9 Chinese and Italian GAT students participated in our first GAT club of 2022. Our activity was to cook two traditional Chinese dishes, and we were treated to Italian gelato at the end the day. The two dishes we cooked were Coca-Cola chicken, and stir-fried vegetable noodles. The cooking process, as a class, was very wholesome and enjoying.

Whilst having fun we also learnt Chinese cooking fundamentals in Chinese cooking and techniques. Learning to cook different cuisines was very informing and rewarding at the same time. We all got to bring these cooked dishes home, and received high critics from our family members. Overall, the day was extremely successful and we all went home with full stomachs!!!

**Jessica** and **Vanessa**  
Year 9

## YEAR 10

As part of the Term 1 GAT Club, the Year 10 GAT students played ping pong in the gym. Ping pong was brought to Japan in 1902 by a university student who had learned to play in England, and from Japan, it spread to China. Revolutionary leaders, Mao Zedong and Zhou Enlai, often played against each other during their long years of political exile. China had embraced table tennis since the 1950s when Chairman Mao declared it the national sport. It was a logical choice - a sport that could be played cheaply and without much space. While none of us were world champion ping pong players, we all had a fun time with our friends and enjoyed playing a sport with such a rich and culturally diverse history. Thank you to Mr Dobbs and Mrs Chapman for organising these activities.

**Eladia**





# GAT CLUB TERM 1





# SVAPA YEAR 9 VAM

In Visual Arts/Digital Media (VAM) Year 9 SVAPA students have completed an impressive standard of work with their detailed tonal studies of found objects.

These crushed can drawings show amazing attention to detail and careful rendering of light and dark tones, soft and hard edges and strong contrast to create realism in the illusion of three dimensional form. Good job!

**Lynda Kuntjy – Program Coordinator the Arts**



Alannah Wong : crushed can, graphite drawing



Ally Chin  
crushed can,  
graphite pencil drawing



Freda Rourke  
crushed can,  
graphite pencil drawing



Genie Hurry  
crushed can,  
graphite pencil drawing



George Salinovich  
crushed can,  
graphite pencil drawing



Nisha Furtado  
crushed can,  
graphite pencil drawing



Heidi Taylor  
crushed can,  
graphite pencil drawing



Cadence Ngati  
crushed can,  
graphite pencil drawing



Vienna Overholt  
crushed can,  
graphite pencil drawing

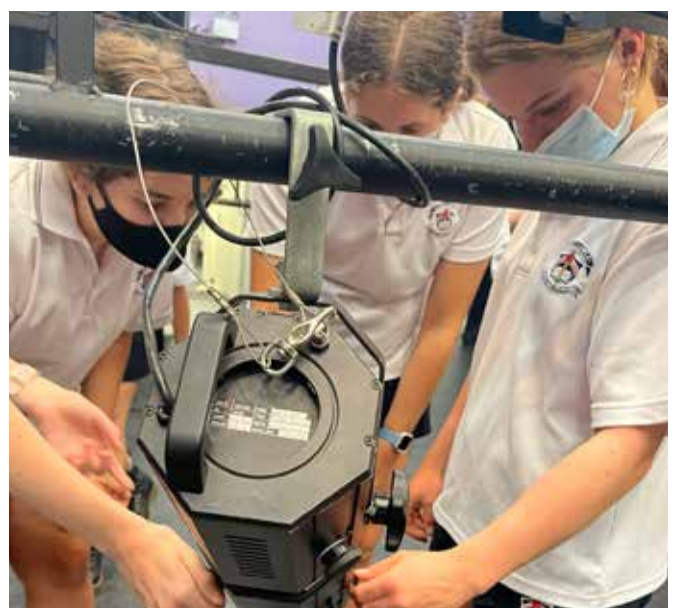


# CERT II CREATIVE INDUSTRIES

The Year 11 Certificate II in Creative Industries students have been busy learning two courses simultaneously with their two teachers, Natalie Diggins and Moya Thomas. While Ms Diggins has been teaching the students about their Workplace Health and Safety duties and considerations, Ms Thomas has been teaching them all about lighting. Although not coupled with thunder, lightning can still be an electrifying topic. The Year 11's are learning how to identify the different types of stage lights, what they do and what effect they and barn doors, gobos, and gels can have on the mood and atmosphere of a stage production.

They also need to follow their individual lighting plans and safely rig, patch and operate the lighting board to record many different lighting states in the Tricycle theatre. Lighting can be a potentially dangerous unit, but there have been no shocking results thanks to Ms Diggins's WHS training.


## Sean



# SCHOOL WELLBEING PROGRAM

Parent Newsletter Article with DIARY EXTRACT | Funded by P & C for Year 7 & 8 parents  
 Available at <https://learningcurve.com.au/portal/secondary-planner-2022>  
 Username **MLSHS** Password **MLSHS6050**

**ACCOMPLISHMENT + OPTIMISM**



**GROWTH GOALS**

**WHY:** by writing down goals about becoming your best self, strategies to achieve them and possible obstacles, you will create a feeling in yourself that you can influence your own future.

**HOW:** every term set three goals which focus on you growing your abilities, which will motivate you to make good choices to deliberately practise to stretch your previous bests. For each goal, set two week targets to get yourself started, strengths you will use and ways that you will overcome obstacles.  
*Acknowledgement: Sheldon & Adams Miller*

**DO:** what type of person is your best self?

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.....

.....

What are three character strengths that will help you to become that person?

.....

.....

.....

Which resilience skill could help you?

.....

**WEEK 5**

Thinking about what they want to accomplish is not sufficient for them to be motivated enough to pursue them with long-term passion. Research has shown that it is necessary for students to make the choice to write down their goals, obstacles they may confront and strengths and people who can assist them to accomplish them.

Setting self-determined goals ignites intrinsic motivation in students to strive hard to achieve them. These include one to improve their learning and thinking competence, one to build social connectedness with others, and one of their choice for themselves.

Setting term goals, and then breaking them down into two week targets to achieve, provides them 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. Encourage students to use the goal setting and goal reflection pages in their journal/planner every term


*Acknowledgement: Sheldon & Adams Miller*

**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 and raises your self-awareness to be on the lookout for little positives. Remember, from little things, big things grow. What are you looking forward to today?

*Acknowledgement: Seligman*

**HEALTH + STRENGTHS**



**BIG FIVE CHECK IN**

**WHY:** by checking in every week on how well you are looking after the Big Five, you will raise your self-awareness of what you are doing to become your best healthy self.

**HOW:** set self-expectations for each week on how you will think positively, exercise daily, eat healthy, drink water and sleep for 9 to 10 hours. Then, at the end of each week, check in and colour in to rate how well you met your self-expectations. Do the Big Five well to become your best self.  
*Acknowledgement: Hassed & Rath*

**DO:** when is a time you did all of the Big Five well and how did you feel?

.....

.....

.....

Who could you seek help from should you be having problems with any of the Big Five?

.....

.....

.....

Which resilience skill could help you?

.....

**WEEK 6**

Covid lockdowns and the leisure trends towards indoor screen pursuits have adversely affected the state of health of our population, and young people in particular have suffered by being unable to socialise with friends outdoors. Social connections are what adolescents crave for and not being able to attend school for significant periods of time have prevented this happening. Also, inactivity and processed food diets have contributed to the early onset of diabetes and obesity in young people.

Encouraging students to monitor their own health by doing the simple Big Five daily and weekly check ins, will raise their self-awareness of their health to take responsibility for looking after it. The Big Five are thinking positively, eating healthy, sleeping well, drinking water and exercising daily. These work together as a family, and if they are struggling with one, the others will suffer too. To be more aware of these to enjoy healthy wellbeing, every Friday encourage students to summarise their week by doing the colouring in check in to self-assess on how well they did each one.

The Big Five is an excellent activity to do as a whole family, and shares the responsibility for maintaining a healthy state of wellbeing amongst all family members. This can include monitoring drink bottles, healthy snacks, family exercise together, avoiding junk food, having adequate sleep and reducing screen time

*Acknowledgement: Kern & McQuaid*

**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. We all need to be hopeful for something good every day. Think about how you are developing each of these optimism and hope components.

*Acknowledgement: Snyder*



# SCHOOL WELLBEING PROGRAM

Parent Newsletter Article with DIARY EXTRACT | Funded by P & C for Year 7 & 8 parents  
 Available at <https://learningcurve.com.au/portal/secondary-planner-2022>  
 Username **MLSHS** Password **MLSHS6050**

## POSITIVE EMOTIONS + GRATITUDE



### SELF-BELIEF

**WHY:** by believing in yourself as a person who matters, you will feel that you can control most situations in your life without help from others and influence your own future.

**HOW:** you can build your internal control by focusing on using your strengths in everything you do and practising being grateful everyday. You are one of a kind, so value yourself for who you are. Have confidence in your physical, social, emotional and mental abilities to live a fulfilling life.

Acknowledgement: Bandura & Rotter

**DO:** when is a time that you showed that you believed in yourself?

.....  
 .....  
 .....

What is something special about you that others don't know?

.....  
 .....

Which resilience skill could help you?

.....

### WEEK 7

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 a person. 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 would like to develop. Also, accepting that experiencing the 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 ways to develop self-acceptance and self-belief in themselves include:
- having an attitude of gratitude to every day reflect on and write down three good things they are grateful for.
  - every morning thinking of something that they are really looking forward to for the day ahead.
  - looking for opportunities to do little acts of kindness to do good to feel good and for feel good to do good.
  - striving to bring 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 natural, cultivating self-acceptance and self-belief will overcome them.

Acknowledgement: Bandura & Rotter

#### PARENT WELLBEING

A great strategy to put yourself in a positive frame of mind every morning, is 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. Failing well and then fixing your mistakes provides personal growth. How competent do you feel in your skills?

Acknowledgement: Ryan & Deci

## ENGAGEMENT + MINDFULNESS



### MINDFULLY RESILIENT

**WHY:** by developing the skills of resilience in yourself, you will be able to respond well to challenges and setbacks that you have in your life. A lesson about these skills is on pgs 6-7.

**HOW:** to develop skills to become habits that you do easily and capably requires you to deliberately practise them often. This practice includes: goal setting, doing wellbeing fitness challenges and strength's boosters for strengths, doing mindfulness and breathing exercises, using Habits of Mind and thinking tools and being kind.

Acknowledgement: Rievich & Shatte

**DO:** when is a time that you responded well to a difficult challenge?

.....  
 .....

What peer group pressure situations do you find hard to say no to?

.....  
 .....

Which resilience skill could help you?

.....

### WEEK 8

No one is born being resilient, and no one becomes resilient by just getting older. The most common description of being resilient is being able to bounce back from adversity. Another more comprehensive description is being able to respond well to setbacks, challenges and failures. But what skills do students need to possess to be able to do this well? Studies have shown that there are seven key skills, which are essential to practise to develop in both students and ourselves, to become resilient.

- They are:
- Optimism and hope for the future – thinking positively when striving to achieve goals – develop through looking forward to something every day, goal setting and adopting growth mindsets.
  - Regulating emotions – controlling the intensity and duration of emotions – develop through doing the weekly PERMAH+ lessons and resilient wellbeing activities.
  - Impulse control – resisting the urge to react without pausing to give self-awareness time to think – develop through mindfulness activities such as colouring in.
  - Flexibility of thinking – changing thinking for different situations and contesting negative mind chatter – develop through habits of mind, thinking tools and using positive self-talk.
  - Empathy – accepting the needs and feeling of others – develop through acts of kindness and listening.
  - Self-belief – valuing yourself and your top strengths – develop through actioning character strengths and striving for self-determined goals.
  - Building social-connectedness – feeling a sense of belonging – develop through active constructive responding and having several peer groups

Acknowledgement: Rievich & ShatteParent Wellbeing

#### PARENT WELLBEING

A key ability to develop in yourself, which will enable you to be resilient to respond well to challenges, 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 in turn have to support them with. The strength social-intelligence is good to use to assist you. How well do you respond to challenges?

Acknowledgement: Rievich & Shatte



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## RELATIONSHIPS + EMPATHY



### ACTIVE CONSTRUCTIVE RESPONDING (ACR)

**WHY:** by using ACR when listening and responding to others sharing their good news stories, you will be able to build respectful and trusting relationships with them.

**HOW:** people know you are interested in listening to them when you make eye contact, smile, don't interrupt and ask Tell Me More when they begin to run out of words. They will feel that you think they matter and experience the natural highs of serotonin and oxytocin. ACR is the only relationship building type of listening.

*Acknowledgement: Gable, Gonzaga & Strachman*

**DO:** when is a time you have practised ACR and tell me more?

.....  
 .....  
 .....

Who are people who use ACR to make you feel that you matter?

.....  
 .....  
 .....

Which resilience skill could help you?

.....  
 .....

#### WEEK 9

Respectful relationships are underpinned by students using active constructive responding when having face to face conversations with others. This involves listening intently and enthusiastically to others tell you their story, without interrupting. Welcoming body language with eye contact, open posture, interested and positive facial expressions, an inquiring tone of voice and nodding with points raised, all contribute to being there for others. Do you know when others are genuinely interested in listening to your story?

To develop students' self-awareness of how to show empathy and build respectful relationships, they need to be provided with numerous opportunities to practise using active constructive responding. Simply asking someone to tell them more about a story they are sharing with fills both of them with uplifting spirals of positive emotions, which benefit both their wellbeing. Another important aspect to emphasise with students is to aim to say five positives for every negative when having a conversation.

Other ways of listening and responding which don't build respectful relationships include:

- passive constructive: listening quietly, without any interest or enthusiasm.
- passive destructive: showing disregard to learn about their story.
- active destructive: dismissing their story with disrespectful body language and changing the subject.

*Acknowledgement: Gable, Gonzaga & Strachman*

#### 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. How socially connected do you feel?

*Acknowledgement: Rievich & Shatte*

## MEANING + PURPOSE



### GRATEFUL FOR EFFORT

**WHY:** by understanding that there is often an over emphasis on achievement and an under emphasis on effort, you will be in a position to focus on what really matters, paying attention, seeking feedback and fixing mistakes.

**HOW:** all learning is a process of applying yourself to deliberately practise new skills and using more intelligent approaches, such as Habits of Mind and Thinking Tools. Goals are your anchors to keep your mind on the job and to work hard.

*Acknowledgement: Costa & Kellick*

**DO:** when is a time you put in a lot of effort to achieve something special and how did you feel?

.....  
 .....  
 .....

What is a goal that you really want to achieve, and what effort will be needed?

.....  
 .....  
 .....

Which resilience skill could help you?

.....  
 .....

#### WEEK 10

Non-stop communication on their devices, is providing students with something that has never happened before, instant satisfaction without exerting any effort. These continual little bursts are releasing the brain chemical, dopamine, which is what we feel when we achieve something. Many people are now living in a constant dopamine loop of instant gratification.

Students need to be encouraged to push hard for an extended periods of time to accomplish something special, and not be satisfied smaller blasts of dopamine by just looking at their phones. The more effort, the greater the dopamine release.

It takes a long term and determined effort to build character and desirable personal qualities, and we need to ensure that we provide an environment for periods of time away from the distraction of devices. These valuable qualities cannot be measured by tests, because they are far more important than that to live a life that matters. They include grit, resourcefulness, motivation, self-discipline, empathy, compassion, sense of beauty and wonder, humility, curiosity, persistence, enthusiasm, civil-mindedness, courage, leadership and self-awareness. We need to ensure that students have face to face time with real people in real time and also have time to just connect with themselves to watch their own thoughts coming and going.

*Acknowledgement: Sheldon & Adams Miller*

#### 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. Prior to the pandemic, the 21st century was becoming a time where many parents fell into the trap of just occupying their children with ipads and screen games. Playing outside in nature is a wonderful of building your whole family's wellbeing. How often are you enjoying the outdoors with your children?

*Acknowledgement: Fredrickson*



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## ACCOMPLISHMENT + OPTIMISM



### TIME UNDERSTANDINGS



**WHY:** by making the effort to learn how to organise yourself to get done what you need to get done, you will actually save yourself time to do more of what you enjoy doing.

**HOW:** proven ways to organise your time include:

- Prioritising** – organising what you need to do in the right order, your Musts and Options (page 149).
- Visualising** – writing everything you need and want to do on a weekly timetable (pages 150-151).
- Focusing** – paying attention to what you need to pay attention. Acknowledgement: Ericsson & Anderson

**DO:** what is something you will do right now to get organised?

.....  
 .....  
 .....

Who is someone who is really organised and how do they do it?

.....  
 .....  
 .....

Which resilience skill could help you?

#### WEEK 11

Many students believe they 'have their acts together' and don't need to organise their time in a structured way using a timetable. The reality for many of them is the exact opposite. Making the choice to create a timetable of their commitments and responsibilities will actually provide them with more time to do what they want to do and sticking to it will also build their resilience to distractions to enable personal and academic growth.

Prioritising is a self-regulation skill which enables them to use their time more effectively by organising what needs to be done in order of importance under Musts and Options (see index). Doing this broadens their attention and engagement with what they need to do and ensure that they complete tasks on time.

*Musts and Options, Time Understandings and Urgency versus Importance* are effective Thinking Tools (website) which provide students with valuable perspectives on the activities they participate in which may include:

- Sport and other activities practice and part-time jobs
- Study, reading and deliberate practice to shine up skills
- Home chores and commitments
- Social media and gaming
- Watching TV and playing games
- Quality time enjoying family and friends
- Daily exercise and leisure activities

Learning to prioritise and creating a learning/study timetable provides students with the tools to develop growth mindsets to develop their brains' abilities to overcome setbacks and challenges which inevitably crop up.

*Acknowledgement: Ericsson & Anderson*

#### PARENT WELLBEING

You can become much more optimistic and connected to yourself when you write down your thoughts. Buy a diary and every morning before you start the day write down things that you are looking forward to most for the day. Every night, write down three good things which happened that you were grateful for and share them with your family. What were you grateful for today?

*Acknowledgement: Seligman & Peterson*

## HEALTH + STRENGTHS

### KEYSTONE HABITS



**WHY:** by understanding that Keystone Habits are habits that enable other habits to exist, you will be able to develop them in yourself.

**HOW:** for example, recording what you need to do in a school planner is a keystone habit, because it initiates better prioritising habits, creates time management habits and ensures you complete set work as a habit. Another keystone habit is goal setting, which enables you to plan targets and strategies, to gradually achieve what you set out to achieve.

Acknowledgement: Duhigg & Wade

**DO:** what is a keystone habit that would enable daily exercise to become a habit?

.....  
 .....  
 .....

What is a negative keystone habit you have which enables other bad habits?

.....  
 .....  
 .....

Which resilience skill could help you?

#### WEEK 12

Sometimes when we stop doing a particular habit, we find that there is also another group of habits we stop doing, because they relied on the first habit. Habits which enable other habits to be created and exist are called Keystone Habits.

For example, using a student planner correctly is a keystone habit, because it enables students to write down what they need to do, prioritise when and how they will do them, create time targets to complete little steps in the learning process and organise their daily, weekly, monthly and term commitments.

The above example was borne out to be very true when many schools opted to go totally electronic, and in the process, stopped using student planners. The keystone habit was removed, and the other desirable habits were lost. Reflect for a moment on how your household operates. What are the keystone habits which are the glue which hold nearly everything else together?

For students, keystone habits include, using a learning/study timetable, laying out their uniforms the night before, having consistent bedtime routines which enable quickly falling asleep, turning off their devices for 30 minutes several times daily and off at 8.30pm nightly, and being aware to focus on doing the Big Five well.

*Acknowledgement: Duhigg & Wade*

#### PARENT WELLBEING

Grit is much more than just making an effort. It is your long-term passion, persistence and self-regulation to accomplish something that you really want to achieve. It is also much more important than intelligence and natural talent in determining whether or not you will be successful. When are times you have shown grit to overcome obstacles and challenges to accomplish something special to you?

*Acknowledgement: Angela Duckworth*



# 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.

MT LAWLEY INGLEWOOD JUNIOR FOOTBALL CLUB  
PROUDLY PRESENTS . . .

## ROOS GIRLS COME & TRY DAY!




**WEDNESDAY  
23 MARCH**

**free** 4PM-5.30PM  
ROOS HQ - HAMER PARK

**GIVEAWAYS,  
SKILLS & DRILLS  
MEET AFLW PLAYERS**

**ALL AGES WELCOME  
ESPECIALLY YEARS 7/8 & 9/10!!!**



A FREE TWO DAY INTENSIVE PERFORMING ARTS COURSE FOR YOUNG CULTURALLY AND LINGUISTICALLY DIVERSE PEOPLE AGED 14-17 YEARS. LIMITED SPOTS AVAILABLE.

## TELL YOUR STORY




**APRIL  
11 & 12  
10AM TO 4PM**

HELD AT HERB GRAHAM RECREATION CENTRE  
38 ASHBY CRESCENT MIRRABOOKA

FOR MORE INFORMATION - CONTACT  
TELLYOURSTORYPA@gmail.com



SCAN TO REGISTER

**COME AND JOIN  
WESTS JUNIORS!**



**HAVE YOU EVER  
WANTED  
TO TRY RUGBY?**

- ✓ OPEN TO EVERYONE
- ✓ NO EXPERIENCE NEEDED
- ✓ U6'S TO U18'S
- ✓ GIRLS AND BOYS WELCOME
- ✓ PROGRESSIVE PATHWAYS
- ✓ TRAINING STARTS IN MARCH
- ✓ GAMES SATURDAY A.M

LEARN A NEW SKILL  
GET FIT  
MAKE FRIENDS

[juniors@westsscarboroughrugby.com.au](mailto:juniors@westsscarboroughrugby.com.au)  
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 21 Shearn Crescent, Doubleview  
[www.westsscarboroughrugby.com.au](http://www.westsscarboroughrugby.com.au)



## Aces Netball Club 2022

All Abilities Welcome  
Boys Born 2009-2015  
Girls Born 2015 Or Before

Training: Tuesday Nights At  
Noranda Netball Association  
Games At Noranda Netball  
Association

**Come & Try Days**  
February 8<sup>th</sup> 2022  
Junior (2005-11) 6.00pm  
Senior (2004 Or Before) 7.00pm

March 8<sup>th</sup> 2022  
NetSetGO (2012-15) 6.00pm

For More Information, Please Look  
At Our Website Or Email Us.  
[acesnetballclub.wixsite.com/website](http://acesnetballclub.wixsite.com/website)  
[aces\\_netballclub@hotmail.com](mailto:aces_netballclub@hotmail.com)





# 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.



The No Limits Program is a fantastic opportunity for people, aged 12 and over, with an intellectual disability to engage with the sport of netball, meet new friends and compete in a safe environment.

This program involves training sessions and games followed by representing Perth Netball Association at the Association Championships held at Matthews Netball Centre over the long weekend in June (5th June – 7th June).

For more information and to register your interest, head to the PNA website at [www.perthnetball.com.au](http://www.perthnetball.com.au) phone (08) 9387 7011, or email [pnaadmin@perthnetball.com.au](mailto:pnaadmin@perthnetball.com.au) Expressions of Interest close Wed 30th March.

<p><b>2022 April Holiday Skills Development Courses Years 7 - 10</b></p> <p><b>ACADEMIC TASK FORCE</b> Achieve Success at School</p> <p><b>Early Bird SAVE 10%</b> Enrol with full payment by Monday March 14th, 2022 to SAVE 10%</p> <p><b>Enrol Today</b></p> <p><b>Improve your school results</b> 6 hour courses - 3 hrs a day, over 2 days</p> <p><b>Maths and English 7-10</b></p> <p><b>Learning Skills</b></p> <p><b>ACADEMIC TASK FORCE</b> Achieve Success at School</p> <p>Email Online: <a href="mailto:academictaskforce@perthnetball.com.au">academictaskforce@perthnetball.com.au</a> Call: 9214 9590</p>	<p><b>2022 April Holiday ATAR Revision Courses Years 11 &amp; 12</b></p> <p><b>ACADEMIC TASK FORCE</b> Achieve Success at School</p> <p><b>Early Bird SAVE 10%</b> Enrol with full payment by Monday March 14th, 2022 to SAVE 10%</p> <p><b>Enrol Today</b></p> <p><b>Revise and Prepare for Exams</b> Short courses:</p> <p><b>Study Skills</b></p> <p><b>ACADEMIC TASK FORCE</b> Achieve Success at School</p> <p>Email Online: <a href="mailto:academictaskforce@perthnetball.com.au">academictaskforce@perthnetball.com.au</a> Call: 9214 9590</p>
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Any soccer players looking to join Inglewood NPL u13s, please contact Ian Munro via [technical-director@inglewoodunitedfc.com.au](mailto:technical-director@inglewoodunitedfc.com.au) to arrange to join in on a training session. There's a few available places for players who would like to challenge themselves on a personal and team situation.



Jan de Jong Martial Arts Fitness has been teaching at colleges and schools in Perth for over 30 years. All classes are conducted in a positive, friendly atmosphere of cooperation, not competition. All students are encouraged to support and help each other, ensuring an enjoyable and fruitful learning experience. Jan de Jong's Ju Jitsu does not teach children to use brute force or violence, but seeks to build confidence, self-esteem and a sense of control over their lives through mindbody training. The instructors always keep this in mind when teaching children and always emphasise the importance of maintaining the fundamentals. Jan de Jong's martial arts are methods of self defence and not sport oriented. We conduct classes in Ju Jitsu, Aikido, Self Protections seminars and courses – see our website <http://www.jandejong.com.au/> for a class schedule.

## Defence Force Recruiting Trades & GE Careers Mini Expo

Saturday, April 2nd 2022

Across every one of our 200 roles, the Australian Defence Force (ADF) offers excellent career opportunities for everyone. If you've ever wondered what a career in the ADF is like, then come along and find out. You'll get to hear first-hand, from current ADF personnel, what it's like to be in the Navy, Army or Air Force. This is your opportunity to find out more about life in the ADF, have your questions answered and learn more about the application process.

11.30am - 1.00pm Session  
<https://www.defencejobs.gov.au/events/event/KA6LRM2>

1.30pm - 3.00pm Session  
<https://www.defencejobs.gov.au/events/event/OEAYMUC>



# PARENTING IN CYBERSPACE

<https://parentline.com.au/cyberbullying/podcast>

Parentline have released a series of 10 podcasts for parents.

Parenting in... Cyberspace is hosted by Aaliyah Talukdar, Parentline's Cyberbullying Consultant. She's joined in each episode by a new guest or expert to share experiences, tips, tricks and links to resources to help support parents and their young ones. They tackle everything from cyberbullying and eSafety, to legislation and reporting.

The screenshot shows the website for the 'Parenting in... Cyberspace' podcast. The header includes navigation links for various age groups and services. The main content area features a quote from Vanessa Amorosi: "If you get online and suddenly it makes you sad, turn it off and go find a mission for the day." Below this, there are buttons to listen on Apple, Spotify, Google, and a link to episodes. A list of 10 podcast episodes is provided, each with a title and a brief description of the guest and topic. The host, Aaliyah Talukdar, is mentioned at the bottom of the page.

**Podcast Episodes**

- Episode 1:** Vanessa Amorosi on dealing with negativity online
- Episode 2:** Parentline Counsellor Chantelle on talking to your children about cyberbullying
- Episode 3:** Dr Marilyn Campbell on why children don't seek support
- Episode 4:** yourtown's Fern on experiencing cyberbullying as a young person
- Episode 5:** Kids Helpline Counsellor Archie on responses and impacts of cyberbullying on young people
- Episode 6:** Gillian from eSafety on reporting cyberbullying
- Episode 7:** Steph from Kids Helpline @ High School on being an upstander online
- Episode 8:** Inez from Youth Law Australia on cyberbullying and the law
- Episode 9:** Ben and Karen from the Beason app on getting kids ready for social media
- Episode 10:** Aaliyah and Kim from Parentline wrap up and look to the future

**Hosted by Parentline's experts**

Parenting in... Cyberspace is hosted by Aaliyah Talukdar, Parentline's Cyberbullying Consultant. She's joined in each episode by a new guest or expert to share experiences, tips, tricks and links to resources to help support you and your young ones.

Parenting expert and Parentline Manager, Kim Harper joins Aaliyah at the end of each episode to break down what's been discussed and talk about how you can start using it to engage with your young people about their online wellbeing and strengthen your existing connection.

**SECONDARY ASSISTANCE SCHEME**

YEARS 7 TO 12  
YOU MAY BE ELIGIBLE FOR UP TO:

**\$350**  
towards school expenses

**DO YOU HOLD A:**

- CENTRELINK HEALTH CARE CARD
- (OR) ● CENTRELINK PENSIONER CONCESSION CARD
- (OR) ● VETERANS' AFFAIRS PENSIONER CONCESSION CARD

Applications Close  
**Friday 8 April 2022**

**Ask School Reception for More Information**