



MOUNT LAWLEY SENIOR HIGH SCHOOL  
An Independent Public School

## PRINCIPAL'S REPORT

As Term 2 comes to an end it is pleasing to see that students have been able to attend excursions and incursions as well as lightning carnivals. As you look through this issue of the Lawley Update I am sure you will be impressed by the wide range of activities that our students are able to access to support their learning journey including visits to the theatre, Mock Trials, Grip Leadership Conference, Scitech excursion and an Indigenous Studies excursion to Kings Park.

On Saturday June 18 we hosted the 18th annual Lawley Art Auction and it proved to be an outstanding evening. Congratulations to Andy Druyan and her extremely hard working committee members who put on a superb event assisted by staff, students and parents. Our thanks go to our fabulous auctioneer Mat Donnelly and Lawley Legend Natalie Locke our wonderful MC. I am told we raised \$35 000 for our SVAPA and music programs. I am so grateful that we have such dedicated and committed parents who readily give up their time to support the school.

On Tuesday night I had the pleasure of attending a performance of the Year 8 Production of Mid Summer Night's Dream at the Tricycle Theatre. What a wonderful performance it was- strong ensemble cast with some standout performers, great set, excellent front of house and stage management. The audience loved the play and the humour they witnessed and definitely enjoyed this fun filled frolic. Congratulations and kudos to Moya Tomas and her cast and also to Natalie Diggins and her team for providing a magnificent night of theatre. Thanks must also go to the SVAPA Parent Committee for running the bake sale stall on the night and thanks also to the many parents who dropped of cakes and slices to be sold during the evening.

The first day of Term 3 for students is Tuesday 19 July. I hope you and your family have a safe and happy holiday.

Lesley Street  
Principal  
Mount Lawley Senior High School

**Last day of Term 2 is Friday 1 July 2022**  
**First Day of Term 3 is Tuesday 19 July 2022**

## STUDENT SUCCESS



Water Polo Australia has announced that **Allegra** (12M3) has been selected for the Australian Youth Women's team for the upcoming FINA Youth Women's World Championships in Belgrade, Serbia. The team will travel to Holland and Greece, before arriving in Serbia, where they will have the chance to train and play against other international teams, to prepare for the Youth World Championships.



Congratulations to **Haylie** (11H1) on being selected to travel to NSW in June to represent WA in a figure skating competition.



Good luck to **Segan** (11S1) who will be competing in the Australian Open under 18 Lawn Bowls championships in Queensland in late June.



Congratulations to **Tomoe** (8M5) who recently represented Western Australia in the National Judo Championship held at Goldcoast Sports & Leisure Centre. Tomoe won GOLD in her age/weight category, and WA came 3rd in the team event, in which she also competed.



Well done to **Lachlan** (7F3) has been selected in the state AFL team (12's and under) and is scheduled to play in the national competition August 6-13 in South Australia



*We hosted our first overseas educators this month, Madam Ng Wan Nah, Vice Principal, High School, Melissa Tan, Vice Principal, School Development from St Francis Methodist School, Singapore with Lesley Street, Principal.*

# NOTICES

## UNIFORMS

With the weather getting colder many students are turning up to school in track pants and jumpers that are not part of the school uniform. There is a requirement that all students comply with the School's Uniform Policy that is printed in the student diary and published on the school's website.

Students who attend school with non-uniform items will be asked to remove them. They will be offered replacement items from Student Services.

**Continued non-compliance with the School's Uniform Policy may result in a student losing their Good Standing.**

Students can purchase new jumpers or jackets from Uniform Concept at 834 Beaufort Street, Inglewood from 9 – 5 weekdays and 9 – 1 on Saturdays and may be able to purchase used uniform items from the Second-Hand Uniform Shop at the school.

Plain jumpers, not hoodies, can be worn under student's shirts if they desire but they must be the same colour as their shirt – white for Upper and Senior School students, navy for Middle School students.



## WA MATHEMATICS PROBLEM SOLVING PROGRAM

Do you have a mathematically able child who loves problem solving? With applications open for Years 4 to 10, The WA Mathematics Problem Solving Program (WAMPSP) provides them with challenge that enriches their learning experience outside the classroom.

Whether your child is looking to stand out as a student, or aspires to reach the Olympiad program, WAMPSP provides the pathway for these opportunities. Just scan the QR code, fill in the form and we will send you a free application. Applications close Friday 16 September 2022. For further information about the program please visit <https://mawainc.org.au/wampsp>

# NATIONAL SORRY DAY



Supporting our Aboriginal Community on Sorry Day. Tasmyn Bean (second left) shared her own story with our staff. Pictured above with FTD Coordinator Tina Purdew-Deegan and Year 12 student Aaron.

## NATIONAL SORRY DAY

Also known as the National Day of Healing, this annual event that has been held in Australia on 26 May since 1998. The event remembers and commemorates the mistreatment of the country's Indigenous peoples, as part of an ongoing process of reconciliation between the Indigenous peoples of Australia and the settler population.

The date was selected because on that date in 1997 the Bringing Them Home report was published. [www.reconciliation.org.au/national-sorry-day-2020/](http://www.reconciliation.org.au/national-sorry-day-2020/)



## YEAR 7 IMMUNISATIONS

Therapy dog Kyzer was on hand for pats, hugs and paw-shakes to support the students taking part in the Years 7 & 10 school-based immunisation program.



# YEAR 10 STUDENT TRY-A-TRADE



Students in Year 10 were given the opportunity to 'Try A Trade' in week six. In fact, they tried out four trades – carpentry, plastering, painting and brick paving. The students worked with a trainer over three days to build a house facade including door frame, windows, installation of shutters and a veranda with decking. The students were quick to learn and enjoyed getting a practical taste of the many career possibilities in the building and construction industry.



# NAIDOC ASSEMBLY

On Monday, 20th June, the school participated in our yearly NAIDOC Assembly. The assembly featured an Acknowledgement in Noongar language by Tahlia-Rae; a Year 11 Follow the Dream student.

Aaliyah (Year 11) and Xavier (Year 10), siblings in Follow the Dream, presented the Reconciliation Canvas. As part of Mount Lawley's reconciliation, we have been working with ECU to produce a canvas with all our Aboriginal students, and their Follow the Dream alumni. We have also asked our non-Aboriginal friends to join us. Our Aboriginal students made the hands-on canvas with Aboriginal art, and the non-Aboriginal students created their hands with words of support. Jasmine John, an artist from Danjoo Darbalung at St Catherine's College and mentor at Follow the Dream, added the final touches to the canvas.

Richard (Year 10) presented a speech on this year's NAIDOC theme, "Get Up, Stand Up, Show Up." Mount Lawley and Follow the Dream alumni Jayda Corunna performed "We are Australian" with backing digeridoo from Wesley's Moorditj Mob. The assembly came to a close with Wesley's Moorditj Mob dance performances.

We were delighted to have special guests such as Kevin O'Keefe (OAM) from the Department of Education, Bek Wiggers from ECU, Zvi Yom-Tov, and Lisa Dunstun from Polly Farmer Foundation, Brendon DeGois from UWA and Simon Millman MLA. They joined Mount Lawley's Indigenous students and the Moorditj Mob for morning tea after the assembly.

Tina Deegan, Mount Lawley Follow the Dream Outreach Coordinator





# NAIDOC WEEK ACTIVITIES





# GAT CHINESE CULTURAL DANCE WORKSHOP



On Week 1 of Term 2, the Year 7 & 8 GAT students were given a hands-on dance opportunity when a guest visitor Ms Tang showed us different types of dance in Chinese culture.

We discovered four main styles, folk, contemporary, traditional and pop. In the classroom, Ms Tang taught us how to recognise and differentiate the dances from each other by the costumes they wore when performing.

We then went inside the Upper School building for a demonstration. Ms Tang performed two dances, one with the ribbon and the other was with the Chinese folk dancing fan. Then the students were allowed to use the props and try to mimic her tricks, including the loud fan and a round fan. Overall, it was a very enjoyable experience for all.

**Jade D and Aprileen S**  
Year 7 GAT students





# AEP MAKES CULTURALLY CREATIVE BRACELETS

Aboriginal Excellence Program (AEP) students have spent several after school tutorial sessions working with Industrial Arts teachers Ms Ngatai and Ms Jones to produce some well-crafted bracelets.

The process commenced with the selection of copper strips, which were sanded down by students until they were smooth and free of any rough edges. The next phase of the operation was to put a thick lacquer of black paint on the metal strips (using oil-based markers) to serve as background for the artistic creations. During the paint drying process, students researched traditional artworks, designs and shapes to assist them in developing their personal designs.

Students prepared their sketches and patterns on paper before using a sharp scribe to etch their designs onto the copper strips. Once the sketches were completed, the Industrial Arts staff placed them in acid baths which helped to highlight the unique features and intricacies of each sketch. After staff removed the bracelets from the acid baths, students polished them before gently shaping them to accommodate their wrist size.

On behalf of the AEP class, I would like to thank Ms Ngatai and Ms Jones for their time, passion and skills in helping students to create a very unique and culturally thoughtful piece of jewellery.

**Dr Philip Paioff**  
Aboriginal Excellence Program Coordinator





# YEAR 8 SCIENCE ROCK CYCLE



Currently, In Year 8 Science, we are looking at the rock cycle. The rock cycle is how the different types of rocks go through various processes to change form into one another. To visually represent this, we used lollies and, in small groups, used all the processes in the rock cycle to show how the rocks would change. We cut all the lollies up to represent the sediment and then squashed them together to represent compaction and cementation. This process resulted in them being all mixed to show a sedimentary rock. We then kneaded them in their plastic bag to emulate heat and pressure, which changed them into metamorphic rocks. We then got two beakers, one with hot water and one with cold water, to do the final stage of the rock cycle. We put the plastic bag with the metamorphic rock into the hot water and left it for two minutes. This process ended up with the lollies melting and representing rocks turning into magma. We then put the bag into the cold water and left it for another two minutes. This process cooled and hardened the melted lollies to form an igneous rock to complete the cycle. We enjoyed learning about the rock cycle.  
Malachi D





# YEAR 8 MEDIA

This semester in Media we have created a superhero from scratch which we designed and gave physical characteristics and personality traits and wrote a story for. After that, we created a comic strip to display the superhero and show a snippet of their story or a quick summary of it. The third thing that we did and are still doing is making a movie trailer to show an overall summary of our imaginary movie which shows the characters' traits and shows a summary of a developing story. We have been developing our filming skills with different shot sizes and angles to add quality to the trailer and make it more technical and coherent. We have also been developing our editing skills to include the best bits of our shots and add them together to make sense and add intrigue and interest for the watcher. The last main skill that we have developed are problem solving skills to work efficiently even if something goes wrong in the trailer-making process or if some of our team members are not present.

- **Julien S**

In Media this year we are learning all about filming, producing and editing to make our own production. Our current project that we are working on is all about superheroes. Our first task was to create a super hero of our own including a set of skills and a visual image of our creation. With the superhero we created, we were asked to produce a movie trailer to showcase our hero and briefly outline their story. To accomplish this we have been taught a wide variety of skills including a range of shots like wide shots and close ups and have been taught all about panning, zooming and tracking, as well as different angles, lighting and the effect that these devices create on the scene we are trying to film.

- **Tayla H**

What are we doing in Media?

In Media this year we are creating a superhero trailer and we must edit it by ourselves. It must be 2-4 minutes long and it needs to include a voiceover, green screening, and lots of different shots/videos. Earlier in the year we created a comic strip and the trailers we are doing now are based on that (most of them). It's super fun because we get to film and move around the school.

What skills are we developing?

With this superhero task we are developing basic editing skills to help us in the future, we get to learn how to green screen, add new clips, add fun audios and we get to make it our own. We also learn how to make new friendships because you get to group up and explore together

- **Charli B**



In Media we're making trailers with our original super hero characters and stories. We've been given a term to film the scenes needed and edit them together in a movie trailer style. This project allows us to develop effective problem solving, teamworking and editing skills that will prove to be beneficial as we progress through high school. So far this has been a worthwhile experience and I'm having fun working with my classmates to create something new.

- **Sophie E**



# YEAR 9 DRAMA : ACTING 101



In Year 9 Acting 101, we were given the outstanding opportunity to learn about realistic acting! Together, we learnt that critical parts of realistic acting include working out your character's motivation, which is called the character's objective, what our character is doing to get what they want, known as the character's throughline, and what gets in the way of the character achieving this goal, their obstacle.

To realistically portray our character, we learnt to interpret a script, work out our characters' given circumstances, and engage in hot-seating: an activity where an actor is intensely interrogated on their character.

For our task, we presented realistic characters in numerous scenes from the 1992 film *School Ties*. While the main characters are all teenagers, they come from very different American subcultures from those we experience. This allowed us to use our teenage experiences to relate to and help become the characters. However, we still had to interpret their motivation, throughline and obstacle as well as be an actor to bridge the divide.

I can't wait to explore more realistic acting and master the skills that I've begun learning during the last few weeks!

**Aliyah B**, Year 9





# SVAPA YEAR 7 : EARLY MORNING CLASS



Year 7 Early Morning Class SVAPA report:  
In the morning class, we worked with CO3's Storm Helmore. We've done numerous physical activities like using shoulder work to create a small dance and showing movement or emotion. We also did activities like the rolling in the shoulders, counts of 8 and many more. One of the activities they did was the pose snap, in groups. We created scenes and poses on a theme, and one theme might have been a family holiday or time at the beach. We had to switch between scenes and create a story with their poses. Another activity was the mirror image, where they had to face their partner and copy their movements like a mirror. They did many fun drills, including strength, movement, listening, and, importantly, having fun! – Year 7 SVAPA

Written by **Hanna B**  
Photographer **Avantika R**





# SVAPA EXCURSION TO PICA AND CBD

On the Ninth of June, the Year 9 SVAPA students were privileged to visit three art exhibitions, the AGWA exhibit, the PICA exhibit and Van Gogh Alive. The first showcases talented year 12's artwork, including hyper-realistic paintings, sculptures, and other art mediums. The PICA exhibit displayed various modern art forms, including video presentations and light work. The last exhibit we attended was the Vincent Van Gogh art show, where we could experience Van Gogh's pieces in a way that furthered our respect and appreciation for art. The recreation of some of his most famous artworks is showcased at the venue as both digital replications and literal interpretations replicating well-known paintings as rooms. We enjoyed this excursion and very much appreciated the opportunity to view such incredible artwork. Ms Thomas





# YEAR 9 SVAPA VISUAL ARTS/DIGITAL MEDIA

## CHARCOAL DRAWINGS

Our wonderful Year 9 SVAPA students have been exploring drawing and mark making using reductive drawing techniques. The process involves developing confidence in creating strong contrast and highlights using willow and compressed charcoal as well as kneadable erasers to create hard and soft edges and blending effects. It is great to see the individual approach taken by students and the confidence demonstrated using media to create tone and 3D form.

Lynda Kuntjy, Program Coordinator  
- The Arts



# YEAR 7 GIFTED AND TALENTED STUDENTS (GAT) CERTIFICATE OF MEMBERSHIP 2022



FRONT ROW L-R : Sofia, Kian, Minh, Dylan, Danish, Jade, Rose, Divleen, Henry, Fuji, Yanis.

BACK ROW L-R: Akshaya Al, Eric, Teo, Aqilla, Eames, Lauren, Lara, Navina, Rachel, Phoenix, Aprileen, Karen, Sum Yee

TOP ROW L-R: Christian, Adam, Aadya.

ABSENT: Joshua Rainard .



# YEAR 12 ATAR ART

The Year 12 ATAR students are all now busily working on their final studio artworks that go in for assessment at the end of the year. Students are exploring themes and events of personal interest to them ranging from emotional struggles and needs through to the fall out of global events on them like the war in Ukraine.

The hive of activity has seen students making their own stretchers, painting boards along with the construction of components to come together in surrealistic sculptures. In a word the mood of the room is BUSY and that is great to see. *Mr Warren*





# ITALIAN INCURSION

# MINDFUL MAY



## YEAR 10 ITALIAN MIGRATION INCURSION

The Year 10 Italian GAT students and the 10.1 Italian class attended an informative incursion about past and present Italian migration to Australia on Friday 20th May.

Dr Susanna Iuliano, a historian, specialising in migration and Italian history, outlined the timeline of Italian migration to Australia from the beginning of World War 1 to the late 1990s. She also explained the cultural impact that the Italian migrants had on Australia during those initial migration periods, including incorporating Italian food into Australian society.

Dr Alessia Di Palma offered a contemporary perspective on Italian migration. In an interactive presentation, Dr Di Palma compared the present migration trends to the past and told of her own experience as a migrant. Overall, the incursion provided insight into the Italian migration experience and was an interesting opportunity to learn about Australia's multiculturalism. Thank you to Dr Susanna Iuliano and Dr Alessia Di Palma for presenting.

**Chloe B**  
*Year 10 GAT Student*



## MINDFUL MAY LAWLEY LAP

Students, staff and Kyzer (the therapy dog) all enjoyed some Mindful Moving in the sun whilst competing for house points.

Murdoch snaffled top places in Middle School and Upper School with O'Connor taking top spot for Senior School. 3 new records were set: Marcus (Yr 12), Mr Mawer with a dazzling lap (male staff), and Ms Bew (female staff).



# GAT WEEK: ENGLISH



**GIFTED AWARENESS WEEK PRESENTATION**  
During the recent Gifted Awareness Week, Year 9 Gifted and Talented students in English analysed and presented on some of the most effective advertising campaigns in history. Students were allocated a campaign and given a short timeframe to research, draft and present to the class. The students' teacher Dr O'Donovan was impressed by the collaboration, speaking skills and content knowledge on display. Students will now select their own campaign, analyse its impact and indulge their creativity by developing their own campaign material.

# ITALIAN INCURSION



## WHY STUDY ITALIAN?

Year 10 GAT Italian students and 10.1 class attended a compelling incursion on the opportunities and advantages of studying Italian at both ATAR and tertiary levels on Monday 16th of May.

From the University of Western Australia Italian Department, Dr Joshua Brown kicked off the presentations by highlighting an Italian university pathway. As a fun addition, he showcased some of his student's work, including an Italian dubbed scene from *Finding Nemo*. Dr Brown also explained how students' ATAR would benefit from studying Italian as a subject. Class of 2020 student Ella Dickie spoke about learning Italian Language through to Year 12 and is currently a student at UWA. Included in her presentation were beautiful photos from her travels to Italy, from delicious food to spectacular scenery of the Italian landscape. Overall, the incursion provided a helpful understanding of what it would be like to study ATAR Italian and student life at university. Thank you to Dr Joshua Brown and Ella Dickie for offering their insight.

**Chloe B**  
Year 10 GAT Student



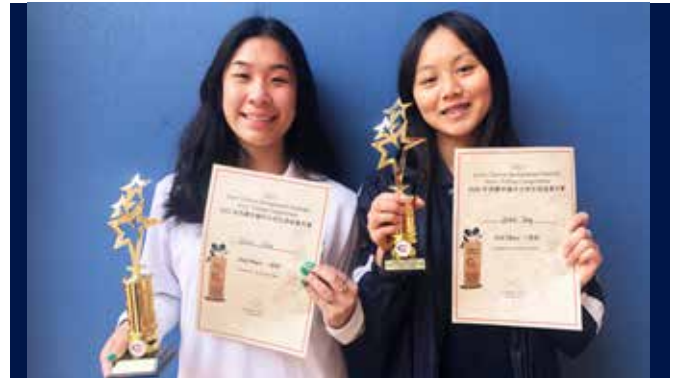
# LANGUAGES & YEAR 10 CONFERENCE: GRIP



## UWA LANGUAGE TEACHER PILOT PROGRAM

Over the last 12 weeks the Mount Lawley Languages Department has been involved in a pilot program in collaboration with the University of Western Australia. The pilot program has been part of a broader strategy to support schools to implement language programs with the aim to increase the number of language teachers in the workforce.

In this project, high achieving third year university language students enrolled in a semester-long Work Integrated Learning unit. Three successful students (Jiangzhou (Jo) Nie, Jessica Clarke, Victor Trindade Jennings) were placed to work as language assistants in Chinese, French and Italian to support language teachers. The university students worked under the direction of the mentor language teacher and assisted with classroom activities and the preparation of resources. Through the program it is hoped that students they may be enticed into the world of language teaching.



## CHINESE STORY TELLING COMPETITION

Year 10 Chinese Language students **Elena** and **Jodie** participated in the Chinese Language Teachers Association of WA (CLTAWA) Chinese Background Story Telling Competition. Elena won the second prize and Jodie won the third prize in their age category (14-15 Years). They both received a trophy and a certificate for their achievement, how exciting!

### Lesley Liu

*Teacher - Languages (Mandarin and Japanese)*



## YEAR 10 GRIP LEADERSHIP CONFERENCE

The Year 10 councillors attended the Grip Leadership Conference held at Perth Convention Centre, supported by Edith Cowan University. We learnt about having integrity as a leader, finding opportunities for a cohort, and working effectively as a team. We were provided with a handbook filled with fun activities to take back to our school and put to practice. The delivery was enjoyable and captivating, and interacting with other schools to find out what we as student leaders could do better was invaluable I highly recommend this leadership convention as it was very informative and enjoyable, giving us the skills to lead our cohort successfully.

### Ashanti A

*Year 10 Councillor*



# YEAR 7 GAT & AE STEM EXCURSION TO SCITECH

On Friday, the 27th of May, the Year 7 GAT and AE students ventured into a day of fun and learning. They travelled to Scitech by bus, where they learnt about science!

We began the day with a quick break from the bus ride and split into two groups. We started with some time to explore the exhibitions and then did some special activities. We engaged in a hands-on workshop, and students worked in groups to follow an innovation process to design, test and refine their prototype of a sustainable wind turbine. We also partook in a solving crime activity, where observation, data gathering and code-breaking skills were an important asset. We explored the science and technology behind spying and espionage. We also explored air pressure in a super fun and educative show called 'Under Pressure'. We finished the day off with a planetarium film called 'We are Stars' that explores the creation of The Universe, our Solar System, and life's origins on planet Earth. This was the highlight of the day!

The excursion was fantastic overall, as we got to spend the day outside of the classrooms and learn about science at Scitech. Thank you to the wonderful hosts and presenters at Scitech, and a huge thanks to Ms Thomson and Ms Fitter for making it all happen and tagging along.

**Rose H** Year 7 GAT











## YEAR 8 HISTORY INSTAGRAM PROFILES

This term in HASS, we have been focusing on Medieval European History. We have recently taken a look at Charlemagne and his life as the first emperor of the Holy Roman Empire. We learnt that Charlemagne accomplished many things, such as establishing a common currency and providing free education to the upper class and extending it to the lower class, such as peasants and serfs. As an introduction to this topic, our teachers, Miss Durham and Miss Wan set us on a task to research Charlemagne’s lifestyle and accomplishments in an engaging and fun way by creating an Instagram profile page for him. We found interesting facts about him, from having five wives and 18 children to how the pope assigned him the role of the emperor as a thank you for bringing him back into the church after being previously kicked out. This task allowed us to be independent in our learning whilst enjoying being creative.

**Lana D (8S2), Daisy S (8S2), and Teodor S (8S2)**  
Year 8 students



## YEAR 7 SCIENCE WATER CYCLES

In Year 7 science we have been learning about the water cycle also known as the hydrologic cycle which describes the movement of water above, on and below the Earth’s surface, and the 3 states of water. We had an investigation based on the water cycle. The purpose of this investigation was to model the water cycle and how water evaporates, condenses and finally precipitates.

We found out how the processes of evaporation, condensation and precipitation work. The water in the beaker represented oceans/seas, the ice represented cool air up in the clouds and lastly the droplets of water from the plastic film represented precipitation (rain, fog, snow, sleet and hail). The investigation was fun and enjoyable to do, especially watching the precipitation fall.

**Leah S (7H3)**  
Year 7 student



# YEAR 10 INDIGENOUS STUDIES EXCURSION

This year a new elective, Indigenous studies, was available to the Year 10 students. We spent the semester learning about various events and practices of Indigenous people, across the whole of Australia. On the 2nd of June, we added to this knowledge by visiting Kings Park, also known as Kaarta Garup. This added an exciting and hands on approach to the course. We spent the morning exploring and gathering our own information on Kaarta Garup, learning about the history and wildlife within it. In the afternoon Kerry-Ann Winmar, a Whadjuk Noongar author and tour guide showed us around the park. She read us her own translation of a traditional dreamtime story, and then continued to educate us on native flora and fauna and its uses within the park. We had the opportunity to taste some bushtucker and explore the park with her guidance. All of the students had a fantastic opportunity to study and discover Indigenous culture and knowledge this semester and had great time whilst doing it.

**Amy C** (10M3) and **Stephanie J**(10M3)  
Year 10 students





# MIDDLE SCHOOL ASSEMBLY TERM 2



## Year 7 SUBJECT AWARDS

### Sem 1. FRONT ROW L-R:

Eric Maths & Music,  
Josephine Science,  
Ardini Home Ec & HASS,  
Angelia English,  
Multi-Arts Nya,  
Alicia Media,  
Timothy Computing.

### BACK ROW L-R:

Isabella, Health Ed,  
Emily Home Ec & Art, Haylee  
Home Ec,  
Asha Home Ec,  
Paige Home Ec,  
Gretta Drama,  
Cindy D & T. Absent Mackenzie  
Markovic PhysEd.



## Year 8 SUBJECT AWARDS Sem 1

### FRONT ROW L-R:

Cameron PhysED,  
Meher English,  
Methika Science,  
Renee Maths, Khyati HASS,  
Ariella Media,  
BACK ROW L-R Elena D&T,  
Maisie Drama, Amadee Computing,  
Kate Art, Sunny HealthEd.

*Absent: Hannah Health Ed,  
Amelia Taylor HealthEd,  
Scarlet Blechynden HomeEc,  
Conrad Cvitan Music.*



## YEAR 7 LANGUAGES

### FRONT ROW L-R:

GAT Italian Akshaya,  
Chinese Emily,  
GAT Chinese Navina, Italian Violet,  
French Mila,  
Japanese Leah.

### BACK ROW:

Japanese Ardini,  
Korean Kalani.



## YEAR 8 LANGUAGE AWARDS TERM 2

L-R: Ms Chapman, Korean Daisy , French Eva , GAT Italian Amethyst , Italian Ella , Italian Ginevra, GAT Chinese Meher ,  
Chinese Yvonne , Ms Hatzis. *Absent :Japanese - Isla Karol*



# MOCK TRIALS

Mount Lawley Senior High School completed Round 1 of the Mock Trial Competition with a clean sweep, winning all three trials. Over the course of three nights, our teams competed against teams from Duncraig Senior High School, Kingsway Christian College and St James Anglican College at the Old Courthouse Museum.

Students played the role of the Defence in a criminal matter, with the Prosecution alleging that our client, a 67 year old pensioner, had stolen items from his neighbour, including toilet paper, coins and \$500. Students had to learn rules of evidence, courtroom etiquette & decide how they would use the facts in the witness statements to create their case. They have been preparing for this trial for about 10 weeks, attending after school meetings and helped by volunteer lawyer coach, Dino Todorov. The students have made huge gains in understanding of the law and of teamwork, and then had to get it all right on the night to come away with well-deserved wins.

Team 1 (Year 10): A very strong victory, scoring very highly with the judge and demonstrating excellent teamwork. Barristers - **Angela** and **Joshua**, Solicitor - **Indigo** Witnesses **Zoe** and **Naaman**, Judge's Associate - **Sophie**, Reserves - **Alex I**, **Shirin**, **Aryan**, **Mikaeel**, **Hana Sakane**.

Team 2 (Year 10 and 11): Our more experienced team, showcasing their fantastic advocacy skills against a very skillful Prosecution team. Barristers - **Indigo** and **Nikita**, Solicitor - **Harriet**, Witnesses - **Claire** and **Aliyah**, Judge's Associate - **Abigail**, Reserves - **Mia**, **Regina**, **Katie**, **Priya**.

Team 3 (Year 10): A team had to deal with late changes, but triumphed in adversity, showing the depth of their preparation. Barristers - **Gabriel**, **Alex** , Solicitor - **Mallissaa**, Witnesses - **Tommy** , **Seth**, Judge's Associate - **Belis**, Reserves - **Elena**, **Kate**, **Isabella**, **Elizabeth**, **Sofia**.

Ms Linden and Ms Galavan congratulate all teams on their success and we look forward to starting our preparations for Round 2 as soon as we can.

**Siobhan Galavan**  
Teacher - HASS





# YEAR 7 GAT& AE PICTURE BOOK INCURSION



On Wednesday, the 15th of June, the Year 7 GAT and AE students attended an incursion about the picture book 'The Viewer' by the Australian author Gary Crew and Australian illustrator Shaun Tan. Picture books have been our main subject during English this term. This incursion allowed us to extend our understanding of visual language and apply it in a new context. Natalya from the Literature Centre was the presenter and was super fun. We started the incursion with quick introductions, and she explained that we would be reading 'The Viewer', which is about a boy who goes to the dump and finds a view master who takes him on an adventure back in time.

The original illustrations of the pages were on display around the room. Natalya explained that we were the last school group to have a look at them because they had to be sent back to Shaun Tan in Sydney. We got to look closely at each one and returned to our seats. Using her PowerPoint presentation, Natalya gave us a detailed analysis of each page, explaining why some drawings were there and describing the visual elements used. When we all had a better understanding of the book, we were handed the original copies to share with a partner and read the book from start to finish. With a vast knowledge of the book, it was amazing!

After the incursion, we made our viewer illustrations based on the structure and symbolism used in the original picture book. We included various major world events from our lifetime, such as COVID, Olympics, Ukraine, Black Lives Matter, space exploration, technological advancements, etc.

The incursion was spectacular, and we all had so much fun. It was great to see a beautifully considered picture book and understand the thought processes and detail put into each illustration. Thank you to Natalya from the Literature Centre; you were an amazing presenter, and a humongous thanks to Ms Thomson for making it all happen.

Written by **Rose H**





# YEAR 7 PICTURE BOOK ASSESSMENTS



In English, Year 7 students studied picture books. Students were given a page of text from picture books and designed an illustrated page. Students composed annotations to identify and explain the visual elements used and presented their illustrations to the class in a speech.



Below are some student thoughts on the project:  
 Jaxon - "It was interesting learning about the techniques used to create a picture book page"  
 Natasha - "I really enjoyed making my drawing and annotating it".  
 Finn - "I was very proud of what I achieved"



# HOUSE SOAP RACING

House members were given a bucket, bottle, bar of soap and the task of making it as small as possible. Students recruited house mates and applied equal amounts of integrity and good cheer as they competed for house points. Congratulations to Murdoch who came out on top in Middle School and to Forrest who claimed victory in Upper School.





# MINDFUL MAY PUTT PUTT



## THE PUTT PUTT CHALLENGE

Lots of fun and happy banter was enjoyed by all as Houses and Departments participated for glory and house points. Student Services set the bar high with Mr Hudson scoring an early Hole in One. There were four more celebrated throughout the day by Erina (Year 11), Yosef and Bronte (Year 9) , and Mr Zen.(It's important to note he had more than one go!) Staff accumulated 1,770 points taking the win over Students on 1,660 points.

Congratulations go to Murdoch & Phys Ed!

- |                              |                                 |
|------------------------------|---------------------------------|
| 1st - Murdoch (570)          | 8th - Grounds (140)             |
| 2nd - Phys Ed (560)          | 9th - Languages (100)           |
| 3rd - Student Services (440) | 10th - Media Staff (90)         |
| 4th - Forrest (400)          | 11th - Library/ICT (70)         |
| 5th - O'Connor (390)         | =12th - English (30) & Art (30) |
| 6th - Hackett (300)          | 14th - Home Economics (20)      |
| 7th - Office/Admin (240)     | 15th - HASS (10)                |





# HEALTHY ACTIVE : MENS HEALTH



Men's Health is super important!!

One inspiration for male health comes from Jim Carrey - Mr Funny Man himself!

Quote:

*"I believe depression is legitimate. But I also believe that if you don't exercise, eat nutritious food, get sunlight, get enough sleep, consume positive material, surround yourself with support, then you aren't giving yourself a fighting chance."*



Jim Carrey has struggled most of his life with depression as well as living with a diagnosis of ADHD. And still, in many ways, he has thrived. Mental health is serious business and sometimes we need help by both medical professionals and medication, but there is also a lot we can do to set ourselves up for success. Exercise. Eat right. Surround ourselves with things, people and activities that are positive for us. Design a life we can't wait to live into!



Staff and students also contributed quotes which were placed on the social media pages throughout the week, with the Jim Carrey post receiving the largest number of hits reaching over 10,000 people to our post. The Student Wellbeing Committee provided a bake sale & games during lunch one outside the Student Services building to support Mens Health Week. Claire Bew Health Active Coordinator.

"I motivate myself to be the **best version** of me that I can be. One way I do this is by **working out at the gym**. This lifts my **self esteem** and puts me into a position where I can be **productive and successful**."

 MLSHS  
Year 12  
Male Student

"Make sure you **laugh at least once a day**. Research tells us it increases your serotonin and dopamine levels."

 Mr Michael Camilleri  
Associate Principal, Operations



"One thing I do to maintain my mental health is **doing things I enjoy** (sport, gym). I also enjoy **spending time** with people I'm close with. **I strive for success** in everything that I do."

 MLSHS  
Year 12  
Male Student

"**What goes around comes around.**"

Listen to music!  
Go to the gym!

 MLSHS  
Year 10  
Male Students



# YEAR 7 BOYS AFL FOOTBALL



On Friday, 27th May, nominated Year 7 boys participated in the WAFC Metro Carnival at Jubilee Reserve. With this being the first opportunity for Year 7 boys to participate in an AFL carnival and represent Mount Lawley Senior High School, the whole group was extremely eager and excited.

This eagerness transferred onto the footy field, with the team winning 4 out of 5 games and only narrowly losing to Governor Stirling in the final. Congratulations to all the students who were involved and represented the school in such a positive way.





# AFL WOMEN'S PLAYER HAYLEY BULLAS VISITS

Hayley Bullas from the West Coast Eagles AFL women's team came to Mount Lawley Senior High School and ran a session with the Year 7/8 Girls in PE class. Hayley was an inspiration to the budding football players in the group.

Hayley spoke to the group about how she became inspired to play Football after doing it in Year 8 Physical Education class and became involved from there. It took her four years to be drafted from club footy to AFL. She initially played for Essendon VFL.

**Danielle Huljich**  
Teacher - Health & Physical Education





# YEAR 7 - 10 GIRLS AFL FOOTBALL CARNIVAL



On the 3rd of June, a Year 7/8 & Year 9/10 team represented Mount Lawley Senior High School at the WA Football Commission Girls AFL Carnival, playing against other schools in the Swans, Perth and East Perth districts. Both teams looked the part in the school's two different Indigenous guernseys with their matching pink socks. The Year 9/10 girls were lucky to wear the new AFL girls' uniform. It was the first time our girls wore the latest design by Year 11 **Aliyah Henwood** at a carnival. The girls were fortunate enough to be visited by some members of the AFLW Dockers team and receive some team posters from them. Both teams had some good wins throughout the day and fantastically represented the school at the carnival.

Maddie Morskate  
Mount Lawley Senior High School  
Health and Physical Education Teacher





# SSWA NETBALL CARNIVAL YEAR 8-12



On 4th May, the first SSWA Netball Carnival was held at Fremantle Netball Centre, with six girls' teams representing Mount Lawley SHS. Two teams from Year Eight in the lower division, two Year Nine/Ten teams in the Middle division and two Year Eleven/Twelve teams in the Open division. All students were exceptionally well behaved and joined in supporting the other teams when they had a bye and helping officiate games. We were also lucky enough to be joined by some 2021 MLSHS Leavers, Olivia and Llewelyn, to help coach/umpire the Year Twelve team. One of the Year Eight teams were undefeated throughout the day, and they were joined by a Year Nine/Ten team to progress through to the next stage of the School Sports Netball Carnival.



This next carnival took place on Thursday, 23rd June, where the two Mount Lawley teams were to play against schools from all areas of Perth and the Southwest. The Year Eight team had close results throughout the day, with a draw, win and one-point loss included in their efforts. The Year Nine/Eight team had strong performances throughout the day, remaining undefeated whilst beating Churchlands SHS, Butler College, and Darling Range Sports College. This meant they were to play in a final against Warwick SHS at the end of the carnival. Unfortunately, they couldn't get over the line against a strong outfit. Both teams worked well all day, showing great teamwork and sportsmanship and positively represented Mount Lawley Senior High School. A special mention must go to Year Ten student Sofia Strano who umpired for both teams throughout the day, demonstrating excellent service and skill."



Madeline Morskate, Health and Physical Education





# OUTDOOR EDUCATION: SAILING

Outdoor Education has been an unforgettable experience of a lifetime. From swimming with jellyfish at the crack of dawn to creating unbreakable bonds with your crew, sailing has opened my eyes to the real joys nature holds. I have learnt to love how the river sounds when we flow smoothly through it with little wind, as well as the crashing of the white caps in heavier winds as we bump over each wave, attempting to keep our boat upright. Through thick and thin, our crew has stuck together and supported each other, strengthening the undeniable bond of friendship held.

## **Eloise S**

In semester one of Outdoor Education, we have had the opportunity to learn to sail, tie many different knots and partake in an orienteering competition. Throughout term one, we would head to Nedlands Yacht Club every Friday at 7:30 AM to learn and refine our sailing skills. We were taught by the master of sailing named Graham, who instructed us on the most essential and advanced sailing skills. After enduring many hard and tiresome sailing lessons, our skills were put to the test when we were forced to take part in a two-day sailing expedition. On the first day, our course took us to South Perth foreshore - day one was mostly a calm and enjoyable day of sailing. The second day of sailing had taken us to Walter Point, but unlike the first day, it was heavily raining, and the waves were extremely choppy. We were sailing in the most extreme conditions known to man, but it was beneficial as it made us use every skill we learned from Graham. Once we completed the sailing part of the course, we started learning many types of rope tying - including the fisherman's knot, alpine butterfly, reef knot, bowline, figure 8, figure 8 on the bite, figure 8 follow through and more. Recently we had partaken in an orienteering competition which involved having us use our orienteering skills, using maps and compasses.

## **Daniel S**

Outdoor Ed is an excellent opportunity for high school students to want to explore different outdoor activities like they did when they were younger. So far this year, we have been on a sailing expedition and an orienteering excursion. Both trips gave us great experiences in learning new things and becoming more aware of our surroundings. Not many kids enjoy the outdoors as much due to the rise in technology. They aren't earning an appreciation for nature. Through outdoor Ed, they would be able to learn more about Australian nature, especially about the wildlife in and around the Swan Valley. In our units to come, we will go bushwalking and on a trip to Rottnest Island, where we will learn to surf, snorkel, and fish. As a whole, Outdoor Ed will help the



students in the class to build a greater bond with each other and also with the nature surrounding them. Outdoor Ed allows kids to look forward to something and have a little break from schoolwork.

## **Giorgia C**

Outdoor Education has been an amazing experience to have taken part in; being involved in sailing, orienteering, and more has enriched my relationship with nature and fellow classmates. Through our two-day sailing expedition, where we sailed across the Swan River, my classmates and I learned how to sail and work as a team whilst experiencing the fresh air and the astonishing river. Outdoor Education was eye-opening as I got out of my comfort zone and experienced new and exciting activities.

## **Daisy E**



# ASSEMBLY AWARDS

## YEAR 12 ASSEMBLY: AWARDS FROM LAST YEAR



The Walter Horeb  
Literary Award  
2021(Poetry)  
Asal (Ally) with Associate  
Principal SS Julie Simon



ECU Engineering  
Award Physics & 100%  
Attendance In 2021  
Minh (Kha) with  
Dr Themelina Paraskeva  
ECU School of Engineering



ECU Engineering Award  
Physics 2021  
Maths Methods: Nevin  
with Dr Themelina Paraskeva  
School of Engineering  
ECU Joondalup



The Law Society  
Mock Trials 2021  
Charlie with  
Year 12 Coordinator  
Josephine Robinson



100% Attendance  
In 2021 awarded to Daniel  
with  
Year 12 Coordinator  
Josephine Robinson



Anne Griffiths Scholarship  
2021  
Mohammed  
(absent)



SCHOOL COLOURS AWARDS 2022  
Brendan: *Service, Service 1 bar Service 2 bars.*  
Mia: *House, House 1 bar, Service, Service 1 bar,  
Service 2 bars, The Arts, The Arts 1 bar.*  
Chloe: *Academic*  
Laura: *Academic, Academic 1 bar,*  
Lena: *Academic, Academic 1 bar*  
Absent:  
Amy: *Service, Sport, The Arts House, Academic*  
Presented by Simon Millman, MLA Mount Lawley.

## YEAR 11 PRINCIPAL'S AWARDS SEM 2 2021

Huynh, Minh  
Pham, Huu Trung  
Bell, Sacha  
Pang, Bo Roger  
Lee, Tiffany  
Mann, Montana  
Webster, Dylan  
Doukidis, Oscar  
Agha Amiri, Asal  
Wiley, Kira  
Mistrah, Nour  
Nguyen, Ngoc  
Tran, Sean  
Chapman, Charlie  
Chong, Kailey  
Crockford, Olivia  
Deighton, Matthew  
Feng, Jia Cheng

Hamilton, Ella  
Murphy, Olivia  
Norris, Elliot  
Papas, Tahlia  
Ryan, Daniel  
Soji, Nevin  
Gazieva, Lola  
Gopalakrishnan, Karishma  
Hardingham-Braid, Angus  
Leung, Ching  
Pierce, Daniel  
Wickramasinghe, Thisal  
Wu, Oliver



YEAR 7 COMMUNITY MERIT AWARDS  
Term 2



# ASSEMBLY AWARDS

## YEAR 12 ASSEMBLY: AWARDS FROM LAST YEAR

### YEAR 11 TOP OF SUBJECT AWARDS 2021

#### THE ARTS

Harry Boss Drama ATAR  
Rose Palacios Drama General  
Will Moldrich Media, Production & Analysis ATAR  
Tim Jeffreys Media, Production & Analysis General  
Gareth Chavand Music: Jazz ATAR  
Cyril Wibowo Music: Western Art Music ATAR  
Olivia Crockford Visual Art ATAR  
Angela Pangilinan Visual Art General  
Michelle Warner English General

#### ENGLISH

Lachlan Holden English ATAR  
Lola Gazieva English as an Additional Language ATAR  
Quoc Nguyen English as an Additional Language General  
Asal (Ally) Agha Amiri Literature ATAR

#### HEALTH & PHYSICAL EDUCATION

Ashley McPhee Cert II Sport Coaching  
Mila Bukilic Outdoor Education General  
Luke Vervest Physical Education Studies ATAR  
Perry McQueen Physical Education Studies General  
Charlie Chapman Health Studies General

#### HUMANITIES & SOCIAL SCIENCES (HASS)

Charlie Fosberry Ancient History ATAR  
Jadzia Weatherald Ancient History General  
Bill Pham Economics ATAR  
Luke Vervest Geography ATAR  
Jadzia Weatherald Geography General  
Buddy Kavanagh Modern History ATAR  
Olivia Crockford Politics & Law ATAR  
Tiffany Lee Psychology ATAR  
Salwa Khan Psychology General

#### LANGUAGES

Avelyn Lwe Cert II Applied Language Korean  
Ngoc (Linh) Nguyen Chinese Second Language ATAR  
Sacha Bell French Second Language ATAR  
Tiffany Lee Italian Second Language ATAR  
Zipang Wang Japanese Second Language

#### MATHEMATICS

Daniel Ryan Mathematics Essentials General  
Matthew Deighton Mathematics Applications ATAR  
Nevin Soji Mathematics Methods ATAR  
Nevin Soji Mathematics Specialist ATAR

#### SCIENCE

Matilda Beel del Alamo Biology ATAR  
Minh (Kha) Huynh Chemistry ATAR  
Nour Mistrah Human Biology ATAR  
Sonam Wangmo Human Biology General  
Minh (Kha) Huynh Physics ATAR

#### TECHNOLOGY AND ENTERPRISE:

##### BUSINESS & COMPUTING

Einav Marom Accounting & Finance ATAR  
Darcy McGough Applied Information Technology ATAR  
Anya Zheng Applied Information Technology General  
Einav Marom Business Management & Enterprise ATAR  
Andrew O'Flaherty Business Management & Enterprise General  
Montana Mann Career & Enterprise General  
Hayden Wong Certificate II Business  
Angus Hardingham Computer Science ATAR

##### DESIGN & TECHNOLOGY

Shota Koyama Certificate II Engineering Pathways  
Eloise Osborne Certificate II Visual Arts (Photography)  
Shota Koyama Engineering Studies General  
Shayla Harding Materials, Design & Technology: Wood General

##### HOME ECONOMICS

Matilda Beel del Alamo Cert II Hospitality  
Naomi Wright Children, Family & Community

### MIDDLE SCHOOL TERM 2 COMMUNITY CHAMPION AWARDS



Paige  
Community 3  
Year 7



Harrison  
Community 4  
Year 7



Liam  
Community 5  
Year 7



Milla  
Community 1  
Year 8



Erik  
Community 2  
Year 8





# SCHOOL WELLBEING PROGRAM

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 Username **MLSHS** Password **MLSHS6050**

## POSITIVE EMOTIONS

### + GRATITUDE

### POSITIVE SELF-TALK

**WHY:** by understanding that you have the power in yourself to contest negative thoughts through positive self-talk, you will be able to maintain a healthy state of wellbeing.

**HOW:** self-talk are *I can* and *I will* statements that you create and say over and over to yourself in your head. For example, I can put in more effort to learn new approaches and I will master this subject. Look at the index to see examples that you could use and make up some of your own.

Acknowledgement: Ryan & Deci

**DO:** what is something you are finding hard to do, that self-talk could help you to achieve?

.....

.....

.....

What is an example of self-talk that you could use right now?

.....

.....

.....

Which resilience skill could help you?

.....

## ENGAGEMENT

### + MINDFULNESS

### GRIT

**WHY:** by understanding that grit is when you add passion and using your strengths for long-term self-control, you will have the motivation to keep going when you think you can't.

**HOW:** write down a goal that you passionately want to achieve and why you are so determined to do so. Then, write down obstacles and challenges that you will have to overcome to get there, and the strategies you will use to do this. Most of all, accept your full range of human emotions.

Acknowledgement: Duckworth & Smith

**DO:** when is a time you used grit to achieve a goal you were passionate about?

.....

.....

.....

What is a long term goal you would like to accomplish and what do you need to do?

.....

.....

.....

Which resilience skill could help you?

.....

### WEEK 19

Often some of the most negative messages students receive come from their own mind chatter. 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 that they are permanent. One of the most effective positive coping strategies to overcome negative mind chatter, is to 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. They start looking for what is right in what they are doing (see Positive Self-talk page 132). A good idea is to make up 4 or 5 self-talk statements and practise saying them to themselves, 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 entering their minds. 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 that they have what it takes to achieve what they set out to do. Share that this will change their thinking from can't do to can do.

Acknowledgement: Ryan & Deci

#### PARENT WELLBEING

Showing and having empathy for other peoples' needs and feelings in our communities is the social glue that binds us together. We are hard wired to be at our best when working cooperatively with others to accomplish mutual goals. People feel valued when others show them empathy, which in turn, releases the powerful feel good brain chemical serotonin, which boost everyone's wellbeing. Who showed empathy for you today?

Acknowledgement: Rievich & Shatte

### WEEK 20

Grit = passion + long term persistence + self-control of emotions and impulses. It is that X-factor of resilience which enables students to push through when they think we can't. Grit and social-connectedness are the two most powerful predictors of student success.

Also, having the capability to stay focused on the job at hand and ignore distractions is an important skill to cultivate in students to ensure their personal and academic growth. Using the strengths leadership, bravery, self-control and perspective will connect them with the moment, enabling them to do the right thing and do the thing right.

Teaching students the difference between activity and action will raise their self-awareness of when they are involved in action or activity. Activity is being involved in things with little purpose and when on autopilot. Action is being decisive with things that matter and intentionally following through with meaning and purpose. When students show grit, they are full of action.

Other ingredients which contribute to having grit include believing that other people matter and having a higher purpose in life to make a positive difference. Also, understanding that the right thing to do is nearly always the hard thing to do and then being prepared to do it.

Acknowledgement: Duckworth & Smith

#### PARENT WELLBEING

The best way to build your wellbeing and personal growth is through giving of yourself to make a positive difference to others' lives; doing good to feel good and feeling good to do good. Giving adds meaning to your life. Do little kind things for others often to send out ripples of wellbeing feelings, which will eventually, find themselves back to. How often do you smile and say hello to other people?

Acknowledgement: Frankl & Nakanishi



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## RELATIONSHIPS + EMPATHY

### EMBRACE JOMO



**WHY:** by having regular breaks from the pretend world of social media, you will experience the uplifting positive emotions which come from JOMO, Joy Of Missing Out.  
**HOW:** JOMO enables you to avoid opening others' best imagined selves, which often, causes negative feelings in them because they don't match up with what's happening in reality. Be happy with your best real self and you will be surprised how good you'll feel without social media, because you can be with family and friends.

*Acknowledgement: Losada & Fredrickson*

**DO:** What is a benefit for you of trying JOMO?

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

When not online do you FOMO "fear of missing out", and why do you feel this way?

.....  
 .....

Which resilience skill could help you?

#### WEEK 21

Addictions are associated with feeling anxious and experiencing low moods. Many of the addictive behaviours from a decade ago, such as underage drinking and smoking have nearly halved, while anxiety and depression have more than doubled. What has occurred is that a new more powerful addiction, FOMO has been created, affecting many on social media. The other issue is that many parents are attempting to assist their children with these new addictive behaviours, using strategies that aren't effective anymore. It was once said, doing the same things and expecting different results is insanity. Fear Of Missing Out (FOMO) has become such a powerful problem, because so many young people can't help themselves and are connected 24/7 to not miss out, often resulting in upsetting outcomes.

A strategy well worth trying is discussing with students the value of Joy Of Missing Out (JOMO). Essentially, it is about feeling joyful because they choose to not be immersed in the pretend world of social media, where much of what is posted and communicated is about how people would like to be, not how they actually are. JOMO enables students to break the mindless social media addiction of FOMO through experiencing positive emotions because they are missing out on things that don't matter.

*Acknowledgement: Greenfield & Fredrickson*

#### PARENT WELLBEING

To become the person who you want to become and be there for other people reflect on:

- Reliability – can people depend on you?
- Openness – can people expect you to deliver both good and bad news?
- Competence – can people depend on what you produce?
- Compassion – do people feel you treat them with consideration and respect? What are you doing well?

*Acknowledgement: Anil Mishra and Karen Mishra*

## MEANING + PURPOSE

### ACTS OF KINDNESS



**WHY:** by giving of yourself to do acts of kindness and service for others, you will build respectful relationships to boost both their and your wellbeing.  
**HOW:** giving of yourself adds meaning to your own life. It is about doing little things often, such as saying hello, smiling or using welcoming body language. Remember, from little things, big things grow. When you feel flat, other's positive responses to your kindness will lift your spirits through the release of serotonin and oxytocin into your bloodstream.

*Acknowledgement: Diener, Lyubomirsky & Dutton*

**DO:** when is a time being kind to someone lifted your spirits?

.....  
 .....

Do you get more satisfaction from giving or receiving acts of kindness and why?

.....  
 .....

Which resilience skill could help you?

#### WEEK 22

Studies have shown that it is the frequency of positive emotions, not their intensity, which builds students' and our wellbeing most effectively, especially when it is through in person social connection. This effect is multiplied when it involves doing good for others to feel good, and feeling good to do good. These actions are called acts of kindness, and they show a willingness to reach out for social connectedness, a key skill of social-emotional resilience.

The most important point for us to impress upon students is that acts of kindness don't have to be big things, but rather regular little positive words and actions to lift others' spirits and wellbeing. Actions such as, a smile, making an effort to say good morning, a wink and asking how they are feeling, all generate positive emotions in others and themselves.

We all have millions of mirror neurons which copy the expressions and moods of those around us. We can all remember being inspired by others positivity and unfortunately, also being pulled down by others negativity. Asking students to write down in their planners/journals what kind acts they did or received, will build the resilience skills, self-control and empathy, to be on the lookout for opportunities to be kind.

*Acknowledgement: Diener, Lyubomirsky & Dutton*

#### PARENT WELLBEING

Have an Attitude of Gratitude by looking for, appreciating being grateful for the things that make you feel happier, no matter how small, remembering something that made you smile recently, writing down three things that you are thankful for, and sending a hand written note to a person that you're happy to have in your life. When have you shown an attitude of gratitude this week?

*Acknowledgement: Diener*



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## ACCOMPLISHMENT + OPTIMISM

### GROWTH MINDSET



**WHY:** by understanding that you grow your brain's abilities by practising harder new approaches, you will feel courageous through having a growth mindset.

**HOW:** like resilience, you are not born with a growth mindset. It is developed through your willingness to choose to put in the effort to deliberately practise what you learn, seek feedback on your mistakes and then fix them by learning more intelligent approaches. Practising more difficult tasks means that you will need to accept getting about 30% wrong.

Acknowledgement: Dweck & Ericsson

**DO:** when is a time you have challenged yourself to deliberately practise more difficult tasks?

.....  
 .....

When is a time you failed at something and then learned new ways to achieve it?

.....  
 .....

Which resilience skill could help you?

.....

## HEALTH + STRENGTHS

### SLEEP FACTOR



**WHY:** by accepting that for many students, sleep deprivation due to 24/7 social media and gaming is severely threatening their health, you will be more likely to choose wisely.

**HOW:** there are bedtime routines that work to have a deep and uninterrupted sleep, which include, devices off and in another room, reading, journaling ideas, what went well and what you are looking forward to, meditating and deep breathing. Every night, your mind and body need 9 to 10 hours sleep to rest and recharge.

Acknowledgement: Rath & Breus

**DO:** what bedtime routines are you using to sleep well?

.....  
 .....

What things do you need to change to have a deep and uninterrupted sleep?

.....  
 .....

Which resilience skill could help you?

.....

### WEEK 23

There are two extremes to mindsets. Fixed, this is the way I am and nothing can change my abilities, they are permanent. Growth, I can grow my brain's abilities by learning new more difficult approaches. Neuroplasticity has proven that we can build new neural pathways through trying things just beyond our current capabilities. Most of our mindsets are somewhere in between these two extremes. Moving them towards growth is the way to achieve enhanced personal and academic outcomes.

When students understand and believe that they can stretch their brains' abilities by making private efforts to practise more intelligent processes, they are empowered to fail well. That is, making mistakes by trying more difficult things and then correcting them by learning new more intelligent things.

There are two types of student goals:

- process – setting incremental things to achieve regularly to accomplish their goals; growth mindsets.
- performance – focusing on maintaining the status quo of the end result, not the process; fixed mindsets.

Teaching students to set process, not performance goals, encourages them to use their top strengths to continually lift their efforts to explore new ways to approach their learning which builds their attention and broadens their engagement.

As Michael Jordan once said, to achieve something, you must have expectations of yourself.

*Acknowledgement: Dweck & Ericsson*

#### PARENT WELLBEING

Being grateful for and appreciating the people, mother nature and little things in your life, connects you to things outside of yourself.

Doing this also enables you to self-generate positive emotions in yourself because you are content that enough is good. Describe who special people and what are little things that you are grateful for and connect with to feel good about yourself.

*Acknowledgement: Seligman*

### WEEK 24

At least 9 hours deep and uninterrupted sleep and rest are non-negotiable essentials for the healthy development of young people, and organised bedtime routines will ensure this. Listening to students' opinions on things like sleep is important, but it is our role to ensure they are informed and knowledgeable about it. Sleep deprivation is a massive issue for many students and is having a profound effect on their physical and mental wellbeing, because both their bodies and minds are not being rested and recharged. Also, essential growth hormones, which are released during sleep, will not be able to do their job.

Those students with a 24/7 addiction of being connected to their peers by having their phones on all night, makes deep and uninterrupted sleep impossible. Interestingly, studies have revealed that over 60% of adolescents are unhappy and exhausted by this, don't understand the consequences of a lack of sleep and rest, but continue to stay connected because of FOMO. Also, the blue screen light from mobiles stimulates adrenaline release, adversely affecting the sleep hormone melatonin, further preventing sleep.

Assertive parenting of insisting no mobile or computer after 9.00 pm is the answer; it may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

*Acknowledgement: Rath & Breus*

#### PARENT WELLBEING

The shadow side of a strength is when you underuse, misuse or overuse it. For example, if prudence is one of your strengths, the shadow side could see you afraid to try something new or for social intelligence, you would be forever glued to your phone screen. For three of your strengths describe a time you used them on the shadow side. Do you pause to give yourself self-awareness time before you speak or act?

*Acknowledgement: Seligman*



# 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.



**Cyril Jackson Senior Campus**  
**Education Support Centre**    **Years 10-13**



53 Reid Street, Bassendean  
 Phone: 9413 4850  
[www.cyriljacksonesc.wa.edu.au](http://www.cyriljacksonesc.wa.edu.au)

Find us on Facebook

## OPEN DAYS

*If your child is disengaged from learning and is at risk of being a non attender, Cyril Jackson Senior Campus Education Support Centre may be the answer to facilitate successful re-entry into school.*

Our school has a flexible approach to learning which focuses not only on how students learn, but how our educators teach. We offer an array of innovative programs and small class sizes set in amongst the calm of a beautiful natural setting. We have no school uniform or sirens during the day which works harmoniously with the Senior Campus.

Our vision is to increase independence and we understand that this looks different for each of our students - individualised education is at the heart of our ethos at CJSC ESC and we invite you along to one of our Open Days to see firsthand how we ensure successful outcomes for our students.

<b>Open Day one:</b>	Tuesday 28 June, 2022
<b>RSVP:</b>	by 23 June, 2022 by email - <a href="mailto:CyrilJackson.SCESC@education.wa.edu.au">CyrilJackson.SCESC@education.wa.edu.au</a>
<b>Open Day two:</b>	Thursday 4 August, 2022
<b>RSVP:</b>	by 28 July, 2022 by email - <a href="mailto:CyrilJackson.SCESC@education.wa.edu.au">CyrilJackson.SCESC@education.wa.edu.au</a>
<b>Time:</b>	8.45am - 11.00am
<b>Location:</b>	53 Reid Street, Bassendean
<b>Refreshments:</b>	Coffee and Morning tea provided.

### SCHEDULE

8.45 am	Arrive at school, please sign into passtab at CJSC ESC admin building
9.00 am – 9.30 am	Program overview and meet the Teachers
9.30 am – 9.45 am	Question time
9.45 am – 10.30am	Guided tour of the Centre
10.30am – 11.00am	Morning tea at Bean@bilty Café in B3 classroom.

*Disable Parking available at front carpark on Reid Street.  
 Follow signs to Education Support Centre.*



**INTERNATIONAL SPORTS CAMPS**  
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**JUNIOR STARS 5-11**  
**SENIOR CHAMPIONS 12-15**

Experienced coaching panels and guest star coaches attend each camp program  
 Program Open to boys and girls of all standards!

**PERTH 3 DAY CAMPS**  
**APRIL CAMPS**

**SPORTS**  
 AFL Football, Basketball, Netball, Hockey, Soccer

**LOCATIONS**  
 Jolimont, South Perth, Warwick, Churchlands, Mt Claremont

Past guest coaches have included Jake Waterman, Nathan Vardy, Karl Langdon, Damian Martin, Emma Cosh, Alice Teague Neeld, Jessica Anstiss, Kaitlin Nobbs, Neil Kilkeny, Mitchell Oxborrow and many others.

**35% CODE: ISWIN35**

Call 1300 418 204 or visit [iscamps.com.au](http://iscamps.com.au) for details



**Learn to play a sport that is fun, dynamic, competitive, safe, and can be enjoyed all year round!**



### Scarborough

Scarborough Leisure Centre  
 Saturday 2:00pm - 4:00pm  
 (during school term)

### Wembley

State Netball Centre  
 Thursday 4:00pm - 6:00pm  
 (during school term)

Coach: Lily Buttrose  
 0428 192 821

Register online  
[www.badmintonwa.org.au/juniors/wings-clubs](http://www.badmintonwa.org.au/juniors/wings-clubs)



We are bringing badminton closer to you!

Join the Badminton WA Wings Club to take advantage of a structured and fun badminton program, designed to suit all juniors aged 7 to 17 and delivered by nationally qualified coaches.

Annual membership includes a free club T-shirt and full Badminton WA membership entitlements.

Badminton WA junior holiday programs including camps and competitions are provided separately.





# 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.

## BACK BY POPULAR DEMAND!!

### CREATE FOR A DAY | PERTH CAMPUS Saturday July 2 | 10AM - 3PM

In the April school holidays SAE ran Create for a Day, a one-day creative workshop open to high school students and the feedback was so great that we have decided to hold another one in the July school holidays!

SAE Perth is opening its doors AGAIN this July for **SAE Create for a day**, a one-day program to expand student skills and get them working on inspiring creative projects in the fields of **Animation, Audio, Design, Film, Games, Music Production or Songwriting.**

Are your students creatively inclined and thinking about studying creative media? **Create for a Day** will get students behind the scenes and pursuing their passion!

Don't miss out on the chance to experience life as an SAE student and discover what it means to be a creative professional in state-of-the-art facilities with industry experts by your side.

**On the day**, attendees will learn valuable practical and collaborative skills as they work towards building a creative piece of work. They will also receive a certificate of participation to acknowledge the creative project they have undertaken.

Due to the tertiary level of the workshop content, this event is open to anyone aged 15yrs and above (Year 10 and over).

All workshops run at the same time, therefore only one workshop type can be attended by an individual.

**Cost: \$25 per person (inc GST)**

**Lunch included**

\*Tickets are limited, don't miss out!

**REGISTER NOW**

**Lisa Bowra**  
Schools Engagement Officer

116-120 Roe St, Northbridge  
WA 6003 Australia

+61 (0) 8 6217 4100 | Reception  
+61 (0) 86217 4122 | Fax

[l.bowra@sae.edu](mailto:l.bowra@sae.edu)

<https://www.eventbrite.com.au/e/sae-create-for-a-day-workshops-perth-tickets-335073011397>

## 2022 July Holidays Skills Development Courses Years 7 - 10



**Early Bird SAVE 10%**  
Enrol with full payment by  
Monday June 13th, 2022  
to SAVE 10%

**Enrol Today**

**Improve your school results**  
Short courses:

**6-hour courses - 3 hrs a day, over two days**

#### Essay Writing

Learn essay writing techniques that will refine your writing skills for life. You will learn how to create great essays using a structure that can be adapted to any subject.

#### Maths

For students who would benefit from revising Maths calculations and concepts to prepare for the new term. This course will give you a boost in confidence, address gaps in knowledge and extend your understanding of the subject.

#### English

You will review difficult concepts and increase your reading and writing skills with time for you to practise. Our qualified teachers will provide feedback on your work and guide you on how to improve your marks.

#### Learning Skills

Learn how to study effectively and spend less time studying. Improve your time management, develop homework strategies that work and many more skills to improve schoolwork.



#### We boost students' school results

Join over 150,000 students who have improved their academic performance and results with Academic Task Force.



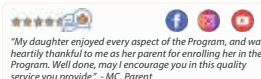
#### Our teachers are the best

We have a team of highly qualified, experienced teachers ready to help maximise your school performance.



#### We are results driven

Since 2015, Academic Task Force students achieved: 2 Beazley Medals, 94 Subject Exhibitions, 114 General Exhibitions, 300 Certificates of Excellence, 1,708 Certificates of Distinction and 1,275 Certificates of Merit.



Academic Associates and Academic Task Force are part of the Academic Group. Enrolment Terms and Conditions: Please see our website for our policy on payments and refunds. Other subjects and times may become available; classes may be cancelled or changed depending on demand. See website for any changes.

**Enrol Online:**  
[www.academicgroup.com.au](http://www.academicgroup.com.au)

**Call: 9314 9500**  
[learn@academicgroup.com.au](mailto:learn@academicgroup.com.au)

## 2022 July Holidays ATAR Revision Courses Years 11 & 12



**Enrol Today**

### Revise and Prepare for Exams

**10-hour courses - 2 hrs a day, over five days**

Each 10-hour course provides thorough subject revision and exam question practise to give you the best possible preparation for Semester 2 exams.

#### With our ATAR revision courses, you will:

- ✓ Increase your confidence and maximise your performance
- ✓ Receive expert teaching from subject specialists
- ✓ Revise and enrich your understanding of course content
- ✓ Get top tips and strategies to boost your marks in your exams
- ✓ Receive a workbook and study notes to take home to support your exam revision

**Study Skills:** Learn how to study effectively and spend less time studying. Improve your time management, goal setting, reading strategies, exam and stress management techniques.

**Essay Writing:** Learn essay writing techniques to refine your writing skills for life. You will learn how to create excellent essays using a structure that can be adapted to any subject.

**Early Bird SAVE 10%**  
Enrol with full payment by  
Monday June 13th, 2022  
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#### We boost students' school results

Join over 150,000 students who have improved their academic performance and results with Academic Task Force.



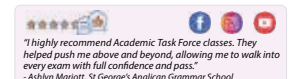
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Academic Associates and Academic Task Force are part of the Academic Group. Enrolment Terms and Conditions: Please see our website for our policy on payments and refunds. Other subjects and times may become available; classes may be cancelled or changed depending on demand. See website for any changes.

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[www.academicgroup.com.au](http://www.academicgroup.com.au)

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