



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

The new school year started well, and we welcomed 324 new Year 7 students and 17 new staff to the school. Due to Health and Education Department directives we have been required to cancel, postpone or make changes to some school events including the House Swimming Carnival.

I am hopeful that these can be rescheduled for a later date or conducted online. I encourage parents/carers to look at the Term 1 calendar on the school website for the most up to date information.

By now you will have received a notification via Consent2Go to update your medical and contact details. Whenever you change your phone number, residential and email address please contact the school. By now all parents/carers and students should be able to login to Connect - the Department's integrated online communications platform. When you login you will see information about your child's schooling including notifications, attendance details, course and assessment outlines and resources.

Despite Covid restrictions, on Friday 11 February we were able to host the students from the Class of 2021 who were eligible to be inducted to the 90s Club. It was heartening to hear about the many different courses they were pursuing including Law, Medicine, Engineering, Psychology, Film Studies, Economics and Business. Terry Hatzis, 2021 ATAR Dux delivered a wonderful address on behalf of his classmates. Overall, the 2021 Year 12 results were very pleasing with some outstanding individual and subject results.

As a result of our growing local enrolments we had 3 new transportable classrooms delivered over the holiday. Even more exciting is the news that we will be receiving a 20 classroom build due for completion in 2024.

I look forward to meeting you at school events when the restrictions are relaxed.

Lesley Street
Principal

STUDENT SUCCESS



Year 12 student Kha was awarded the Year 11 highest achievable score in Western Australia in ICAS Science 2021. Due to the COVID 19 restrictions we were unable to celebrate Kha's success at a school assembly, Mat Winter, Science Program Coordinator presented Kha with his medal and certificate in his Science class.



Angus (1001) and **Cassia** (1002) have been selected for their respective Under 15s State Hockey Teams. They are traveling to NSW in April for the National Tournament. Both students play for local hockey club, Modernians Hockey Club and have also represented the school last year during various hockey tournaments.

Last day of Term 1 is Friday 8 April 2022

First Day of Term 2 is Wednesday 27 April 2022

NOTICES



APPOINTMENTS DURING SCHOOL TIME

If a student has an appointment (eg. doctor, dentist) during school hours, they must follow the below procedure -

1. The student **MUST REPORT** to Main Administration Office Student Attendance desk **BEFORE SCHOOL** with a note from their parent/guardian noting the date, collection time and purpose of the appointment.
2. The student will be issued with a green 'Leaving Early' slip that gives them permission to go to the Main Administration Office at the stated time.

Students will not be permitted to leave class without a green 'Leaving Early' slip.

3. Student presents the green 'Leaving Early' slip to their teacher at the beginning of the lesson.
4. The student signs the exit diary at the student attendance desk in the Main Administration Office and returns the green 'Leaving Early' slip.
5. A Department of Education Leave pass will be issued to the student.
6. If returning the same day, the student must sign the entry diary as the Main Administration Office Student Attendance desk before returning to class.

It can be difficult to collect students from class when this procedure is not followed, often resulting in a delay before the student can make their way to the Main Administration Office.

STAY UP TO DATE WITH ALL THINGS LAWLEY

SKOOL BAG APP

CONNECT NOW APP



SOCIAL MEDIA



@mlshs



@lawleylive



@mountlawleyseniorhighschool

NEWS



HEALTHY LUNCH BOX DAY

On Friday 11th February, Middle School students participated in Healthy Lunch Box Day during Lunch 1 and 2. They sampled some healthy snacks prepared by the wonderful teachers in Home Economics, and learned how to make informed food choices to create a culture of positive health behaviours. Students played 'guess the food game', giant 'Jenga' and giant 'Connect Four'. They also had the opportunity to meet Claire Bew - this year's Healthy Active Coordinator.



YEAR EIGHT ITALIAN LANGUAGE STUDENTS PLAY BOCCO

Precision, placement and just the right amount of power play a role in completing the perfect roll. Italian Language students battled for bragging rights as they played Bocce, Italy's rendition of the much-loved sport, lawn balls! Students have been learning about popular Italian pastimes including various sports and hobbies. Bocce is played all over the world with many students' saying the pallino (white ball) is regularly rolled out at picnics.



Health Centre

In a Snapshot



Ambulance Cover

It is important that your family has ambulance cover. This policy covers all family members. In an emergency, an ambulance will be called and will incur a significant cost to the family budget. A typical journey can cost up to \$1,000. Ambulance cover gives you one free trip per year for each family member.

The School Nurse is available on telephone 0408 715 087 or direct line 9471 0324. School Health Nurse's office is located in Student Services building. The entrance to the building is bright green and is sign posted HEALTH CENTRE and located near the Main Administration Office.

If you require help / assistance in completing your young person's Health Care Forms, you can make a time to see the nurse who will be able to assist you with this. The nurse is available from 08:00am, before lessons commence in the morning.

Sick Students

Parents must ensure that students who are sick, **must stay home** so they can rest and recover. This will ensure that the school community including students and teachers are not at risk of becoming unwell due to cross infection.

When to Visit Nurse

Students are able to see the nurse in break times. They can see the nurse if the matter is urgent during lesson time, but they must have their diary signed by their teacher.

School Injury

Students should not be accessing the Health Centre to address sporting injuries that have occurred at home or at after school activities.

1

SICK STUDENT AT HOME

Keep students at home if they are sick. Contact the Absentee Officer. QR code below for contact information.



2

SICK STUDENT AT SCHOOL

The Nurse will contact Parent/Carer to collect their child from the Health Centre ASAP



3

MEDICAL CONDITION

Make sure that the student's Health Care Form is up to date. Contact the Nurse to update on 9471 0324



90S CLUB - CLASS OF 2021



On Friday 11th February 2022, we were delighted to induct 52 students from the Class of 2021 into the 90s Club (students who achieved ATAR scores of 90 and above). Congratulations on this outstanding achievement, we can't wait to see what you do next!

Thank you to Principal Lesley Street, Simon Millman MLA, and 2021 Dux Terry for their wonderful and inspiring speeches.



INDUCTEES

Alisha Abdullah	Rohnan Klifunis
Eloise Allen	Luna Kwang
India Anderson-Prentice	Charlotte Merrillees
Linda Antoff	Sophia Moldrich
Kanya Arunkumar	Madeleine O'Loughlin
Kaitlin Brooks	Miloni Patel
Ben Buchanan	Tai Pham
Asha Callaghan	Lucy Rennick
Jack Carter	Zoe Rintoul
Lilit Catts	Fiona Sam
Samuel Chambers	Josephine Samuel
Noor Cheaib	Max Sandell
Jacinta D'Cunha	Kiani Secco
Lina Doan	Pratistha Shrestha
Basil El-Fahham	Julia Sigismondi
Mahjoub Emad	Laura Stegink
Imogen Foote	Lucas Strobecch
Charlie Gordon	Shlok Talati
Sunny Guo	Claudia Thompson
Terry Hatzis	Eloise Thompson Fanciulli
Seb Hensley	Ellwyn Tovey
Millie Higgins	Charles Varcoe
Emma Hutchinson	River Wernblom
Harrison Huxham	Hanna Wibbeke-Khoo
Victor Iso	Zac Zammit
Maaham Khan	

MUSIC DONATION



SCHOOL MUSIC DONATION

This donation is to support students in need to be able to access private music tuition. The Brown family has a long history as patrons of the arts as well as musicians and performers in their own right. Mrs Brown's daughter Helen is an alumni of the school and was the first recipient of the 'Andrew Davis' Award for Music.'

90S CLUB - CLASS OF 2021



INTERNATIONAL STUDENTS WELCOME



On Monday 7th February, the international students were welcomed to 2022 with a morning tea, where they received their badges and met our school leadership team.

We are happy to introduce Year 10 student Betty, who is from China. Additionally we welcomed back: Year 12 students Bill, Kha, Linh, Quoc and Daniel from Vietnam; Zipeng from China; Colin HK, China; Lilou from France; and Dayam from India, and Year 11 Students Trina and Kee from Vietnam; and Joy, from Korea.



We appreciate the contribution these students make to our vibrant, culturally and linguistically diverse community.

We hope to welcome more international students throughout the year and look forward to the leadership our Year 12 students will be able to provide.



Congratulations go to Bill as the recipient of the Jade Wei award for 2021. The Jade Wei Award is presented to a Year 11 international student going into Year 12, who best displays leadership and integrity.



Jade Wei (1999-2016) was a student of great integrity and academic ability. During her time at Mount Lawley Senior High School she was extremely studious and took a keen interest in all school activities. She was highly regarded amongst her teachers, and loved by her fellow students.



When she died tragically at the age of 17, she had clear goals and a determination to achieve to her maximum ability. She excelled in all that she turned her hand to. Jade was a mentor to other International students ensuring they understood tasks. This award has been established to continue her passion for life and learning.



The award was presented by Jacqui Johnstone, Manager Customer Services, Quality and Compliance, Tafe International Western Australia (TIWA).



Jade Wei

LUNAR NEW YEAR

CELEBRATING THE START OF THE LUNAR NEW YEAR
 Year 7 students celebrated the start of the Lunar New Year on 1st February with a Year of the Tiger colouring-in competition. Outstanding works received a red envelope with a surprise.



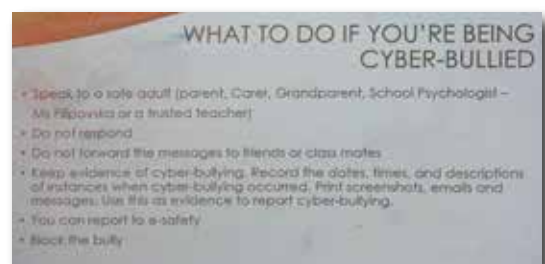
CYBERBULLYING YEAR 7



All Year Seven students participated in CyberSafety workshops run by Safe Counselling Australia during week 4. These workshops encouraged students to have a deeper understanding and knowledge of the cyber world.

The workshop included information on:

- Respect and Consent
- What is Cyber-bullying
- The emotional effects and consequences
- Statistics
- Problem solving discussions
- What to do if you are being bullied online (including how to report it)



YEAR 7 FIRST IMPRESSIONS



We asked some Year 7 students what their first impressions of high school were -

Year 7 has been the best time I've ever had at school. The hardest bit has been finding my classes but I've only gotten lost once and that was when I was trying to find Home Economics. My favourite thing to do at lunch is to relax in the library with a good book and Kyzer by my side. The librarians are so nice!

Teo (7O5)

Before starting high school, I felt happy and excited. The beginning was good because we were in form for ages and I knew a couple of people in form. At the middle of the day, I got lost looking for Design and Technology! The end of the day was good as well, it was home time! When my parents asked me how my day was, I responded with "It was really good! Except for when I got lost." 3 weeks later, school is still very good and exciting and I haven't got lost since. The library is very good but you have to get there quickly otherwise it's full. On the first few days, I didn't go to the library because I didn't know where it was.

Tayte (7M4)

Before starting high school, I felt really excited but nervous because I only knew one person from primary school. In the morning of the first day, I arrived at school and saw lots of people, everyone was lined up in their communities. We did the class roll and then did some easy work for the day. A week in and I have made friends with lots of people. At the end of the first day when I got home, my Mum asked me how my first day of high school was. I said it was good.

Anouk (7H4)

Before starting high school, I felt really nervous, walking to the entrance but I saw my friend and I wasn't nervous. I did what I needed to do and got it over and done with. The teachers all seemed really nice and even though changing classes was confusing, I made it through my first day. My favourite subject so far is Art but I'm really excited to do Design and Technology. It is now easier to find my way and I'm pretty used to high school. Homework hasn't been too bad but I think soon it will get worse. So far I have enjoyed high school and look forward to the rest of this year.

Vivienne (7H4)

I was quite nervous and a bit excited because I didn't know anyone. I wasn't really looking forward to it because we had moved from Kalgoorlie and I had really good friends, and I didn't want to come. When we arrived, we had a big assembly. During the day we were getting told what we are going to be doing. When we got home my parents asked how school was, and I said it was okay. Three weeks after I am always excited to come to high school.

Aditya (7H4)

The night before I felt really anxious because I thought I would get lost or make no friends. In the beginning I was nervous and I didn't say a single word. In the middle of the day I wasn't that nervous anymore. I made a friend called Ryan, and it was starting to get fun. At the end of the day I was relieved it was over but then I realised I have to do this for a loooong time. Now I enjoy it. When I got home my parents asked me how my day was, and I said better than I thought. Three weeks has passed and I really enjoy it. It's super fun and it's waaay better than primary school. If I could go back in time I would tell myself not to be worried about high school.

YEAR 7 FIRST IMPRESSIONS

At the end of the day I felt amazing that I had made my way through the 1st day of school. I made alot of new friends and was looking forward to seeing them the next day.

The first thing I said to my parents were "It was GREAT, I got a cupcake today from home econ-omics"

- Chloe

The teachers at Mount Lawley are really nice and funny, the subjects are awesome. I love them all, even maths.

Tomas (7O4)

Before starting high school I felt anxious and scared and excited - I couldn't decide how to feel. The beginning: I was sad, it was pretty bad and I was scared because in my first class I didn't have any friends. Then I realised it's normal to be sad on the first day. The middle: I got used to it, I still got lost bit lost but I always found my way, and even if I went in the wrong classroom the teacher would just nudge me and tell me where to go. The end: I found my way to each classroom. It's trying work but it's all worth it. The teachers are nice, and you can always ask for help when you need it. And if I ever get down, I say to myself, "It could have gone a lot worse and I can always meet new people!" I got my way around and met new people. I sit with my friends in the grass sometimes I go to the library to chill in quiet, go see Kyzer and read a book. Or I play on the obstacle course on the oval and climb with my friends.

Juno (7H4)



Before starting high school I felt really nervous but mostly excited! The beginning of high school was scary but then I saw my friends and felt so happy and not scared/nervous anymore. At the end of the day I felt soooo happy and I could not wait for the next day. I sadly got lost so many times but luckily I did not get in any problems with any of the teachers. So far school has been so much fun! I have truly enjoyed everything about it. I have finally learnt where everything is. I have really enjoyed Design and Technology and I can't wait for Media and Art!

Roshni (7M4)

The first day of high school - Beginning: I came from a school far away so I had no friends so it was a bit slow. Middle: It was starting to get better and the day was going faster. End: It was actually a good day at the end. So when I got home my Mum asked we but I didn't really want to say anything because I was tired. The second day I told her that I made a friend and it was good. Week 3 - I feel really good about it now. I've made a few friends and I'm starting to settle in and I'm excited for what's to come. I'm excited to play with my computer and see what it can do!

Matthew (7H4)

Before starting high school I felt really nervous. I didn't know what to do. At school I was kind of alone. Then I made a friend and felt so happy because I thought it would never happen. When I got home from the first day of school I was feeling good and bad at the same time. I don't even know why, School now compared with the first day is much better. At first it seems really big and scary, it gets better. It seems impossible, but eventually finding friends gets easier. Plus the classes are pretty good and they're not too hard. Yet.

Eloise (7F4)



KOREAN LANGUAGE AWARDS

Korean Education Centre in Sydney provides Excellent Awards to the top two Korean Language learners in Australia every year.

In 2021, Mount Lawley Senior High School Korean Language students achieved 90% above in the Korean Language Course. These students were nominated to receive the awards from the Korean Education Centre. The school hosted a ceremony to provide the Excellent Korean Language Learner Certificate and gift to the students from Ms Fay Duda, Honorary Consul of Korea, Western Australia.



추천순위	이름	학년
1	Daisy	7
2	Khishigdari (Dariya)	7
3	Cheng Leng (Cherise)	8
4	Joel	8
6	Thanutda (Minnie)	9
7	Finn	10
8	Lena	10
9	Izak	10
10	Kristian	10



INSAIN PROGRAM



The Specialised Insain Group Visionworks™ Sessions for the Year 12 cohort had students discover clarity around what they would like their future to look like. Identifying barriers that limit their ability to reach their true potential, they looked at opportunities and how to go about taking action.

Students were tasked with developing their own language to declare their vision and inspire others to take action. Students were given the tools to communicate, seek help and connect with others who are allied and who provide beneficial support.

Josephine Robinson Year 12 Coordinator

YEAR 12 PARTICIPANT'S PERSPECTIVE

On the Monday and Tuesday of Week 2 and 4, Sain from Insain, came to speak to us about our futures. In these sessions, we were posed questions such as 'What do we really want out of life?' 'How are we going to achieve this?' and 'What would be our dream experience?'

All of these questions were designed to make us think about our future at a deeper level, rather than just thinking about what ATAR we will reach at the end of the year.

This was, in my opinion, the most well-received speaker we have ever had over the course of our school life, as not only did he acknowledge our dreams, but set some people up with people from their respective dream jobs. For example, one student has been set up with a publisher to review her work on a novel she is working on, another has been promised to be set up with a casting agent, to pursue her dream of being a famous actor, one student who has a dream of being a stand up comedian was even given the opportunity to perform in Week 4 to the audience.



YEAR 7 BBQ

This week Year 7 students were treated to a Welcome BBQ Lunch which was prepared by the Year 8 Councillors. Thank you also to the Year staff and Community Leaders for their organisation of the event.



Photographs by Arnav ACHARYA Year 7 Photographer

CAREERS

Career Conversations - Talking to young people about pathways and opportunities.

Parents and carers can register for a free information session, conducted by the Department of Education, to look at different ways to engage young people about career pathways. Please see the flyer on right for further details.

Construction Futures Centre

The Construction Futures Centre is a fun-filled, interactive space for school-aged children and young adults to explore WA's building and construction industry pathways.

Learn about the many diverse career opportunities within Western Australia's building and construction industry. We've taken virtual reality, augmented reality, videos, games and kinetic sand and designed specific hand-on interactive experiences to educate and inspire the next generation of construction workers.

UPCOMING OPEN DAYS

Sunday 3rd April from 10am - 1pm
 Tuesday 17th May from 2:30pm to 6pm
 Sunday 26th June 10am to 1pm

For further information and to register for the next open day, please visit:
<https://ctf.wa.gov.au/construction-futures>

WA University Information 2022

All the WA universities provide information sessions, tours and one on one counselling appointments throughout the year. To ensure that you receive up to date information about what is happening at each university, please visit their websites.

Curtin University
 Open Day 2022 Sunday 3 April 10am-3pm
<https://openday.curtin.edu.au/>

Edith Cowan University Joondalup
 Open Day 2022 Sunday 10 April 9am -2pm
 Mount Lawley (Including WAAPA)
 Sunday 1 May 9am to 2pm
<https://www.ecu.edu.au/open-day/overview>

Murdoch University
 Open Day 2022 Saturday 19 March 10am-5pm
<https://www.murdoch.edu.au/events/all-events/open-day-2022>

University of Notre Dame
 Open Day 2022 Sunday 20 March 10am-3pm
<https://events.nd.edu.au>

University of Western Australia
 Open Day 2022 Sunday 27 March 9am -2pm
<https://www.uwa.edu.au/study/openday/>

All website are hyperlinked within this page

This is an exciting time for young people to make their mark on the world; the world-of-work is changing and there are many opportunities to explore.

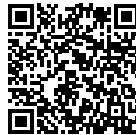
Parents are the greatest influence on the career decisions of their children.

Join the conversation about post school options at our free parent events in your local area. Come along to and hear:

- what industry want from young people
- the opportunities on offer
- young people sharing their experiences
- where to find up-to-date career information.

Together, with schools we can prepare young people for the many opportunities and challenges ahead.

Register for an event



Region	Location	Date
Breakfast events (7:30 am to 8:15 am)		
Central Perth	Perth CBD	Wednesday, 16 March
		Thursday, 28 April
Metropolitan events (7:00 pm to 8:30 pm)		
East Metropolitan	Caversham	Thursday, 9 June
North Metropolitan	Joondalup	Monday, 14 March
	Scarborough	Wednesday, 18 May
South Metropolitan	Lathlain	Tuesday, 17 May
	Henderson	Tuesday, 5 April
	Mandurah	Wednesday, 9 March
Regional events (7:00 pm to 8:30 pm)		
Goldfields	Esperance	Wednesday, 15 June
	Kalgoorlie	Wednesday, 3 August
Kimberley	Broome	Monday, 25 July
	Kununurra	Tuesday, 21 June
Mid-West	Carnarvon	Monday, 2 May
	Geraldton	Thursday, 5 May
Pilbara	Hedland	Monday, 30 May
	Karratha	Tuesday, 24 May
	Newman	Wednesday, 11 May
	Tom Price	Monday, 9 May
Southwest	Albany	Thursday, 24 March
	Bunbury	Wednesday, 30 March
	Busselton	Monday, 28 March
Wheatbelt	Narrogin	Thursday, 17 March
	Northam	Monday, 21 March
Online events (6:00 pm to 7:00 pm)		
All	Online	Wednesday, 6 April
All	Online	Thursday, 26 May



SCHOOL WELLBEING PROGRAM

Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK | Funded by P & C for Year 7 & 8 parents | Available online at <http://learningcurve.com.au> | Username **MLSHS** Password **MLSHS6050**

POSITIVE EMOTIONS + GRATITUDE

POSITIVE COMMUNICATING



WHY: by understanding that 90% of communication is through visual expressions, gestures and posture, while only 10% is through speaking, you will be more self-aware of the body language you use to create positive impressions.

HOW: by smiling, making eye contact, using welcoming body language, and saying hello, you show others that your intention is to be friendly. Everyone has mirror neurons, which copy the feelings and intentions of others, so look up from your phone, and use them well.

Acknowledgement: Greenfield & Lacoboni

DO: where could you practise doing this every day?

.....

When is a time your mirror neurons copied someone's feelings and intention?

.....

Which resilience skill could help you?

.....

ENGAGEMENT + MINDFULNESS

NEUROPLASTICITY



WHY: by understanding that every experience you have rewires your brain, called neuroplasticity, you will be able to grow your brain's abilities through deliberate practice.

HOW: in your brain there are millions of nerve cells called neurons, which join to send messages from neuron to neuron. Practising things you want to develop will strengthen the connections between the neurons, making them easier to do. Stretch your abilities by practising more difficult tasks to create new brain pathways, rather than the same old tasks.

Acknowledgement: Pascual-Leone & Dweck

DO: when is a time you increased the difficulty of what you practised and what happened?

.....

How does an elite performer in any field practise to improve?

.....

Which resilience skill could help you?

.....

PARENT WELLBEING

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

The greatest single influence to living a meaningful and fulfilling life is high quality personal relationships. Nearly everything that we will achieve in life will be through people, with people and by people, so we need to develop our students' interpersonal skills to communicate including:

- using and reading friendly and welcoming body language messages to show positive intentions.
- recognising inference, bias and emphasis in conversations
- developing relationships through making eye contact when having face to face conversations
- learning to listen with their eyes, their ears and their hearts to show that the value other people.
- valuing and considering other peoples' opinions and ideas because they matter
- not being on autopilot and being present and mindful in each and every moment

Our students are digital natives, who in many situations, prefer communicating with their devices rather than having face to face personal conversations with others. And because of this lack of in person interaction, many students are not learning how to read or send appropriate body language messages. They are also missing out on the magnificent feelings which come from serotonin and oxytocin, the brain chemicals released during in person communication. We all possess mirror neurons, which copy the expressions, moods and intentions of those around us, but not so from electronic communication. As such, we need to create opportunities for them to experience the beauty of in person connection to share positive intentions.

"The greatest motivational act one person can do for another is to listen." Ray Moody

PARENT WELLBEING

Your choices shape your life, and research has shown, that 40% of your wellbeing is determined by the choices you make. In the 21st century, many people don't make conscious choices, but live on autopilot following rituals and habits. Refuse to accept that you have no choices. The first choice that you have, is whether you choose to choose. Explore, do you choose to make choices, are you on autopilot, or are you pulled along by other people's choices?

Many parents and teachers encourage students to practise and apply what they learn in class to other situations after school. Any push back from students is part of adolescence, but if they knew how their brains learn new things to build habits, they might well be more open-minded.

Neuroscience has shown that their (and our) brains rewire themselves when they experience new things; called Neuroplasticity. Their brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often they repeat something, the stronger these pathways become and the faster the messages travel down them. Their brains love searching for patterns and deliberately practising creates patterns which in time become their habits.

But on the other hand, when these pathways aren't used, they wither and die. That is why learnt material needs to be revisited for the brain pathways to strengthen. Study and practise develop brain pathways for their memories to remember things. Staying in their comfort zone and only studying and practising what they can get right, results in little or no academic growth. Students need to practise tasks where they get about 70% of them correct, and then learn more intelligent approaches to fix their mistakes for the 30% they find difficult. The character strength perseverance is an effective one for students to action to use to do this.

"To make headway, improve your head." B.C. Forbes



SCHOOL WELLBEING PROGRAM

Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK | Funded by P & C for Year 7 & 8 parents | Available online at <http://learningcurve.com.au> | Username **MLSHS** Password **MLSHS6050**

RELATIONSHIPS + EMPATHY



SOCIAL CONNECTIONS

WHY: by understanding that when you feel a sense of belonging to and acceptance from others, you will experience feel good brain chemicals, oxytocin and serotonin, which fill you with gratitude and kindness.

HOW: by showing that other people matter when you talk with them, they will respond by wanting to connect with you. Their mirror neurons will recognise your friendly intentions. The happiest and healthiest people have strong social connections, which reduce anxious thoughts, improve health and boost personal and academic growth.

Acknowledgement: Diener & Biswas-Diener

DO: what are three things you could do to show other people they matter to you?

- 1
- 2
- 3

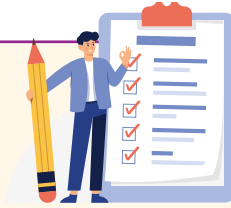
What is an experience with family, friends and others, that filled you with gratitude and kindness?

.....

Which resilience skill could help you?

.....

MEANING + PURPOSE



PURPOSEFUL LIVING

WHY: by creating a purpose to strive for and doing little kind things for others, you will live a life that matters and it will be an exciting adventure.

HOW: to feel that you matter, set goals that you believe you are capable of achieving, feel connected to others and be confident that you have choices. Japanese people call this their reason for waking up every day, their Ikigai. Not having a purpose in your life can cause a lack of motivation.

Acknowledgement: Frankl, Ryan & Deci

DO: what is your purpose, your Ikigai?

.....

Who is someone you admire, who has a strong sense of purpose?

.....

Which resilience skill could help you?

.....

PARENT WELLBEING

Think about and write down what you want others to experience and think when you meet with them. When you are about to talk with other people, pause, to give yourself self-awareness time, and then deliberately practise what you want them to experience. Being self-aware gives you have the power to choose how you will respond. How do you want other people to experience you?

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

Human beings are hard wired to be our best when cooperating with others to achieve things together. When we feel that others think that we matter, a powerful brain chemical, serotonin, is released into our bloodstreams to create feelings of self-worth. When we experience trusting and loving relationships, another brain chemical, oxytocin, is released to make us feel loved and special. Both of these are necessary for our long term wellbeing.

Receiving and accepting positive feedback from family, friends, coaches and teachers on how they are travelling, enables students to use their strengths to self-assess and then set process goals to live by. The adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up until their early to mid twenties. As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them, which often leads to any adult feedback being seen by students as criticism. Social-intelligence is an ineffective strength for students to use here to build social connections.

"A loving heart is the truest wisdom." Charles Dickens

PARENT WELLBEING

Self-discovery is a lifelong process. It is about continuously developing your self-awareness and making small adjustments to be gradually working towards becoming your best self. The key is to be totally honest with the person you see in the mirror, to identify and use your strengths, to celebrate your accomplishments, no matter how small, avoid justifying your behaviours and learn more intelligent approaches to fix the mistakes that you make. Are you on this journey?

The state of adolescent mental health is at an all time low, with one in four young people experiencing significant mental issues. Recent research has indicated that many young people in this situation lack a sense of purpose in their lives, have only one peer group, don't feel a sense of connectedness to school or home, and feel that they lack choice and the competence to achieve what they want to achieve.

Japanese people call their reason for being their ikigai. Essentially it is their sense of purpose in living their lives. Encouraging students to create their own ikigai will benefit their wellbeing considerably, especially when it is about giving of themselves to make other people's lives better.

There are proactive approaches we can adopt to assist them to find a purpose and have a reason to get out of bed every morning, including:

- Asking them to write down what they are looking forward to most each day.
- Every night sharing with their families things they were grateful for today.
- Encouraging students to create several peer groups in other areas, such as sport, leisure and community groups.
- Providing opportunities to set goals for different areas of their lives.
- Giving of themselves to be kind to others.
- Deliberately practising to develop their capabilities.

"Fortune favours the prepared mind." Louis Pasteur



School-based close contact in a high caseload environment

Testing and isolation advice for schools

Close contact definitions in schools

Face-to-face

At least 15 minutes face-to-face contact where a mask was not worn by the exposed person and the person with COVID-19.

Small indoor space/classroom/no mask

Greater than two hours within a small indoor space or classroom environment, where masks have been removed for this period by the exposed person and the person with COVID-19 (note: others wearing masks in this scenario would not be a contact).

Advised by WA Health

Someone who is directed by WA Health that they are a close contact.

Confirmed positive case

Notify your school and isolate for a minimum of 7 days.

- At Day 7, if symptoms are present remain in isolation until symptoms clear.
- If no symptoms after Day 7, leave isolation and no testing is required.



Symptomatic close contact

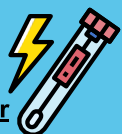
Notify your school. Quarantine for a full 7 days from the last date of contact with positive case; and take a PCR test or a RAT on Day 1 or as soon as possible:

- if positive – refer to **Confirmed positive case**
- if negative PCR, continue to quarantine
- if negative RAT, continue to quarantine and take RAT in 24 hours
 - if RAT positive – refer to **Confirmed positive case**. You must report your positive RAT.*
 - if RAT negative – continue to quarantine.

Take a PCR test on Day 6 or a RAT on Day 7:

- if positive – refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative – and no new household members have tested positive – quarantine ends after Day 7, and people should monitor for symptoms.

***Report your positive RAT to WA Health at www.healthywa.wa.gov.au/ratregister**



Asymptomatic close contact

Notify your school. Quarantine for a full 7 days from the last date of contact with positive case; and take a PCR test or a RAT on Day 1 or as soon as possible:

- if positive – refer to **Confirmed positive case**
- if negative PCR, continue to quarantine
- if negative RAT, continue to quarantine and take RAT in 24 hours
 - if RAT positive – refer to **Confirmed positive case**. You must report your positive RAT.*
 - if RAT negative – continue to quarantine.

Take a PCR test on Day 6 or a RAT on Day 7:

- if positive – refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative – and no new household members have tested positive – quarantine ends after Day 7, and people should monitor for symptoms.

If symptoms develop, refer to **Symptomatic close contact**.

Symptomatic (not a close contact)

Get a PCR test immediately and isolate until the result is returned:

- if positive, refer to **Confirmed positive case**
- if negative, not required to isolate but should stay home where possible until symptoms clear.

If you take a RAT because a PCR test is unavailable:

- if positive, refer to **Confirmed positive case**. You must report your positive RAT.*
- if negative, continue to isolate and repeat RAT in 24 hours - if negative after this follow-up test, you are not required to isolate but should stay home until symptoms clear.