



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

We are halfway through Term 3, and I am amazed by the wide variety of extracurricular activities our students have had the opportunity to access. In the first five weeks of this term, there have been several camps, health forums, an Outdoor Education Expedition, mock trials, concerts, debating tournaments, and students providing help to Rotary events over the weekends.

A new initiative was offered as part of Science Week this year; The Innovators Tea Party. This was a careers event for female students, which presented some of the exciting STEAM (Science, Technology, Engineering, Arts, and Maths) opportunities on offer. A Water Treatment Engineer, Plant Molecular Biologist, Business Analyst, Mines Technical Services Superintendent, and an Illicit Drugs Chemist were some of the guest speakers at this event which was well attended by parents, carers, and students.

A major highlight of the term was the SVAPA Year 8 production of Dream Diner: an interpretation of Shakespeare's Midsummer Night's Dream set in a 1950s American diner. The three nights, sold-out season was very well received. Many audience members took the time to email us to say how impressed they were with the acting and the set and how much they had enjoyed the performances. Well done to Moya, Natalie and Thomas and everyone who assisted to make the production such a success.

Over the last three weeks, the Music Department has been very busy with weekend and after-hours guitar and band festivals, a choral festival, and jazz and contemporary music concerts. The last of which featured 11 bands performing and included 98 music students, with some performing in several ensembles. We are so lucky to have Michelle, Shahna and Dijon, our three brilliant music teachers, who are ably supported by staff from Instrumental Music School Services. We are waiting for the adjudicators' reports, but we already know the students performed at an outstanding level.

Over the last few weeks, our PE department has also been very busy preparing for the House Athletics Carnival, including holding heats for both hurdles and triple jump. I know the students are eager to compete across the many track and field events on Tuesday - both individually and to contribute points for the House Shield competition.

Lesley Street *Principal*

STUDENT SUCCESS



Maya (10F3) and **Diya** (10H3) participated in the Rotary Club of Mount Lawley Club Four Way Speaking Competition Final. Maya won the Club Final for her speech on the need to be more mindful of our casual use of medically related terms in our everyday conversations. Diya came runner-up for her speech on "queer baiting" in the media. Ms Basini reported that both students presented well-considered and passionate speeches and were both engaging and polished in their manner.



Olivia (11M3) is a successful finalist in the Shaun Tan Young Artist Award. Olivia, photographed at the City of Subiaco Library with her painting 'By My Side'. This is a painstakingly detailed pixel portrait of the artist's friend Amy, taking over 500 hours to paint.

PLEASE NOTE - INSURANCE & AMBULANCE COVER

The Department of Education **does not** provide personal accident insurance or cover for student's lost, stolen, or damaged private property or personal items. The responsibility for the replacement of private property lies with parents. Insurance is available for personal items, although please be aware that not all household insurance policies cover personal items.

Parents are responsible for paying the cost of medical treatment for injured students, as well as the cost of an ambulance. Student accident policies are available from insurers, which provide cover for medical and ambulance costs.

STUDENT SUCCESS



Congratulations to **Rachel** (12F1) on being selected by the WA Indonesian Consulate as a part of their Flag Raising Troop for the 76th anniversary of Republic of Indonesia's Independence Day on August 17th.



Sacha (11H3) has progressed to the semi-final of the UN Youth Association Evatt Competition. Sacha, along with the top 29 other teams from across the state, will gathered for the next round on 21st of August.



Isobel (9S1) won awards in the Grey Company's Medieval Re-enactment competition in following categories: Junior Dagger Fighting, Tourney, Show Fighter of the Year and Junior Fighter of the Year.



Ken (11M1) was selected to compete in the WA Secondary School Golf Competition.



Mischa (8S4) has been asked to perform a vocal solo for the WA Government Schools Music Society (WAGSMS) Schools Make Music concert series at Crown Theatre in August.



Oscar, Conrad and Francis (7S2) were invited to participate in WA Youth Jazz Orchestra Club, where young musicians get the opportunity to work with WAAPA staff and students from around Perth.



AUSTRALIAN BAND AND ORCHESTRA FESTIVAL

Our Concert Band 2 achieved "Excellence" in Division B. You would never know that some of these students had never performed in a festival before (due to 2020 COVID-19 restrictions). They played two pieces, at a really impressive standard. Further to this wonderful achievement, our senior concert band, Concert Band 1, received an "Outstanding" achievement in Division A! This concert band is a very young group, with a huge number of important roles being taken by much younger students. The pieces they played were extremely challenging. Their focus, energy, enthusiasm, and importantly professionalism was noticed by many. To see such young students participating in a huge festival in division A is rare, so you can imagine that their achievement of winning "Outstanding" is truly exceptional.

These fantastic achievements are a direct result of the wonderful work done by our band director Lee Stanley. His excellent musicianship was acknowledged by the panel of adjudicators, and his patience and humour is much appreciated by all of the students and staff in our music department.

Michelle Derozario

Teacher in Charge - Music

TERM 3 NEWS



WA SCHOOLS' JAZZ FESTIVAL

Our students participated in three different sections, starting with the Senior Big Band in the Geoff Gibbs theatre. The students performed brilliantly and then attended a workshop given by Freddy Grigson. Our Big Band 2 then performed in the Spiegel Tent. Once again the students were exceptional, performing with energy and enthusiasm! Finally we had our Junior and Senior Jazz Combo perform at the end of day in the Jazz Studio. They blew away the adjudicator with their professionalism. These ensembles were so fantastic - due to the wonderful leadership of Benn Hodgkins and Dijon Summers.



WA SCHOOLS' CHORAL FESTIVAL

Our Choir performed beautifully, with adjudicators awarding us as "excellent", amongst many positive comments. Due to last year's restrictions, this was the first such performance for many of the younger members of our Year 7 - 12 choir. It was a great opportunity for students to showcase their hard-work, and to hear other schools too. The leadership of their director Elysia Murphy was to be commended, as well as the beautiful accompaniment by Alumni Mei Lynn Woon.



YEAR 8 SVAPA PRODUCTION

After a few (COVID-19 related) hurdles, the Year 8 Production performed three amazing shows early this term. 'Dream Diner' saw Shakespeare's classic tale of love, magic, jealousy, and mischievousness, 'A Midsummer Night's Dream', played out against a backdrop of 1950s aesthetics and diner culture. Thanks to everyone who supported the SVAPA (Specialist and Visual Performing Arts) production. Lastly, a special shout out to the hard work of this year's cohort - what a bunch of superstars!

TERM 3 NEWS

PREFECT'S QUIZ NIGHT

On Tuesday the 27th of July, students and school staff had a blast participating in the annual quiz night, competing in teams of 10. The Prefects organised prizes and auction items from local businesses for winners. Quiz topics picked by the prefects ranged from Aussie culture, lateral thinking, TV sitcoms and many more. Songs played by the music students added to the jovial atmosphere along with a bake sale, a raffle draw and a candy jar guessing game. (The candy was painstakingly counted one by one by the year coordinator, Mr. White). The Year 12s of 2021 would like to thank all prefects for organizing such an astonishing event.

Steven (12M1)



NOTICES



UNIFORMS

With the cold weather there has been issues with students wearing items that are NOT part of the school uniform. Notes will not be accepted. Students will be asked to change their items with clothing supplied by Student Services.

In the future the uniform shop will be stocking plain blue (Years 7 - 8) and white (Years 9 -12) long sleeve tops. These can be worn underneath school polo top.

Uniform Shop
832 Beaufort Street, Inglewood
inglewood@uc.nellgray.com.au
(08) 9270 4658

GET ACTIVE THIS AUGUST

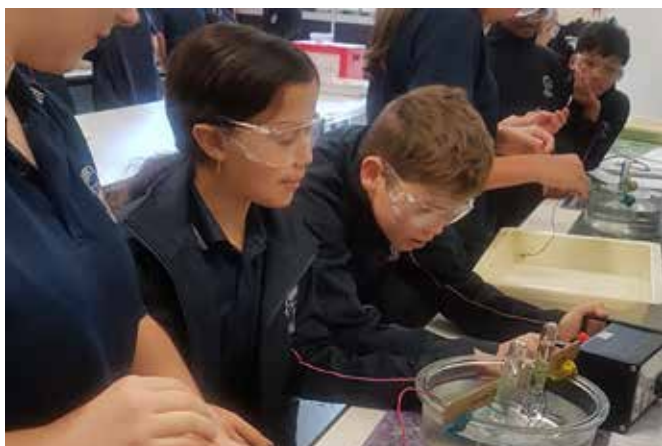
Act Belong Commit's 'Active August' campaign encourages individuals and communities to be active. Being active - physically, mentally, socially, spiritually, culturally - is the starting point for good mental health. Sign up for either - or both! - on Jade's door.

After School Yoga
Wednesdays from 3.15pm - 4.15pm
Weeks 4 - 6: Middle School Community 1
Weeks 7 - 9: Gym Multipurpose Room

After School Fitness Club
Thursdays from 3.15pm - 4.15pm
Weeks 4 - 6: Middle School Community 1
Weeks 7 - 10: Gym Multipurpose Room



TERM 3 NEWS



YEAR 8 CHEMISTRY

We separated water into hydrogen and oxygen gas using salty water, a power pack, alligator clip wires and test tubes. We put the test tubes upside down to trap the gas, and put wires into the tubes under the water, then turned the power on. After that we slowly took out the tubes and another student lit a match to put inside the tube. It made a loud pop or squeak sound. This is a test for hydrogen. It was cool to see the bubbles forming hear the pop!

Romeo (8H4) and **Frankie** (8M4)



JAZZ AND CONTEMPORARY CONCERT

The Tricycle Theatre was host to 98 of our excellent music students across 11 bands. A few of our students even featured multiple times over the evening in more than one genre, which is always fantastic to see! Certificate student **Ace** (11F2) as lighting director, and Music Captain **Genevieve** (12F1) as MC were amazing in their focus and commitment. A big thank you to the Drama department and the Cleaning team for prepping the venue - the scenery from the recent Dream Diner production was an incredible backdrop for the musicians.



ECU MENINGOCOCCAL STUDY

Year 7 and 8 students were invited to partake in an ECU study which is examining the best way to educate young people about Meningococcal Disease. Our students were split into two groups; one to trial an app developed to educate through a gaming experience, and the other group attended an information session about the disease. The research team were extremely impressed with our how our students engaged with the study. Thank you to all those students who participated.



YEAR 12 VISIT FROM TISC

A representative from the Tertiary Institutions Service Centre (TISC) visited the school to talk to half of the Year 12 students who are intending to apply for university through early offers, direct entry or through alternative pathways. It was a valuable presentation which covered a lot of ground. Well done to the Year 12 students who attended, they asked some great questions about their ATAR, and applying for university.

TERM 3 NEWS



ABORIGINAL & TORRES STRAIT ISLANDER CHILDREN'S DAY

The Follow The Dream students, including **Aaron** (11H2), reflected on this year's National Aboriginal and Torres Strait Islander Children's Day theme - *proud in culture, strong in spirit* - in a video for the WA Department of Education. Children's Day has been run annually since 1988 and is the initiative of SNAICC – National Voice for our Children.

Head to our Facebook page to watch the video!



YEAR 12 GEN GEOGRAPHY EXCURSION

Our class conducted fieldwork on the globalisation of food and restaurant culture. We collected data about the impact of major corporations like McDonalds on small businesses in the Victoria Park area. Then in groups, we surveyed local businesses and owners on the cafe strip. Our findings were that diverse migration patterns, access to public transport, and app-delivery services were major factors.

Jo (12H2), **James** (12O1), and **Nine** (12M3)



INSPIRING GIRLS FORUM

Five students were chosen to attend the Inspiring Girls Career Forum, hosted by the Chamber of Minerals and Energy on the third of August. Our school was sponsored to attend by South 32. It was an excellent event to learn about job opportunities within the resources sector.

We were able to hear from a guest speaker, play a game that modelled the process of mining an area, and speak to representatives from companies that have different roles within the resources sector. We learnt about a variety of different job opportunities & career pathways within the resources sector, as well as about sectors that work alongside them, such as catering and hospitality. This excursion was an amazing opportunity to expand our knowledge on pathways that are available for young girls interested in STEM.

NAIDOC ASSEMBLY



ROB RILEY AWARD

The NAIDOC Assmebly included the presentation of the Rob Riley Memorial Prize. This award was named in honour of the late Aboriginal human rights advocate, Rob Riley. It recognises the top performing Year 12 Aboriginal students in public schools each year. The recipients are awarded \$5,000 each for further education and training. Congratulations to **Taylor MacKinnon**.



NAIDOC WEEK



TERM 3 NEWS



WRITE A BOOK IN A DAY

Over 90 students took over the Library for 10 hours on Tuesday of Week 2 to write and illustrate a book from start to finish. To make it even more fun/difficult, specific writing prompts are given to students on the morning that need to be included in their stories.

Digital editions of the books are then shared with children's hospitals across Australia, and funds raised go to The Kids' Cancer Project, a national charity supporting childhood cancer research.



TERM 3 NEWS

BASKETBALL CARNIVAL

On 6th August, we had 4 teams play in the first round of the Year 7-9 SSWA Basketball competition at Warwick Leisure Centre.

Competing against 35 other teams, each team was trying to earn a spot in the top 2 to advance to the next round. There were some stand out performances by both individuals and teams with all 4 teams representing the school with distinction.

The Year 9 Boys team, superbly coached by Ali Carraro, managed to make it through to the final narrowly losing to Kiara College but will progress through to the North of the River finals on August 31st.

Special thanks to all the coaches, scorers and umpires from the Senior School that helped out on the day.

Reid Hamilton

Teacher - Health & Physical Education



TERM 3 NEWS



YEAR 8 LIGHTNING CARNIVAL

Although it was probably one of the worst forecasted days this year, the Year 8 students did a spectacular job thriving and playing in the elements. The lucky participants who played at an inside venue kept warm, the others not so much. Despite the conditions, the show went on, with only the Netballers cancelling due to underwater courts at 12pm. An awesome day with a great bunch students. Well done!

Boys Soccer:

Mount Lawley A - 3rd - A Div

Mount Lawley B - 1st - B Div

Mount Lawley C - 5th - B Div

Girls Soccer: 1st

Girls Basketball: 1st, 2nd, 3rd

Netball: Cancelled

Boys Basketball: Runners up 2nd

Floorball: 5th and below

AFL: 4th

Danielle Huljich and Jackie Halse

Teachers - Health and Physical Education



TERM 3 NEWS



YEAR 11 ATAR POLITICS & LAW

As part of studying different types of political participation beyond being elected to parliament in Australia, each student created a poster about an iconic political figure. The outcome was a wall of unique posters showcasing Australian's significant efforts in law, politics, and activism. The figures chosen included Steve Irwin, Adam Goodes, Bob Brown, Cathy Freeman, Julie Bishop and Grace Tame.



JEANS FOR GENES BAKE SALE

On 6th of August the Student Wellbeing Committee ran a "Blue Bake Sale" to raise funds for Jeans for Genes Day. The organisation aims to find cures for previously incurable genetic diseases. With 1 in 20 kids facing a birth defect or genetic disease, it is definitely a worthy cause! The bake sale sold a range of blue treats, and Ms Basini donated two denim Basini Beanies to be raffled off. A big thanks to everyone involved - we raised just under \$400!



YEAR 10 FRENCH DINNER

The Year 10 French students, along with Ms Martinez Lucas and Ms Hatzis, enjoyed a night of French culture and cuisine at Chez Pierre.

Students practiced their language skills while dining on French classics such as confit de canard avec sauce à l'orange (confit duck finished with a classic orange sauce). Those brave enough even took up the challenge of sampling escargots de bourgogne (snails in garlic butter)!



WHEELCHAIR BADMINTON

The Year 12 Physical Education Studies class tried their hands at wheelchair badminton for a lesson. One of the students, **Lochan** (12O2), who is a Oceania Champion Parabadminton athlete, organised a loan of sports chairs. Students had to move around the court on the sports chairs, while working on their badminton serving technique. After doubles rounds, a game of three on one gave Lochan a (slight) challenge. Thanks to his parents and to BAWA for lending the wheelchairs!

TERM 3 NEWS



UN YOUTH AUSTRALIA EVATT COMPETITION

The cut and thrust of international diplomacy descended upon our Upper School building on Saturday 19th August. It had transformed into the bustling galleries of United Nations HQ, with the staging of Rounds 5 and 6 of the United Nations Youth Association Evatt Competition. Students from across the state gathered to discuss and negotiate the important geopolitical issues of our times. Our school had prepared two participant teams to partake in the competition; representing China were **Nicola** (10O3) and **Sarah** (10O3), and representing Vietnam was **Sacha** (11H3). A special mention must go out to **Ondrej** (11F1) and **Timnit** (12H1) who were present as volunteer helpers but stood in as the nation of Mexico at the last minute due to a withdrawal with no preparation. They were lauded by the conveners for their participation at such short notice.

The smooth running of the competition would not have been possible without a small group of excellent volunteer students who gave up their Saturday to help out. They were kept very busy in the task of shuttling notes and instructions between negotiating nations and their representative on the 'assembly floor' who were speaking to resolutions or proposing amendments. Special thanks go out to **Mariko** (10F3), **Liam** (10H3), **Diya** (10H3), and **Delphine** (10H3) for their vital assistance.

Students were required to deeply research on the issues to be discussed and be prepared to negotiate on amendments that aligned with their nations interests and priorities. Resolutions revolving around drug criminalisation, reparations for former colonies and democratisation of the access to space were all issues of concern in this round.

The competition was organised and convened by



YEAR 6 GAT INDUCTION DAY

The 10th of August was an exciting day for the future Gifted and Talented (GAT) students as they participated in Induction Day. After a series of introductory speeches, parents and students were taken on a tour around the campus - thank you to the Year 10 GAT students that assisted. While parents attended a morning tea, a series of activities were organised so the incoming students to get to know each other and make some new friends for the year to come.

In the Chinese lesson, students watched a video on Chinese culture, which was followed up with game of Chinese jeopardy. Later, students played Chinese chess and hacky sack (jianzi) - a hit with all the students!

For the Italian lesson, students were tasked with acting out famous Italian landmarks, food, and people for cultural charades, analysed idioms, and then it was bingo time! Or as they say in Italiano, Tombola! The next activity was involved the piano accordion and the Italian dance, the Tarantella.

After all the activities, students gathered for a reflection and to say goodbye. They were tired after a fun packed day but buzzing with the thoughts of all the new possibilities awaiting them!

a team of UNYA volunteers, including Mount Lawley Alumni Lily McDonald, and the preliminary rounds will conclude by the middle of August. The top 30 teams - including Sacha - will then move onto the semi-final stage on the 21st of August. Congratulations to all students involved, and good luck in progressing to the next round.

Kieren Pearce

Program Coordinator - Humanities and Social Sciences

MIDDLE SCHOOL TERM 3 ASSEMBLY



TERM 3 NEWS



YEAR 7 - 9 BOYS FOOTBALL EAGLES CUP COMPETITION

After winning the central division in the competition the team were scheduled to play a quarter final against a quality Newman College side (who also won their division) earlier in August. The team played some unbelievable Football which saw us take the win with a score of 30 - 18. To their credit they faced some adversity during the game with some decisions not going our way, but they battled through and represented the school with pride and came away with the win.

An incredible milestone on the day was the unveiling and debut of the school's first indigenous guernsey, designed to fit in with Mount Lawley staff shirts. The boys were so proud to wear the guernsey! Special thanks to all involved in the design, including Tina Deegan and her team, and to Adam Zen for getting these organised and created in such a short time frame.

The following Thursday (12/08) we made our way up to Wanneroo Secondary College to compete for a spot in the grand final. The Mount Lawley Senior High School boys started off quickly and put two goals on the board playing fast and direct Football. Wanneroo then put their foot on the pedal and kicked away to a handy lead for majority of the game. Our boys put in a solid and resilient performance but unfortunately we could not come away with the chocolates.



I would like to thank the boys for putting in an incredible amount of effort and dedication over the competition. The way they represented themselves, their team mates and the school could not be faulted.

Also a big thankyou to the Health and Physical Education department for assisting me throughout the competition and providing help when needed. Finally a massive thanks to all the teachers and executive team for their continual support, I think it's safe to say that the boys felt every ounce of support and well wishes from every single one of you.

Liam Clarkson

Teacher - Health and Physical Education

TERM 3 NEWS



YEAR 9 SKILLS CELEBRATION

On the 5th of August, the hardest working Year 9 students were presented with certificates for their efforts in Semester One at the Year 9 Skills Celebration Breakfast. Special guest, James Banks, came to talk with us about his time at school, and where he has ended up now.

After trying different pathways including hospitality and TAFE courses, James is now a Service Manager at Tesla.

The tips that James gave us were:

- Don't let failure hold you back.
- Pathways and Goals may change
- Recognise your strengths and weaknesses.

After listening to James' inspiring journey, we were provided with a delicious breakfast prepared by the Year 12 Certificate II in Hospitality students.

Amy (9M3)



TERM 3 NEWS

YEAR 10 SKILLS CELEBRATION

Sixty students were invited to a Skills Celebration Breakfast on the 28th of July, as a result of commendable accomplishments made throughout their learning in Semester One.

The Head Boy of 2015, Isaak Wesson, was invited to talk to the students about his experiences throughout and after his schooling years. During Isaak's speech, he gave the students plenty of advice and reassurance that they should apply in their lives; he told them how it is alright to not know what you want to do, and that you should always stick to the pathways that cater to your interests, passions and strengths. He also spoke about the importance of balance, that it is key to balance all aspects of your life, such as your education, or your mental wellbeing.

Isaak told the students about his experiences as a leader within school and outside of it, and what makes a person a good leader. An important take-away for students was that by listening more and speaking less, will you be able to serve the people around you as an admirable leader. He reminded the students that true leadership does not come from a badge upon your chest, but comes as a result of a dedication to inspire and aid those who need it.

The students invited to the Breakfast should be proud of what they have achieved. Isaak's speech gave them plenty to think about and they should use his advice to their advantage. Their experience that morning should inspire them to continue working diligently and achieve more throughout their lives, and that with hard work, you can enjoy comes the fruits of your labour.



TERM 3 NEWS



GIRLS SCHOOL HOCKEY CARNIVAL

On 16th of August, students competed for the first time in the Buchanan Girls School Sports Hockey Carnival. The team was made up of girls from Year 9 - 12 with varying degrees of hockey experience, though they all banded together to make a positive team. They played both metro and regional public schools. Whilst results didn't go their way, the girls represented the school in a great light, and we look forward to many more years participating in the competition.

Madeline Morskate

Teacher - Health and Physical Education



PRIMARY SCHOOL TEACHER VISIT

Year 6 teachers from local intake schools visited early this term to meet with Mr White and Mr Raphael to find out more about our Middle School, and to go on a school tour. This helps the teachers to answer questions from both in-coming students and parents about what awaits them when they graduate from primary school and come to Mount Lawley Senior High School. The teachers also got to catch up and say hi to their previous students that are now in Year 7.

YEAR 12 OUTDOOR EDUCATION SURFING



COLOURS, AWARDS AND CERTIFICATES

PRESENTED AT THE FIRST ASSEMBLY OF TERM 3

COLOURS

Students participate in a variety of curricula and extra-curricula activities. Students who have demonstrated a significant level of competence, involvement and commitment over an extended period of time (a minimum of 3 years) in these activities deserve to be recognised by the school community. These students will be awarded Colours, enamel badges of a particular colour for the appropriate category. Colours can be awarded in five categories: House, The Arts, Service, Sport, and Academic. If they continue for a fourth year, they will receive a badge with one bar and if they continue for a fifth year they receive a badge with two bars. If they do so for all 6 years they will receive a gold badge of that Colour. This is the first year that students are eligible to be awarded a gold badge, having attended Mount Lawley for 6 years.

- Sarah** (12F2) - Service 1 bar
- Marilena** (12O1) - Service
- Kate** (12F3) - Service Gold
- Conor** (12O1) - Service 1 bar
- Deanna** (12H2) - Service 1 bar
- Courtney** (11O1) - Service 1 bar, Service 2 bars
- Hayley** (10O1) - Service, Service 1 bar
- Kate** (10F2) - Service
- Amy** (11O3) - Service 2 bars
- Maddy** (12F2) - Service Gold
- Angus** (11H3) - Service 2 bars
- Milla** (11O1) - Service 2 bars
- Brendan** (10F2) - Service 1 bar
- Michael** (12H3) - Service
- Matilda** (11O3) - Service 2 bars
- Noor** (12F1) - Service, Service 1 bar, Academic 2 bars, Academic Gold
- SuuChi** (12O2) - Academic, Academic 1 bar, Service, Sport, House, House 1 bar, House 2 bars



COLOURS, AWARDS AND CERTIFICATES

PRESENTED AT THE FIRST ASSEMBLY OF TERM 3



CERTIFICATES OF HONOUR

Presented to students whose artwork was chosen to be displayed at the Lawley Art Auction. Congratulations to **Kaj** (12F3), **Mya** (9S1), **Nina** (8H5), **Jasmine** (10O1), **Charlotte** (12H1), and **Sophie** (12F2) [not pictured].

SEMESTER 1 PRINCIPAL'S AWARDS

These are awarded to the top 10% academically achieving students in each year group.

12H1	Eloise	11O3	Bo Roger	10F1	Giorgia
12M1	India	11M2	Sofia	10O3	Niall
12O2	Lilit	11H1	Shota	10F3	Nikita
12O1	Lina	11F3	Ashley	10O1	Lydia
12O2	Yousef	11F2	Will	10O3	Kimberley
12F2	Hanna	11H1	Ruby	10F3	Jiya
12F1	Samuel	11F2	Ngoc	10O3	Lauren
12M1	Mahjoub	11O3	Elliot	10F3	Marco
12M1	Terry	11O2	Tahlia	10S1	Isabelle
12M3	Amelia	11M3	Daniel	10M3	Julia
12H3	Ivy	11F3	Luca	10F2	Laila
12O1	Alex	11O3	Javier	9O3	Chloe
12M2	Fiona	11F2	Ching	9F1	Molly
12F3	Asha	11M2	Lashanda	9H3	Rosalie
12H3	Sophia	11M2	Alen	9M3	Elizabeth
12F1	Noor	11H3	Luke	9M3	Luka
12H1	Harrison	11M3	Cyril	9O3	Kiet
12O3	Ben	11H3	Thisal	9F2	Poppy
12F3	Todd	10F3	Maya	9H3	Jessica
12M2	Imogen	10O3	Sarah	9O3	Shirin
12F1	Charlie	10O2	Tatjana	9O3	Angela
12M2	Xinyi	10O3	Lena	9M3	Jinbin
12H2	Pratistha	10O3	Nicola	9M2	Harrison
12O2	Alexander	10H3	Diya	9M3	Mallissaa
12M1	Laura	10M1	Grace	9S1	Ashanti
11F1	Minh	10M3	Indigo	9M3	Amy
11F2	Huu Trung	10F3	Mariko	9O2	Angus
11M3	Kira	10H3	Regina	9S1	Aika
11O2	Charlie	10S1	Bethany	9H3	Joshua
11M3	Olivia	10F3	Lyna	9O3	Hannah
11M3	Matthew	10H3	Delphine	9O1	Mann
11O2	Jia Cheng	10O2	Jasmine	9F3	Jasper
11O1	Montana	10F3	Amana	9S1	Avani
11M2	Daniel	10H2	Priyadarshini	9O1	Jinyu
11M3	Nevin	10F3	Sara	9M2	Thompson
11H3	Dylan	10M3	Laura	9F3	Viana
11H3	Sacha	10S1	Emma	9O3	Rosa
11H3	Angus	10H3	Kei	9M3	Sebastian
11O3	Tiffany	10S1	Benjamin	9H3	Tiana

COLOURS, AWARDS AND CERTIFICATES

PRESENTED AT THE FIRST ASSEMBLY OF TERM 3

9O3	Chou Elena	8F5	Leia	7O5	Samantha
9F3	Yong Yik	8F5	Audrey	7O5	Mia
9H3	Nilani	8M5	Lyla	7M5	Aja
9F2	Christopher	8M4	Hana	7S2	Rebekah
9H3	Naaman	8H3	Sarah	7F1	Milla
9F3	Fiona	8O4	Lotte	7F5	Kate
9F3	Alan	8M5	Raiya	7M2	Tomoe
9O3	Jack	8H5	Ashleigh	7H5	Abigail
9F2	Megan	8O5	Jacinta	7O1	Ariella
9F2	Sadikshya	8M5	Michael	7O5	Millie
9F2	Georgia	8S4	Nisha	7F2	Ashley
9F1	Bernice	8M4	Saskia	7M5	Amethyst
8F5	Lynn	8S4	Joseph	7H1	Meenakshi
8M5	Leah	8M5	Joel	7S2	Valentina
8S4	Rowen	8O5	Matilda	7H5	Zara
8S4	Tengis	8S4	Mikayla	7S2	Grace
8F4	Sacha	8S4	Vienna	7F5	Julien
8H5	Riana	8H3	Eloise	7S2	Daisy
8F5	Pippa	8H5	Varad	7M5	Blake
8O5	Gloria	7O5	Astria	7H5	Khyati
8O5	Vanessa	7M5	Sabrina	7F5	Caitlyn
8H5	Aliyah	7O5	Ava	7O1	Maisie
8S4	Ally	7H5	Eva	7H2	Zoe
8O5	Anjali	7O5	Meher	7H5	Safia
8H5	Erin	7F5	Garance	7M5	Musa
8H5	Eva	7H5	Renee		

TERM 2 NEWS



YEAR 7 DISCOVERY CENTRE VISIT

In Term 2, the Year 7 Community went to the Perth Hills Discovery Centre to learn more about Noongar Culture.

My favourite part of the trip to learn about hunting. The boys used a 'Gidge' and the girls used a 'Wannastick'. The Gidge was thrown at a "kangaroo" to knock it out. We tracked kangaroos looking at their footprints, and were taught how to start a fire, without matches. After lunch, we went fishing and were shown how to make fishing nets using the skill of twine making. We collected reeds near the river, then straightened them out with two tapping sticks and plaited these. Lastly we used paint to make a hand print painting- **Ryan** (7M2)

It was fun using the 'kitj' (spear) and making the rope. It was also nice just be around the parrots and the other animals there. I definitely gained a lot in from the excursion and I had an amazing time in general - **Miles** (7M2)



We went to Perth Hills Discovery Centre in Beelu Park to learn more about Aboriginal life; hunting and gathering, twine making, and fishing. Our group went fishing where we gathered around a square concrete pond with wooden fish in it. We made a 'V' shaped net that had tea-tree weaved through gaps of the net. Three people held the net and pushed it through the water while the girls holding a 'Wanna', a medium skinny stick, pushed the fish through for the boys who were holding a 'Gidge', which is a thin long stick, and would stab them until the wooden fish "died." - **Elise** (7F2)

We went on an excursion to learn more about the culture of the Indigenous people of Australia. We learnt about the tools that were used for hunting and collected food and resources. The 'Wanna Stick' is a stick with a sharpened edge primarily used by females. It is used to gather berries, reach higher places such as trees with nectar filled flowers or even to hunt. We hunted and practised throwing weapons at fake animals. The twine making was a peaceful activity where we made bracelets. The students split into partners and took two specially made sticks and a piece of special grass. One would hold the grass, and the other would run the sticks on the outside of it until the grass started to split. They would rip three little strips out of the grass and weave them

into braids which could be made into a bracelet. The third activity was fishing. We discovered which plants could be used to make a trap for the fish. Some people using the 'Wanna Sticks' to swivel the water around the edges while three other team members using a trap to capture (wooden) fish. It was an enjoyable experience - **Saffron** (7H2)

This excursion was amazing, and I gained much knowledge from our experience at the Perth Hills Discovery Centre. I was amazed by the landscape and the surroundings with Mundaring Weir so close to our location. Our group learnt about weapons, tools, utensils, food, survival, and indigenous words. Then we went hunting (not really), we each grabbed a "Gidge" (spear) and started hunting (fake) animals - it was extremely funny because we all kept missing the animals with our spears. We met the State Coordinator for the Bush Ranger Cadets, who showed us how to plait ropes and hand paint. Finally, we went to 'The Pond' and learned to catch fish using a V-shaped net and a "Gidge". We tried our hand at catching (wooden) fish. It was a fun day for all. - **Sunny** (7O2)

TERM 2 NEWS

YEAR 11 HIGH ACHIEVER BREAKFAST

On the 24th of June, sixty Year 11 students were invited to the High Achiever's Breakfast to congratulate them on their hard work and success in their General, VET and ATAR Pathways throughout semester one.

They started the morning by receiving a speech by a Mount Lawley alumnus, Chris Van Maanen, who talked to the students about his struggles and success throughout upper high school and university and the life lessons he learnt along the way. Students were encouraged to follow what they are passionate about in the future and to work hard to achieve their goals.

The year 12 Certificate II Hospitality students catered a delicious breakfast afterwards and students were given the opportunity to talk to Chris again, as well as with their peers and teachers.

The celebration encouraged the students to keep up the good work as hard work pays off. A big thank you to Mrs Smith for organising the event, Chris Van Maanen for the engaging and inspiring speech, and the hospitality students for providing a great breakfast.

Kiara (11M2) and **Aliah** (11H2)



TERM 2 NEWS



LAWLEY ART AUCTION

Students, teachers, artists, parents, guests, and local members of parliament all came together for the school's major fundraiser for the Specialist Visual and Performing Arts (SVAPA) and Music Programs. The night featured a live auction of art, a gallery of student artworks, a silent auction, and performances by SVAPA Music students. A huge thank you to all the amazing parent and student volunteers who worked behind the scenes to make the night successful! Special thanks to Jane and Charles for hanging the SVAPA student art, and to Michelle, Shahna and Dijon for organising the SVAPA music students to perform.



MUSIC CAMP

Senior Classical Guitar Ensemble, Contemporary Band 1, Big Band 1, Concert Band 1, and Senior Sting Ensemble gathered in June for a lot of music practice, some games, and most importantly, dorm room jam sessions. Special guest Matt Klohs, conductor of the Royal Australian Navy Band, assisted Concert Band 1 and their conductor Mr. Stanley with pieces that are to be played during this year's ABODA Festival.

Eloise (11F1)



IDO PORTAL IN DRAMA

In Drama, we have been focusing on creating a choreographed movement piece in groups of 3-4, using three of Ido Portal's signature moves; the Ape, CC and the floor entry. The class were taken outdoors to warm up and safely prep the body to move which involved activities such as the squat, hang and wrist routine. These focus on allowing low gate positions of the hips, length in the spine and weight on the wrists when moving through positions. This style of movement is taken from multiple disciplines including capoeira, dance, parkour training and martial arts. These three movements are designed to be used in a closed system flow which Ido refers to as locomotion or floor work. These systems are developed in isolation, integration and implementation.

Some other choreographic devices that can be used in their piece are patterns, levels, cannon and repetition. The students are being assessed on making a theatre performance (that will be presented during class) that includes 4 counts of 8 (minimum), the three mentioned movements above and B.E.S.T. (Body, Energy, Space and Time). This assessment is inspired by Ido Portal's training and movement program which helps to develop strength, mobility and coordination.

Melda (7O5)



COMING UP ON THE CALENDAR

WEEK 6

Monday
P&C MEETING, 7 - 9pm

Tuesday
HOUSE ATHLETICS CARNIVAL

Wednesday
COFFEE CLUB, 8.45 - 10.15am

AFTER SCHOOL YOGA, 3.15 - 4.15pm

LANGUAGES SUPPORT COMMITTEE
7.30 - 9pm

Thursday
AFTER SCHOOL FITNESS CLUB,
3.15 - 4.15pm

MUSIC SUPPORT COMMITTEE
Thursday, 7.00 - 9pm

Friday
WEAR IT PURPLE DAY
DAFFODIL DAY

Saturday
WA SCHOOLS' CONTEMPORARY
MUSIC ENSEMBLE FESTIVAL

WEEK 7

ROYAL LIFE SAVING LEAVERS TALK
Monday, Tuesday & Friday

Wednesday
AFTER SCHOOL YOGA, 3.15 - 4.15pm

SVAPA SUPPORT COMMITTEE,
GAT SUPPORT COMMITTEE,
7.00 - 9pm

Thursday
AFTER SCHOOL FITNESS CLUB,
3.15 - 4.15pm

Sunday
YEAR 11 DRAMA PRODUCTION
PREVIEW PERFORMANCE

WAAPA FATHERS DAY CONCERT

WEEK 8

YEAR 8 CAMP
YEAR 12 LEAVERS' WEEK

Monday
YEAR 11 DRAMA PRODUCTION

Tuesday
YEAR 11 DRAMA PRODUCTION

Wednesday
COFFEE CLUB, 8.45 - 10.15am

AFTER SCHOOL YOGA, 3.15 - 4.15pm

Thursday
AFTER SCHOOL FITNESS CLUB,
3.15 - 4.15pm

AFTER SCHOOL STREET FUTSAL, 3pm

Saturday
WA SCHOOLS' JUNIOR CONCERT
BAND + ORCHESTRA FESTIVALS

Sunday
WA SCHOOLS' JUNIOR
ORCHESTRA FESTIVAL

WEEK 9

YEAR 12 EXAMS

Wednesday
AFTER SCHOOL YOGA, 3.15 - 4.15pm

Thursday
AFTER SCHOOL FITNESS CLUB,
3.15 - 4.15pm

AFTER SCHOOL STREET FUTSAL, 3pm

Saturday
SVAPA WORKSHOP

CADET CAMP DEPARTS

WEEK 10

YEAR 12 EXAMS
CADET CAMP

Monday
P&C MEETING, 7 - 9pm

Wednesday
COFFEE CLUB, 8.45 - 10.15am

Thursday
AFTER SCHOOL FITNESS CLUB,
3.15 - 4.15pm

AFTER SCHOOL STREET FUTSAL, 3pm

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SKOOL BAG APP



CONNECT NOW APP



SOCIAL MEDIA



@mlshs



@lawleylive



@mountlawleyseniorhighschool



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Week 31

MIDDLE PLANNER PAGE 74

Positive emotions + gratitude

OPTIMISTIC THINKING

WHY: by accepting that when you make the choice to adopt want to and can do attitudes to how you approach what you do every day, you will be able to influence your own future.

HOW: positive outlooks on life can be very powerful motivators for you. Think about your mirror neurons and choose to avoid other students who possess have to and can't do attitudes. Be a positive role model for other students in your classes.

DO: what is something you could do to think more optimistically about what you do?

What are three things you could do to be a positive role model for other students in your classes?

How could the resilience skill, Optimism and Hope, help you to do this? (pg 125)

Mindfulness Time

PICTURE STORIES: Look at a magazine and find a picture which appeals to you. Without reading about the picture, make up a story about what you see in the picture and what it means for you.

What are two emotions and two strengths you feel and see in the picture.

Emotions

1. _____
2. _____

Strengths

1. _____
2. _____

What went well this week?

1. _____
2. _____
3. _____

Character strength

Use HUMILITY to do STRENGTHS BOOSTER VALUED STRENGTHS on page 129.

SENIOR PLANNER PAGE 74

Positive emotions + gratitude

INFLUENCING YOUR OWN FUTURE

WHY: by being optimistic to have can do and want to attitudes towards life, you will be able to influence your own future.

HOW: firstly, adopt a resilient mindset to show autonomy to set three goals for yourself to strive for every term, and then reflect on your efforts at terms' end. Secondly, break goals into smaller tasks and plan time targets to complete each of them; these are your pathways. Thirdly, seek feedback on your progress in order to self-assess on what you need to learn to move forward confidently. There is no chance, only choice.

DO: to become who you want to become, what areas of your life do you need to focus on more?

What are three smaller tasks for each goal and time targets to achieve each of them?

How could the resilience skill, Optimism and Hope, help you to do this? (page 118)

Mindfulness Time

Choose one of these resources to explore self-calming and mindfulness activities.

REACH OUT.COM **SMILING MIND**

What went well this week?

1. _____
2. _____
3. _____

Study Tip

Spend time visiting or face timing old relatives; they are calming influences.

Week 32

MIDDLE PLANNER PAGE 76

Engagement + mindfulness

ASSERTIVE LANGUAGE

WHY: by realising that there will be times when you don't want to join in risky activities with your friends, you will be prepared to learn how to get your intentions across clearly and firmly.

HOW: assertive language is the way to do this, and its structure is: say what concerns you, how you feel and what you want to happen. Use it when your mind tells you it's the right thing for you to do.

DO: what types of activities do you think you should use assertive language for?

How will your friends respect you for speaking up to say that you don't want to do something?

How could the resilience skill, Self-belief, help you to do this? (pg 125)

Zest Week

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength ZEST, to grow relationships with your family, friends and school community.

(Zest Week worksheet and Zest Wellbeing Award are in Individual Resources of www.learningcurve.com.au)

What went well this week?

1. _____
2. _____
3. _____

Character strength

Use ZEST to do WELLBEING FITNESS CHALLENGE EMOTIONS SPOTTING on page 131.

SENIOR PLANNER PAGE 76

Engagement + mindfulness

FIRM MESSAGES

WHY: by using your strengths to prepare yourself for occasions involving alcohol and risk taking, you will be more likely to speak up to make yourself clear to your peer group that you don't want to participate.

HOW: it is too easy to become a statistic through mindless behaviours, especially when you don't muster the courage to speak assertively. A healthy sense of autonomy will enable you to be self-determined to say what you need to say. Avoid being aggressive or timid. Peer groups function well when there is mutual respect and shared expectations.

DO: what situations could require you to send firm messages to your peer group and what would you say?

Which of your strengths would you need to call on to enable you to speak assertively to your friends?

How could the resilience skill, Self-belief, help you to do this? (page 119)

Zest Strengths Week

Laurence Olivier once shared, "life is enthusiasm and zest." Nearly everything that you will achieve in life will come from zest and enthusiasm. What are three things that you are enthusiastic to do or achieve?

1. _____
2. _____
3. _____

What went well this week?

1. _____
2. _____
3. _____

Study Tip

In year 12, allow an hour for homework and two hours to study daily. An hour less for year 11.

PARENT WELLBEING

Understanding and accepting yourself, understanding the world around you and understanding where you fit within the world and with others, provides you with a reason to get out of bed each morning and do what you do with passion. What are your understandings of these things? What is your sense of purpose in life?

Encouraging students to look at life optimistically and search for what is good and right about what they are doing generates positive emotions in them to believe that they can influence their own futures. Happy people enjoy better health, stronger immune systems, are more likely to achieve what they set out to do and welcome challenges.

When we teach our students about the amazing benefits of adopting an optimistic outlook in their lives and introduce them to the little positive actions they can do often, they shine. Their preparedness to adopt growth and resilient/gritty mindsets to learn and try new and more difficult approaches will ensure their personal and academic growth.

The alternative is to look at life pessimistically and search for what is wrong with things. And guess what, people who adopt this negative way of thinking find plenty of things they perceive to be not right, because that is all they are on the lookout for. Encourage them to challenge this negative mind chatter when they begin to notice themselves thinking this way, with positive self-talk, so they can too enjoy feelings of gratitude and appreciation.

The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers. Mix with positive people.

Acknowledgement: Boniwell & Diener

PARENT WELLBEING

Having optimism and hope for the future is much more than just feeling positive in your own environment. It is about believing that through your own efforts that you can directly influence your own future. It is your behind the scenes things that you do that make the difference and matter.

Risk taking is part of adolescence and students need to learn how to say no if they don't want to participate. Working against them having the strength to say no is their overwhelming need to stay socially connected to their group of peers and friends. Many teenagers often much prefer loyalty to the group over what they know is the safe and right thing to do, meaning they may not be prepared to stand up to their group. The consequences of this in risk taking situations are often serious and sometimes life threatening.

An effective strategy is to teach students how to use their strengths to speak assertively, to say what concerns them and what they want to happen in a clear, firm and respectful way, so others are in no doubt of what they mean and intend to do.

The following is a guide of how to use assertive language which wins peer attention and respect:

- say what concerns you – "I think someone could get hurt doing this."
- say how you feel – "I feel very unsafe being involved in this."
- say what you want to happen – "I am not doing this and don't want any of you to do it either."

Two types of language which don't work in these situations are aggressive/threatening and submissive/timid.

Acknowledgement: Seligman & Griffin


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Week 33

MIDDLE PLANNER PAGE 78

Relationships + empathy



SOCIAL MEDIA AND GAMING

WHY: by accepting that excessive use of social media and gaming have become the new 21st century teenage addictions, you will be more likely to learn more about the consequences to your mental health.

HOW: All addictions cause low moods and anxiety, and often withdrawing to only relate to others online. Also, online bullying has grown because people can't resist opening every post. To cope, use your strengths to disconnect three days every week.

Acknowledgement: Greenfield & Hased

DO: what do you think would happen if you were strong enough to disconnect three days every week?

Who are more important in your life, your in person friends or online virtual friends?

How could the resilience skill, Regulating Emotions, help you to do this? (pg 125)

Resilient Me: I am enough

Describe, draw, discuss or role play... Self-calming myself by using coping strategies such as colouring in and deep breathing exercises.

What are three other coping strategies that I could use to add to my resilient self?

Colouring in & deep breathing: Y or N? Why?

- 1.
- 2.
- 3.

What went well this week?


- 1
- 2
- 3

Character strength

Use JUDGEMENT to do STRENGTHS BOOSTER STRENGTHS COLLAGE on page 129.

SENIOR PLANNER PAGE 78

Relationships + empathy



NEW ADDICTIONS

WHY: by understanding that low moods are related closely to addictions, you will be more aware of how you spend your time.

HOW: many addictions that previous generations had have halved over the last decade, but low moods and depression have more than doubled. The reason, there are two new more powerful addictions, social media and gaming, which are accessible 24/7, and which threaten your opportunity to become who you want to become. For social media, you have a choice to use JOMO or turn your phone off. For gaming, go to bed to protect your sleep patterns.

Acknowledgement: Greenfield & Hased

DO: what benefits will social media and gaming deliver, to enable you to become the person you wish to become?

What healthy habits, such as exercise, reading, socialising with friends or studying could you become more addicted to?

How could the resilience skill, Regulating Emotions, help you to do this? (page 118)

Resourceful Me: I adapt

Some students cope with problems by looking for solutions and self-calming themselves, while others try to escape by denying they exist. When you have difficult problems what are three coping strategies you use?

- 1.
- 2.
- 3.

What went well this week?

- 1
- 2
- 3


Study Tip

Devote one session per subject every weekend to revising the week.

Week 34

MIDDLE PLANNER PAGE 80

Meaning + purpose



SHARING FEEDBACK

WHY: by discovering that when you and other people share views, ideas and outlooks together, that everyone learns something and benefits, you will seek opportunities to give and receive feedback.

HOW: feedback often adds meaning to your life because you have to give of yourself and then show empathy for others' thoughts. It also provides opportunities to combine your and others' strengths, multiple and emotional intelligences to gain a much better view of issues.

Acknowledgement: Diener, Ericsson & Anderson

DO: what have you learned when giving and receiving feedback with others?

What strengths would add more meaning and purpose when using feedback?

How could the resilience skill, Connecting with Others, help you to do this? (pg 125)

Respectful Relationships

What are two problems you currently have that aren't getting any better? Who would be the best people to ask for help and write down what you would say to ask for help?

Problem: _____
Ask: _____

Problem: _____
Ask: _____

What went well this week?


- 1
- 2
- 3

Character strength

Use APPRECIATION OF BEAUTY & EXCELLENCE to do WELLBEING FITNESS CHALLENGE WHAT WENT WELL on page 131

SENIOR PLANNER PAGE 80

Meaning + purpose



LISTENING, SHARING AND LEARNING

WHY: by giving and receiving feedback about what you are learning with other students and teachers, you will be using all the brains you have and any you can borrow.

HOW: the secret to getting the most out of what you hear, is to silence your own mind chatter about what you think, and just focus on the other person's words. When giving feedback use the sandwich technique. Start and end with good points and have the critical words in the middle. Remember, you learn most effectively when teaching someone else; use feedback to do this.

Acknowledgement: Diener, Ericsson & Anderson

DO: what has benefitted you when receiving feedback?

What obstacles confront you when giving and receiving feedback?

How could the resilience skill, Connecting with Others, help you to do this? (page 119)

Mindful Colouring In



What went well this week?

- 1
- 2
- 3

Study Tip

Put yourself out there by posting your timetable and goals on the home fridge.

PARENT WELLBEING

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

How often do you see groups of people with their heads buried in their phones and not engaged in conversation? They are addicted and missing out on the wonder and warmth of human interaction. Students in particular, crave social media acceptance from their peers. They thrive or feel down depending on the number of Likes they receive on their posts and often spend stay up far too late gaming. The consequences to both their mental and physical health, are often very serious.

Ask them in 50 words to write down the type of person they wish to become. Then, they have to describe what explicit actions and behaviours they would need to show if they were to be that person. Ask, will some of these actions include boring things such as cooking food, cleaning their home, being on time for school, asking for help and so on. Then ask them how social media is going to help them to carry out these actions.

Fear Of Missing Out (FOMO) has become an incredibly powerful magnet for many students on social media. Is it going to help them to become who they want to be? Joy Of Missing Out (JOMO) on social media will benefit them considerably. It's a choice to live or be a techno slave.

Acknowledgement: Greenfield & Hased

"People who gossip to you, gossip about you." MW

PARENT WELLBEING

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

Learning how to give and receive feedback is an essential lifelong skill for students to develop. They don't know what they don't know and developmental feedback enables them to consider other perspectives. Quality feedback builds social connectedness by others feeling that they matter, and broadens and builds students' engagement with others and themselves. When giving or receiving feedback, students are forced to slow down their thinking, to be in the moment and think hard to consider, compare, evaluate and analyse what is being said.

Positive learning and teaching communities rely on feedback to build open, trusting and respectful communication lines, which in turn strengthen the wellbeing of everyone. The key is to welcome feedback as positive encouragement rather than negative criticism, even if it is advice that we don't want to hear. The purposes of feedback include listening to ideas and concerns to improve a situation, suggesting alternative approaches and strategies, monitoring attitudes, behaviours and performance.

When giving and receiving feedback, it is apparent when others aren't listening with their eyes, ears and hearts. Is it that they are not interested or that they have never been taught how to mindfully use feedback? Effective feedback is reliant on both parties listening empathetically and attentively listening, and this needs to be role modelled; respectful relationships rely on it.

Acknowledgement: Ericsson & Anderson

"A wise person hears one word and understands two." Proverb

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Week 35

MIDDLE PLANNER PAGE 82

Accomplishment + optimism

ASSIGNMENTS

WHY: by accepting that using a smarter process to complete assignments will result in higher quality outcomes, you will be prepared to try the following:

HOW: Define – write topic in your words, break it into smaller pieces and create time targets.

Locate – ask library teachers and use the internet to find information. Select – check accuracy of collected data.

Organise – write a draft using main points and parent/teacher feedback.

Present – finish project with bibliography.

Acknowledgement: Anderson & Ericsson

DO: what do you think could be benefits of using this process?

When are times that you have completed high quality assignments that you were proud of?

How could the resilience skill, Thinking Flexibly, help you to do this? (pg 125)

Mindful Colouring In

What went well this week?

- 1
- 2
- 3

Character strength

Use HUMOUR to do STRENGTHS BOOSTER SONG STRENGTHS on page 129.

SENIOR PLANNER PAGE 82

Accomplishment + optimism

ASSESSMENT TASKS AND CRITERIA

WHY: by understanding that many students lose more marks through answering what they think they are being asked, rather than what the assessment criteria is actually asking, you will be more aware.

HOW: it is your responsibility, as a senior student, to be very clear on what assessment tasks want you to explicitly do and answer. Write questions down in your own words to understand them, look at Exam Terminology (see index) and ask your teachers for further clarification. Then you can start the task confidently, knowing you are applying your efforts in the correct ways.

Acknowledgement: Anderson & Ericsson

DO: which words in Exam Terminology do you find difficult to interpret and need to seek clarification from your teachers?

What subjects are you sometimes unsure of which way to proceed? Ask your teacher for feedback on your thoughts?

How could the resilience skill, Thinking Flexibly, help you to do this? (page 118)

Respectful Me: I share

Asking for help when you have problems which are really concerning you is a key strengths in senior schooling. When are two times you have asked for help, from whom and what did you say?

- 1
- 2

What went well this week?

- 1
- 2
- 3

Study Tip

When partying "be seen", arrive early and leave early.

Week 36

MIDDLE PLANNER PAGE 86

Health + strengths

GRATEFUL AND PURPOSEFUL BREATHING

WHY: by discovering that deep breathing is self-calming and an effective way to connect with yourself, you will use it more often.

HOW: try this three breaths technique:

1. Deep breath focusing on the present moment and nothing else.
2. Deep breath focusing on your purpose for the day.
3. Deep breath focusing on something you are grateful for today. Use five seconds for inhale, hold and exhale. Repeat three breaths five times.

Acknowledgement: Crum & Hoffmann

DO: what is your purpose for today and something that you are grateful for?

When are times you have paused, noticed what was happening and breathed deeply? Feel relaxed?

How could the resilience skill, Controlling Impulses, help you to do this? (pg 125).

Mindfulness Time

LUCKY DIP. Ask a friend to put a variety of different things in a bag, such as keys, coins, pieces of fruit, paper, pens or cards. Dip your hand in and describe what you felt. Put a glove on and do it again, any different?

Hand Feeling _____

Hand Feeling _____

Glove Feeling _____

Glove Feeling _____

What went well this week?

- 1
- 2
- 3

Character strength

Use PRUDENCE to do WELLBEING FITNESS CHALLENGE DISCOVERY LEARNING on page 131.

SENIOR PLANNER PAGE 86

Health + strengths

FAMILY BREATHING

WHY: by understanding that your breathing, emotions and heart rhythms are inseparably linked, you will be able help them work together.

HOW: regularly slowing your breathing down to inhale and exhale deeply will keep you self-calmed, particularly when you are concentrating on something meaningful for you. To do family breathing, find a photo that has four or five of your loved ones in it. Concentrating on each person, breathe in deeply for five seconds, hold for five and then breathe out for five. Repeat this three times for the photo. Photos of teams and friends work well too.

Acknowledgement: Hoffmann & Crum

DO: when concentrating on each person what do you feel, hear and see for them?

Take your heart rate before you start and after you have finished. How has it changed?

How could the resilience skill, Controlling Impulses, help you to do this? (page 118)

Mindfulness Time

Choose one of these resources to explore self-calming and mindfulness activities.

Calm

What went well this week?

- 1
- 2
- 3

Study Tip

Your study area at home needs to be warm, well ventilated and away from distractions.

PARENT WELLBEING

There are many wonderful ways that you can self-calm yourself. Try the following: Spend 30 seconds breathing deeply to prepare yourself. With your knees slightly bent, sway forward till your heels leave the ground and then sway back till your toes leave the ground. Feel your weight transferring and finding your balance for five minutes.

The main thing students will be doing in their lives in the 21st century is learning, and to do this successfully, they need to slow down enough to be in the moment to think hard about what they looking at. Google in some ways has taken the emphasis away from looking beyond first impressions; everything seems to be instant these days; gaining knowledge without processing what they are learning.

Teaching students to follow an intelligent research process, enables them to slow down to think hard about each step they are doing. To support this process, you can ask them to describe how they are thinking using Habits of Mind. Also, using the brain pathway building structure of Thinking Tools, provides opportunities for them to analyse, evaluate and predict at an executive level of thinking.

Adopting these approaches cultivates effective research habits, which include knowing what to do when they don't know what to do, relating how what they learn connects to their world and identifying and finding the information they need to learn more about. Their organisation skills improve by planning time targets, analysing their findings and looking for bias, patterns, inference and implied messages and presenting what they learned with clarity and precision. Once they have mastered these, they can make predictions from their findings.

Acknowledgement: Anderson & Ericsson

"If we knew what we were doing, it would not be called research, would it?"
Albert Einstein

PARENT WELLBEING

In the busyness of the 21st century, everyone needs timeout to emotionally transition between home and work and vice versa. Finding a place to do this for 20 minutes every day will benefit your wellbeing. In recent times such places have come to be name your Third Space. Brainstorm five places that could work for you.

At times, all students experience tense feelings and anxious thoughts about their progress, their workload, maintaining their study performances and peer group issues. Their bodies often respond with distress signals. These include tension in their necks and backs, quickened and shallow breathing, hot facial flushes and disrupted sleep patterns.

Teaching them emotional "off ramps," self-calming breathing and other coping strategies, enables students to reduce the intensity of such negative feelings, which boosts their wellbeing and social-emotional resilience. An effective technique for achieving this is deep breathing while concentrating on purposeful, kind and loving things. They can do it anywhere and anytime they have a spare five minutes.

Teenagers often don't act immediately when they feel their emotions strengthening, and as a consequence, find themselves extremely stressed and anxious. Prevention in these circumstances is much better than cure, so suggest acting immediately with them when they are calm and relaxed. There are two techniques for breathing described in students' planners/journals which will very quickly relax them and prompt more optimistic mindsets. Try them yourselves.

Thinking about people and things close to their hearts will distract their amygdalas from their pressing issues and put their rational minds in charge of their thinking. It also increases their oxygen intake and blood flow to the brain which promote clarity of thought.

Acknowledgement: Hoffmann, Grossman & Hinton

"It's not what happens to you, but what happens in you." W. Mitchell

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**

Week 37

MIDDLE PLANNER PAGE 88

Positive emotions + gratitude

THINKING TRAPS

WHY: by recognising when your emotions are starting to hijack your logical thinking you will be able to avoid thinking traps.

HOW: on the website (www.learningcurve.com.au) there are 50 thinking traps you can fall into. Some include: Catastrophising - a few things wrong and you think that everything is wrong, Mind-reading - you assume you know what someone else is thinking about you, Ignoring the Positives - you don't appreciate the good things and believe only the bad things matter.

Acknowledgement: Canon & Cherry

DO: when are times you have recognised that your thinking was being hijacked by your emotions?

.....

Ask yourself, which of these thinking traps do I fall into?

.....

How could the resilience skill, Regulating Emotions, help you to do this? (pg 125)

SENIOR PLANNER PAGE 88

Positive emotions + gratitude

EMOTIONAL THINKING

WHY: by understanding that your emotions can hijack your thinking, which reduces your ability to make rational decisions, you will be more self-aware of when this starts to occur. Whether you believe it or not, the reality is that this is quite common during adolescence.

HOW: You can short circuit this by knowing your mind-body signals that your thinking is starting to be hijacked. Does your heart rate increase? Do you narrow your connection with the present moment? Whatever they are, be self-aware to notice and act on them. Ensure you control you and not your emotions.

Acknowledgement: Canon & Cherry

DO: what are your mind-body signals which alert you to becoming emotionally hijacked?

.....

What are your coping strategies to self-calm your emotions when this happens?

.....

How could the resilience skill, Regulating Emotions, help you to do this? (page 118)

Week 38

MIDDLE PLANNER PAGE 90

Engagement + mindfulness

TAKE OFF FIVE

WHY: by understanding that 70% of people delay doing what they need to do, and that you may be one of them, you will be more prepared to try strategies to overcome doing it.

HOW: Take Off Five involves you just starting the task for five minutes, and not thinking about how well you are doing it. Repeat it again and again. Then go back and tidy up the quality of what you did.

Acknowledgement: Pink & Radel

DO: when are times you have kept on delaying a task? What stopped you from starting?

.....

What are three strengths which could help you to use Take Off Five?

-
-
-

How could the resilience skill, Self-Belief, help you to do this? (pg 125)

SENIOR PLANNER PAGE 90

Engagement + mindfulness

PROCRASTINATION OFF RAMP

WHY: by accepting that over 70% of students procrastinate, and that nearly all of them know when they are, you will be more self-aware to notice this yourself.

HOW: to overcome procrastination, identify your reasons for doing so. Some common ones include, seeking perfection, fixed mindset that it's too hard, not organised, distracted by addictions and not being self-determined. Writing down your goals, breaking them down, setting time targets and regularly seeking feedback on your progress are the tried and tested off ramps for procrastination. These are choices that successful and self-determined senior students make. Will you?

Acknowledgement: Pink & Radel

DO: what are the underlying reasons for you procrastinating?

.....

How could sharing your goals with family and friends be procrastination off ramps for you?

.....

How could the resilience skill, Self-Belief, help you to do this? (page 118)

Perseverance Week

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength PERSEVERANCE, to grow relationships with your family, friends and school community.

(Perseverance Week worksheet and Perseverance Wellbeing Award are in Individual Resources of www.learningcurve.com.au)

Perseverance Strengths Week

Walter Elliot once shared, "perseverance is not a long race; it is many short races one after another." What are three failures, challenges or disappointments that tested your character that you persevered through?

-
-
-

Resilient Me: I am enough

Being self-disciplined to turn off my phone an hour before bedtime to ensure that I sleep well.

What are three other bedtime routines I could do to sleep better?

Phone off: Y or N? Why

-
-
-

Resourceful Me: I adapt

Stress affects different people in different ways, but it won't go away by ignoring it. What are two stresses in your life, how they affect you and the coping strategies you use to settle yourself?

Stressors and effects

-
-

Coping strategies

-
-

What went well this week?

-
-
-

What went well this week?

-
-
-

What went well this week?

-
-
-

What went well this week?

-
-
-

Character strength

Use PERSEVERANCE to do STRENGTHS BOOSTER DAILY STRENGTHS PRACTICE on page 129.

Study Tip

Use themes and similarities to link ideas and concepts together.

Character strength

Use SELF-CONTROL to do WELLBEING FITNESS CHALLENGE VALUES LIVING on page 131.

Study Tip

Take notes in your own words using abbreviations and symbols to build understanding.

PARENT WELLBEING

What is awesome in your work place or at home? How could your strengths come alive in your work place or at home? Describe a time you felt really excited at your work place or at home? Looking for awesome things rewires your brain to seek out things which will generate positive emotions in you.

Adolescence can be an emotionally turbulent time in students lives and it will benefit them to understand what affects their thinking, which is influenced by two competing parts of their brains, the amygdala and the prefrontal cortex.

- The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight or flight reactions, depending on the intensity of positive or negative emotions produced (called fast track responses).
 - The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make better decisions (called slow track responses). It not fully developed till they reach their early twenties, meaning their responses to what they experience may vary considerably.
- When their amygdalas are in charge of their feelings, good decision-making is difficult; often called emotional hijacking. The key is to raise their self-awareness of this, so that they are able to self-regulate their emotions. Cultivate this by:
- practise colouring in using repetition, patterns and control.
 - initiating discussions about positive, negative, mixed and hidden emotions and their intensity.
 - helping them create their own positive coping and self-calming strategies to reduce emotional intensity.
 - exploring common thinking traps each week (see website).
 - learning how to use assertive and positive self-talk to combat hijacking
 - doing Mindfulness Activities to reconnect with themselves & the moment. (see website)

Acknowledgement: Canon & Cherry

"Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment." Buddha

PARENT WELLBEING

Being able to think flexibly, means that you can adapt your thinking to best suit the situations that you find yourself in. In your son/ daughters' planner/journal, look at the index to locate Habits of Mind. They are 16 different ways people change their thinking when confronted with circumstances where they need to think clearly and sensibly.

70% of people admit that they procrastinate. Most students know when they are procrastinating, but don't have positive coping strategies to overcome it. An effective keystone habit which overcomes putting things off is Takeoff Ten. It works like this. Students make a list of tasks they regularly put off doing, choose one and apply themselves solidly for ten minutes with no interruptions. Then repeat the process.

- Using positive self-talk, setting self-expectations and the strength bravery will also assist their efforts. Trying to do too many things at once, uses up all of the data that their brains can process at one time, also causing procrastination. Causes of procrastination include:
- Social Media Addiction - unable to put down their phone.
 - Perfection - wanting to produce the "perfect" piece of work; obsessed with detail
 - Organisation - wanting to be totally prepared and not getting started or lacking the necessary study and research skills to perform the task.
 - Self-Doubts - lacking self-confidence to tackle the task.
 - Prioritising - being unable to prioritise their activities to get the things done that they have to do.
 - Motivation - lacking a purpose for being at school; "having to" rather than "wanting to."
 - Over Choice - having too many choices, and not choosing one to start on. Procrastination will not go away by ignoring it.

Acknowledgement: Pink & Radel

"Procrastination is the art of keeping up with yesterday." Saying

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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.

APPLECROSS Presenters

DR D.L. LEE (Year 12 Mathematics): An exceptional teacher and author of Math's Workbook and Master Classes who has worked over 20 years in education. He is currently completing his Masters in Education Research.

DR K. GILLESPIE (Year 11 Mathematics & Statistics): A passionate and highly experienced teacher and Maths textbook author who has been cited as one of the best by parents, students and peers.

JILL OVEREND (Psychology): Jill Overend has extensive experience teaching and mentoring Psychology. Her teaching approach is respectful and engaging and is well received.

NICOLE CHAMBERLAIN (Year 12 Human Biology): Ms. Chamberlain is an exceptional science teacher and scientist with over 20 years experience.

MICHELLE DRAGAN (Year 11 Human Biology): A Human Biology specialist with extensive experience in the Department of Education, Western Australia and a Masters of Education.

ONET'S TONEY (English & Literature): Onet's Toney is an experienced teacher and an award-winning author of a Global Master in English and Mathematics and Science in Educational Leadership.

PERTH MODERN SCHOOL Presenters

ANDREW ROBERT (Year 11 Mathematics): With more than 20 years' teaching experience, Andrew Robert is an experienced and highly motivated teacher, expert in Mathematics and Physics.

DR G.T. LEE (Year 12 Mathematics): (see Applecross)

DR KRISTEN LAMBERT (Year 11 & 12 English and Literatures): A fully qualified teacher with over 10 years' (middle school) and 10 years' (senior school) experience.

ROBERT HEBURN (Physics): (see Applecross)

MAT WINTER (Chemistry): Mat is a former of Study Guides with more than 17 years' experience in teaching and over 1000 hours' of mentoring experience.

DUNCEIRG SENIOR HIGH SCHOOL Presenters

CHRIS DE HAER (Maths Methods): Chris de Haer has taught in several of Perth's elite schools and has worked with students with exceptional knowledge of the subject.

ROBERT HEBURN (Physics): (see Applecross)

DR KRISTEN LAMBERT (English & Literatures): (see Perth Modern School)

NICOLE CHAMBERLAIN (Human Biology): (see Applecross)

DR GREGORY FINE (Mathematics): Dr Gregory Fine is an award and former lecturer at the University of Western Australia. He has been responsible for the development of several of Perth's elite schools with exceptional knowledge of the subject.

SEEMA GOONDOOLIK (Chemistry): Ms Goondoolik is a highly experienced secondary science teacher and science teacher with high level of science skills in several top performing schools.

JILL OVEREND (Psychology): (see Applecross)

ONLINE Presenters

DR KRISTEN LAMBERT (English & Literatures): (see Perth Modern School)

ROBERT HEBURN (Physics & Chemistry): (see Applecross)

NICOLE CHAMBERLAIN (Human Biology): (see Applecross)

CHRIS DE HAER (Maths Applications & Specialist): (see Dunceirg Senior High School)

PETER FREER (Maths Methods): Peter Freer has taught Maths in Perth's high profile schools and is a sought after Maths GCSE presenter at UWA.

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