



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 3 Term 2 No. 1 2021

Principal's Report

I was very pleased to receive a letter from the A/Deputy Director General Schools, Melesha Sands informing me that the next Public school Review visit would take place in Term 4 2025. Schools are reviewed every one, three or five years depending on the findings of the review team. In her letter she mentioned the 'sustained high level performance of the school' and congratulated us on our efforts to optimise the conditions for students.

This term, despite the ongoing COVID-19 restrictions causing delays and cancellations to some excursions and incursions it has still been a very busy time for our students and staff. Some students visited the new museum, others attended the Discovery Centre while others took part in a Solar Car Challenge and The Language Arts Festival was held with sporting and lightning carnivals

We held a very moving school ANZAC Day service at with a number of special guests attending including Lawley Legend Arthur Leggett aged 102, the chair of our School Board Cameron Brook, Local MLA Simon Millman and representatives from service organisations. The guests were led into the gym by staff member Rob Reeves who played the bagpipes. Our choir were outstanding as were all the students who took part in the assembly.

On Friday 14 May, in partnership with the Ex POW Association, we hosted 200 people to the annual service at Kings Park. The school adopted the Association and the memorial in 1997 and each year our Senior Band, choir, prefect's and councillors take part in the service. This year the Premier Mark McGowan, Lord Mayor Basil Zempilas, Simon Millman MLA Member for Mount Lawley, representatives from the Army, Navy and Airforce and several ex-service associations and veteran's families attended along with veterans Arthur Leggett (102) Syd Shaw (98). It was a very moving service and our choir, and the concert band were outstanding. Jayda gave a wonderful Welcome to Country Address, Jack our School Captain did a fine job as MC, Kate read Psalm 121, while Steven recited the Lord's Prayer and Seb recited the Ode. I would like to thank Ray Galliot, secretary of the EX POW Association who played such a pivotal role in the success of the day.

We are all very excited that the 2021 Lawley Art Auction is to be held on Saturday 19 June starting with viewing and drinks from 5pm. I was lucky enough to see the art works being delivered on the Artist's Drop Off day and I was impressed by the diversity and quality of the work. Thanks to the members of the LAA Committee who are working hard to coordinate the event which is the major fund raiser for the SVAPA and Music Programs. I look forward to seeing you there on the night.

Lesley Street, Principal

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CONGRATULATIONS

Congratulations to **Priyadarshini (Priya)** 10H2, who won the first prize of \$300 in the HASS Week Cartoon Competition in the 'Business Responses during the COVID-19' Category, which was organised by the Economics Teachers Association of WA



During the holidays **Segan 10S1** won the WA State under 18's Lawn Bowls competition in both singles and pairs events. He will head to Queensland in October to represent WA in the Under 18 National events. A few weeks ago Segan also played in his premier league men's division (Top league) team, Osborne Park Bowling Club, and they won the Premier League final. Probably the youngest player ever to do so!

2021 CONTRIBUTIONS AND CHARGES



Reminders of Unpaid Billing Items have recently been mailed out - *thank you to those families who have already made payment.*

Payments can be made by Cash, Cheque, BPOINT, EFT or Credit Card (Master or Visa only)

Families are welcome to establish a payment plan. Should you wish to pay your account by electronic funds transfer, please refer to the school's bank details below:

BSB: 066118 Account: 00900116, Commonwealth Bank.

Please include your child's surname, initial, form and description of payment (e.g. Smith J 10M C&C).

Please note that when making payments to the school by direct deposit or BPOINT, please enter the details of your child's surname and initial as a reference.



Lawley Art Auction

Western Australian Artists supporting the arts at Mount Lawley Senior High School

Saturday 19th June 2021

Mount Lawley Senior High School

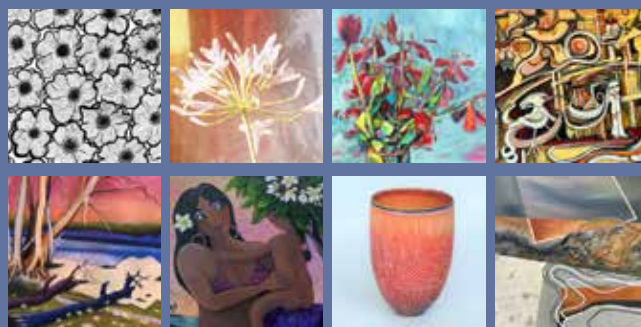
Viewing from 5pm | Auction starts 7pm

All welcome

lawleyevents.com



Lawley Art Auction



Western Australian Artists supporting the arts at Mount Lawley Senior High School

Over 100 established and emerging artists.

What: Fine art auction, live music, delicious food and drinks, raffle, silent auction and an additional gallery of works for sale.

Where: Mount Lawley Senior High School. Enter via Bradford Street and park on the school oval.

When: Saturday 19th June 2021.

Viewing/registration from 5pm | Auction starts at 7pm.

Online Catalogue will be available from 1st June 2021



MlshsArtAuction



lawley_art_auction



lawleyevents.com



EDUCATION PERFECT LANGUAGES CHAMPIONSHIP WINNERS

From 16th March to the 23rd March students at Mount Lawley SHS competed in the Education Perfect Languages Championships. Students from all 5 Languages – Korean, Japanese, Italian, French and Chinese answered questions to compete on an international stage. Our school answered 178, 072 questions in total. Well done to three of our students **Amadee**, **Amethyst** and **Riana** who took out the Emerald (Top 1% from 208,000 entries) and Silver Certificates (Top 5% from 208,000 entries) respectively.





SVAPA STUDENTS PREPARE FOR THE UPCOMING ART AUCTION



Eager students from the Arts programs had fun creating their own 'Crust Creations' at the recent Lawley Art Auction's Artwork Drop-off Day. Over 20 students used pizza boxes from LAA's gold sponsor Crust Pizzas of Mt Lawley to produce some awesome art, inspired and facilitated by some of the talented artists with works in this year's Lawley Art Auction. Check out these awesome creations (and the judges hard at work!) and the worthy recipients of some pizza vouchers!

The artwork delivered on 'Drop-off Day' was stunning, so mark Saturday 19th June in your diary now! You can grab a bargain, join in the fun of the night and we'd really love your support at this major fundraiser for the Arts programs - follow us on our Facebook or Instagram page for more details as we go!



OUTSIDE APPOINTMENTS DURING SCHOOL TIME

If a student has an appointment (e.g. Doctor or Dentist) during the day, the procedure is as follows:

- **BEFORE SCHOOL** the student MUST report to Main Office reception with a note from parent/guardian.
- The student will be issued with a green 'Leaving Early' slip that will allow them to leave the class at the stated time to meet the parent/carer in Main Admin Office.

LEAVING EARLY SLIP

Date: _____ Form: _____

Please allow: _____

To leave class at: _____

They will be leaving school early.

Main Office : _____

PLEASE NOTE STUDENTS WILL NOT BE ALLOWED TO LEAVE CLASS WITHOUT A GREEN SLIP.

- Before leaving school the student signs out at the student attendance desk in the Main Administration Office and returns the green early leaving slip.
- A Department of Education Leave pass will then be issued to the student for leaving the site.
- If returning the same day the student completes the entry diary at the student attendance desk.

Please note it can be difficult to collect students from class when this procedure is not followed, a delay can be expected.

OLD YEAR BOOKS WANTED

Thank you to a local resident who dropped off some old copies of Year Books from 1960's. We are still chasing the **1965 copy**. If anyone has a copy, they are prepared to loan for scanning contact Anne Tumak Publications Coordinator 0417917470



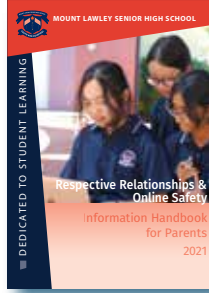


YEAR 7 PARENTS SEMINAR: RESPECTFUL RELATIONSHIPS AND ONLINE SAFETY

Parents of our Year 7 students were recently invited to participate in a new initiative at Mount Lawley called the Respectful Relationships and Online Safety seminar. Unfortunately, COVID-19 restrictions meant that we couldn't have as many parents as we would have liked. Still, the seminar was completely sold out and was a fantastic platform to enhance the partnership between the school and our parents.

Mr Raphael, the Middle School Associate Principal (Acting), presented to parents and outlined some of the issues facing young people from the school's point of view. Subsequently, Candise Adams of Safe Counselling Australia outlined the dangers faced by our young people whilst online. She shared some sage and practical advice with parents on the steps they can take to ensure their child's safety. Mrs Gwen Breadmore, our school psychologist, was also able to provide parents with some fantastic ideas to reduce stress and conflict for our young people in the school environment.

We look forward to presenting more evenings like these in the future and look forward to continuing to work with parents to help make Mount Lawley a positive and happy environment for our students.



Kyzer the school's Therapy Dog with (L-R) Queenie Wan Year 7 Community Leader, Gwen Breadmore Year 7 & 8 School Psychologist, Sharon Jones Year 7 Year Leader and Candise Adams Safe Counselling Australia.





HIGH ACHIEVERS BREAKFAST

On the 18th of March, 2021, eighty Year 12 General, ATAR and VET (Vocational Education and training) students were invited to attend a breakfast to acknowledge their continued achievement in their courses of study and certificate courses. A large number of invited teachers also attended.

Rachel Hutt, a Mount Lawley alumna from the graduating class of 2011, was our guest speaker. Rachel has always had a passion to help people and her career journey commenced working in aged care. Rachel had thought that nursing was the degree that she would study, however, she changed direction and moved into Paramedicine. As a paramedic, Rachel has worked in Melbourne and recently moved back to Perth- working with St John's Ambulance.

Rachel has developed a love of learning and is continuing her post-graduate studies. She also hopes to continue with her other passion- travel, when restrictions eventually lift.

Students were provided with some tips from Rachel:

- There are plenty of options if you do not achieve your desired grades- everything has a way of working things out.
- *Don't be too hard on yourself and be proud of your achievements.*
- *Enjoy yourself- life goes by too quickly- take a moment, take it all in, embrace and enjoy it!*
- *Always look after your mental health, know that you are not alone and there are plenty of people to help you.*

Students and invited guests then moved to the Hospitality Room, where the Year 12 Certificate II in Hospitality students served a delicious breakfast. The Hospitality students had planned the menu and cooked the food as part of their certificate course.

It was a very successful celebration with two more High Achievers' Breakfasts planned for 2021.

Catherine Smith VET and Careers Coordinator





SOLAR CAR CHALLENGE

During the first term, a group of Year 8's interested in trying new things volunteered for the Solar Car Challenge. We were taught about solar energy and how to create our own solar car and then modify it, so it was the fastest car.

On the day of the competition, we were nervous but also confident and excited. We went to St Mark's and built our own new solar cars from the start. It was such a fun, fast and exhilarating experience. Making the car required teamwork and skill. We had to wire the solar panel to the car and connect the motor, battery, and wheels. It took a lot of time to get the wiring done by hand and to find the correct tool to get that job done. It took us to the last minute to finish, which was nail-biting for our teacher Ms Fitter to watch, but we kept calm under pressure and successfully finished building the car and did a test drive in the last 5 minutes.

After we made our car, we went out onto the racetrack to have fun and compete against other schools. We were extremely nervous when we started to race, but our car won the first heat by a mile, even if it didn't get through to the grand finale.

We enjoyed the atmosphere created by the racetracks and the way that they put the activity together. We spent the rest of the time snacking and cheering on the other teams. The stations for each team and testing tracks, with music in the background, really made the day shine!

The challenge was such a memorable and fun experience for everyone involved! While competing, we all had a newfound interest in renewable energy and new knowledge of electronics. Before the challenge, we all thought of electronics as a pretty confusing topic. But before long,



electronics wasn't that unknown topic that we thought it was, and it wasn't something that we couldn't reach. Under the guidance of our Year 9 coaches, **Josh** and **Shirin** we took baby steps to find out more about it and slowly became interested in it. A big thank you to Ms Fitter and all the people that made this experience so memorable and exciting!

Joseph, Alice, Raiya and Waitana



Y11 BIOLOGY EXCURSION TO THE PERTH HILLS

Last term, Year 11 ATAR Biology class went to Perth Hills Discovery Centre, located at Sawyers Valley near Mundaring, where we studied the effects of prescribed burning on bushland. We were able to record measurements about factors that would affect an area's susceptibility to bushfires, such as fuel load and ground cover, and factors that are affected by fires, such as canopy cover, topsoil invertebrates & humus content of topsoil. We also learned about the different adaptations that different organisms have developed to withstand fire and some microorganisms that depend on fire for survival. We also learnt about the Noongar peoples previous prescribed burning techniques, such as fire-stick farming, and the negative impacts of stopping those burning techniques. This excursion was a significant part of our curriculum that allowed us to learn about Australian history and wildlife and expand our knowledge of factors that affect biodiversity. *Written by Matilda*





ACT BELONG COMMIT MINDFUL MAY HOUSE COLOURING COMPETITION

Mindful May is a way to share the Act Belong Commit message of keeping active mentally, physically, socially, spiritually, and culturally. Mindful May encourages students and school staff to learn new skills to slow down and practice mindfulness. Mindfulness is the idea of learning how to be fully present and engaged in the moment with openness, curiosity and without judgement.



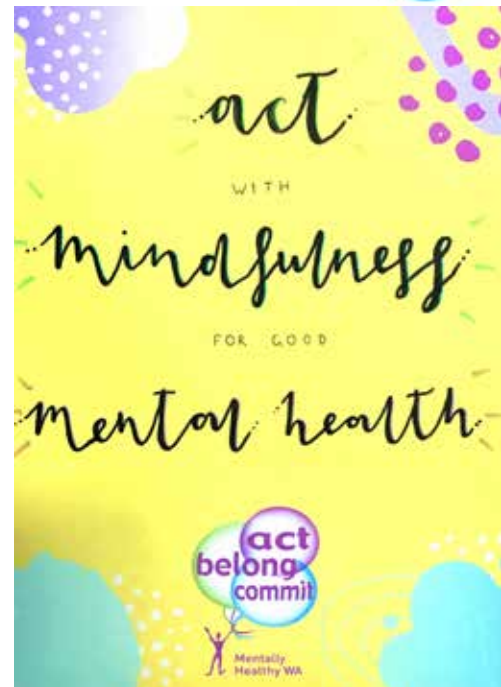
Act Belong Commit launched the 2021 Mindful May competition for all their Mentally Healthy Schools. Central to the competition was the 2021 theme: Act with Mindfulness for good mental health. To participate we designed the Mindful May House Colouring Competition.

There were 3 parts to the competition - A4 colouring mandalas to submit, a colouring book for each House to complete in the library and a mindful poster design to be submitted by each House around the theme - Act with mindfulness for good mental health.

We were overwhelmed with the response receiving a total of 240 coloured mandalas, four completed colour in books and House mindfulness posters which will now be used to brighten up areas around the school.

House points have been awarded and the winning submissions will be entered in to the Act Belong Commit state-wide competition. The winning House overall was O'Connor with 1271 points followed by Murdoch 769 points, Forrest 712 points and Hackett 292 points.

Congratulations to everyone that participated in Mindful May!





LANGUAGE AND ARTS FESTIVAL

On Friday, 26 March, Mount Lawley Senior High School held its annual Language and Arts Festival. This important event on the school calendar enables the whole school community to come together and showcase the importance of Languages and the Arts at Mount Lawley. All students from Years 7 to 12 came together after lunchtime to celebrate all things related to Arts and Languages for the rest of the afternoon. Food trucks, food stalls, dancing, live music, pottery throwing, robotics were just some of the highlights of the day. Many different cultures were represented on the day, signifying the importance of togetherness and the appreciation of differences.

This festival allowed students to showcase their talents through music, drama, creative industries and enterprise. Each language was represented – Korean, Japanese, Italian, Chinese and French – oh and those Mauritian pastries – YUM!!

Senior School Certificate students were also able to conduct their business ventures in ‘real markets’ and be assessed ‘in action’ by the markers during the festival. This year’s festival provided an inclusive space for everyone to enjoy themselves and embrace diversity. There was something for everyone. Students enjoyed spending time with their friends, and we wait in anticipation for next year’s Language and Arts Festival.









YEAR 7 COUNCILLORS ANNOUNCED

After our Term 2 whole school ANZAC Assembly, the Assistant Middle School Associate Principal, Mr Steve Raphael, announced the Year 7 Councillor elections results. The election was held at the end of Term 1 as this process enabled Year 7 students to become familiar with other students during the first term as there are over 300 students in Year 7. In the last week of Term 1, students were able to vote for a student who they thought would be a good representative for their year group. The following students were elected by their peers and were presented with their School Councillor badges by Mr White Middle School Associate Principal, **Kayla, Luka, Nadia, Oliver, Ashley, Liana, Edison, Sunjong (Sunny) , Amelia, Aja, Oscar.**

YEAR 7 HOUSE CAPTAINS ANNOUNCED



At the conclusion of the Term 2 whole school ANZAC service, the Assistant Middle School Associate Principal, Mr Steve Raphael, announced the Year 7 House Captains who are appointed to the various school houses. They all received a House Captain badge with house colours from Mr White Middle School Associate Principal. The new House Captains for Year 7 students are: **Daisy** and **James** (Forrest), **Charlotte** and **Isaac** (Hackett), **Hannah** and **Shaan** (Murdoch) **Millie** and **Sunjoj (Sunny)** (O'Connor).

STAR WARS DAY CELEBRATIONS

May the 4th be with you ... taking masks to a new level in the Library.





ANZAC DAY SERVICE

The school's whole school assembly for Term 2 was the ANZAC Day service held on Friday, 23 April, the first week back from the school break. The service started with the sounds of the bagpipe played by Piper Mr Rob Reeves, who led the official party into the assembly. **Sarah**, School Captain and MC welcomed special visitors and students, followed by the traditional official welcome to the country address by **Jayda** our Year 12 *Follow The Dream* student.

The school choir performed the hymn 'Abide with Me', and Prefect **Steven** read the *Lord's Prayer*. Our school chaplain Andrew Paul provided an ANZAC audio-visual presentation. Special guest Mr Arthur Leggett OAM, ED, President, WA Ex-POW Association, gave a viewpoint from a Veteran's perspective.

The wreaths were laid by **Sofia** and **Tommy** Year 9 Councillors and Col. Rod Willox AM, RFD, ED, JP, representing the Mount Lawley Society. Prefect **Noor** read 'The Ode' and *The Last Post* and the *Rouse* was played by **Amy, Elena & Rosie**, Year 9 Music students. Year 10 Councillor **Liam** raised the flag, and the choir singing the National Anthem concluded the service.

Special guests included Mr Cameron Brook, Chair, School Board, Mr Simon Millman, MLA, Member for Mount Lawley, Captain Ray Galliot, RFD, RL, Secretary Ex-POW Association WA, Mrs Lyn Willox AM, Mrs Jan McLeod, State President, War Widow's Guild of WA, Mr Don Burnside, President, Rotary Club of Heirisson and Mr Warwick Smith, Assistant Governor, Rotary District 9455.





VIRTUAL BABIES PROGRAM YEAR 11

On Tuesday 23, March, the Year 11 Children, Family and Community class became ‘teen parents’ for two nights and three days in the ‘Baby Think It Over Program’, and let me tell you; it was way more challenging than I thought. On Tuesday, we had a lovely lady Christina come to our class who coordinated the program. When we walked into the classroom, we were surrounded by 16 virtual babies on our desk, and it was a scary feeling. Christina made it fun and exciting she talked us through care for the babies in a way we would all understand. We each chose our babies, and then it was time to walk out of the class as a teen parent. We did get a lot of looks from people, but our number one priority was the baby.

Day one was easy; there were a few stressful things that happened, but everyone supported you and helped look after the baby if needed. Some of us had part-time work, so we had to negotiate with our families about baby sitting or swapping around our work shifts. On Tuesday night, I got two hours of sleep. Although harrowing trying to calm a screaming baby at 3 am, it showed what it was like if you were to have a real baby. On Wednesday, everyone walked into school looking so tired and stressed. Most people had been up all night. Trying to get work done while looking after the baby was very hard, the most challenging thing in this program was trying to figure out what the baby wanted, but we all helped each other out. The easiest time was when the baby was asleep. At this point, we were all ready to give the babies back. Wednesday night, barely anyone slept. I got one hour of sleep. During the night, I had people texting me asking me for help or I would text them for help. People were exhausted and just wanted to sleep. You couldn’t shut your eyes for one second without hearing a screaming baby. By Thursday, everyone was dead at this point, and not even coffee was helping. We could not wait to give the babies back, it was sad to see them go, but I was looking forward to having a big long sleep.

The program was terrific, and it is a great way to learn about babies and parenting. It was a great experience; even if you lost a lot of sleep, it showed what having a baby as a teenager would be like. The program brought me closer to my classmates and helped me learn new things about pregnancy and having a child. **Kate**





HARMONY WEEK

Harmony Week which runs from 15-21 March celebrates the school's diversity, this year the Student Wellbeing Committee ran a lunch time activity. The week encourages everyone to experience, explore and appreciate WA's wealth of cultural, religious, linguistic and ethnic diversity.







ANCIENT HISTORIANS VISIT THE WA MUSEUM BOOLA BARDIP

ATAR Ancient History provides the perfect opportunity for students to explore the most Ancient of all histories, our own. Indigenous history of Australia predates the first cities that developed in Egypt and Mesopotamia by many millenia and Mount Lawley is now the first and only school to study Ancient Australian history at the ATAR level.

The Year 11 ATAR Ancient History class have engaged with various types of evidence including the vast array of archaeological evidence in sites such as Devil's Lair, Juukan Gorge and the Gwion Gwion cave painting that are so ancient they contain depictions of Australian Megafauna. The class has also learnt of the spiritual significance of Wadejmur (Rottnest), a sacred site where souls were carried to by birds in the Noongar afterlife.

Students also explored the accuracy of ancient song lines that contain 300 generations of unbroken law, customs and stories and compared them to Ancient Greek epics like the Iliad. To demonstrate the richness of the Indigenous oral tradition our class visited the stunningly curated Songlines: Tracking the Seven Sisters exhibition at the new Boola Bardip WA Museum. There the class were invited to walk the ancient creation epic by a Noongar guide who explained the story of the seven ancestor spirits who were chased by a "lusty sorcerer" Nyiru across most of Australia, until eventually finding safety in the night sky as the Pleiades constellation. To engage with this epic ancient narrative the class created their own retelling of the story using the exhibition paintings, sculptures, ceramics and multimedia.

The excursion and the new course have allowed students to appreciate the rich ancient history of our own continent whilst exploring evidence from archaeological sites and rich oral tradition. **Danielle McCabe, Ancient History Teacher**

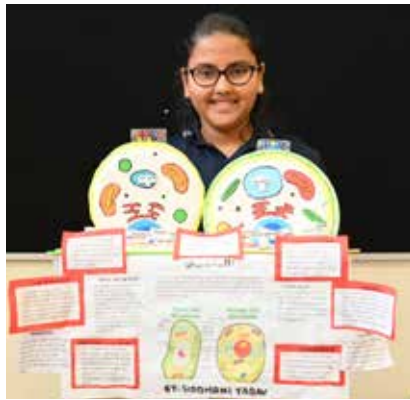




YEAR 8 SCIENCE : CELLS

Alex and I completed a science project where we created two 2D models of an animal and a plant cell. We also made a book that shows the functions of each organelle in a cell and their basic appearance with a picture of them similar to the ones on the cell models. We thought this was the best way to do a project like this because it is simple yet unique. No one in the grade had thought of this, so that is why it is amazing, but it is simple and has all we need to tell you how a cell works and looks like. It didn't take too long to make either, it only took 2-3 days to make, and we had all the materials, if not more than we needed to create it. It was also good fun to make as well, better than we expected.

Rafay & Alex





PEAK PROGRAM

During the April school holidays, students participating in the Peak Program were invited to attend a conference together with students from other schools who are also participating in the Peak Program.

Peak is a self-development program delivered by David Castellani, over eight weeks, after school. It assists students in dealing with social media distractions, goal setting, time-management, prioritising, understanding the importance of sleep, networking and developing resilience.

The purpose of the conference was to allow students to network with other students and to hear from inspirational guest speakers.

One speaker, Damian Martin, a former Wild Cats player and an Australian representative for basketball in both the Olympic and Commonwealth Games, spoke about his love of the sport and how his passion for playing basketball was supported by his parents.

He encouraged the students to set goals and overcome obstacles. He also spoke about the importance of planning for the future, but also, to enjoy the moment and take advantage of all the opportunities that were offered to them.

Catherine Smith VET & Careers Coordinator



PHYSICS IN ACTION YEAR 10

When presented with the simple task of constructing a pendulum to understand the relationship between the length, amplitude and mass of a pendulum and the period of its swing, what should one do? Construct a life-size pendulum using fishing line, a white board and a slotted mass, of course. By recording in slow-motion the movement of a series of pendulums with decreasing string lengths against a whiteboard marked with various angles, we found a distinct relationship between string length and amplitude. We discovered that the longer the string, the larger the amplitude. And that a short string produces a swing with a short amplitude, and that takes a smaller amount of time to complete. We discovered that if we held the mass to our nose and let it go, it didn't come back to the point we released it due to a loss of energy. The creative processes involved were highly beneficial to our understanding of physics as a whole.

Nikita Nicola and Indigo





YEAR 8 HEART DISSECTION

During Term One, the Year 8s were studying biology and learning about the heart. To further understand what we learnt, we were provided with the opportunity to dissect a sheep heart.

Excited to put our new STEM building through some use, we briefly discussed what we needed to do and how we needed to set up our tools. Our teacher handed out the hearts on a little plastic tray and sent us off to the workspaces we had set up, and let us investigate. It was squishy, a bit cold and a weird phenomenon, smelling a bit like off yoghurt. The teacher cut the heart in half with a sharp scalpel because that was dangerous and let us identify all the areas of the heart. We could clearly see the right and left atriums and ventricles, the aorta and vena cava.

Once we had had an opportunity to explore the regions of the heart, she told us to clean up and dispose of the waste and gloves in a bag and how to wash and put away our safety goggles.

Some students found it all a bit overwhelming and were given the option of sitting at the desks. Some people didn't like it, and others were fascinated.

Everyone that participated enjoyed the hands-on experience as it really helped them understand how the heart pumps blood and its importance in the circulatory system. It was much better to have the practical demonstration to refer it back to the worksheets we had previously done in class.

Lucy





MAKING AN EDIBLE CELL IN YEAR 8 SCIENCE

YEAR 9 KOREAN CALLIGRAPHY

For our Science lesson Mrs Colasante gave us an exciting task which was to make a cell out of edible materials. For each organelle there was a corresponding material which were an assortment of lollies. After we formed our 'edible cells' we labelled our cells on a word document In the end our 'edible cells' turned out great and tasty.

Hudson Year 8

Our Korean teacher Mr Jeong taught us how to write in the calligraphy style in the traditional Korean way. There are these unique papers that we wrote on using water. When the paper has dried, the writing disappears. It was fascinating to see when the water touches the paper, and it turns black. This activity taught me how special and unique Korean traditions are.

Minnie



안녕하세요 / Hello

감사합니다 / Thank you

LANGUAGES KOREAN YEAR 11



안녕하세요 / Hello,

My name is Avelyn, I'm from the Year 11 Korean class. In today's lesson, Mr Jeong provided us with a Korean traditional drink called sikhye. Sikhye is a sweet Korean rice beverage, usually served as a dessert. It contains grains of cooked rice and pine nut.

From this, we are able to learn expressions like:

정말 맛있어요 - Jeongmal massiseoyo (*It's really tasty*)

잘 마셨습니다 Jal masyeosseubnida (*I drank well*)

드리세요 deusilleyo (*Would you like to have some*)

and more.....

While in past lessons, we went back to the basics of Korean and reviewed the concepts we have learnt in the past years. This included the alphabet, introductory greetings, phrases, the history of Korea and many more expressions.

Later on, Mr Jeong was able to teach phrases and expressions related to nationality, self-introduction in more detail, formal class expressions/gestures, countries, language and so on. During these classes, Mr Jeong was kind enough to let us try multiple snacks and beverages such as the Korean beverage (sikhye) said before.

From my perspective, studying Korean with Mr Jeong and the class has been an entertaining and educational experience and I hope for people who want to learn about the culture and language to join as well!

감사합니다 / Thank you

Avelyn Year 11

YEAR 8 KOREAN

Today in Korean, we made patbingsu: Step 1: Mr Jeong crushed the ice using a machine. Step 2: We put the ice into small bowls and put sweet red bean on top. Step 3: Then we put Korean walnut tea power on top along with some chocolate and milk. Some people got some ice cream to put on top as well. Step 4: We mixed everything together in our bowls and ate it. It was delicious, and I had a lot of fun making it. **Cherise**





THE MEDIA SHARK TANK

As part of their studies into the gaming industry, Year 11 Media General students participated in a Shark Tank style presentation where they spruiked an innovative Game Design.

There were some amazing and original ideas presented in a Shark Tank format where students' peers allocated money based on their presentation to take the design to the next level.

Unfortunately, the money wasn't real – but the budding designers still took it very seriously and the competition was on. Congratulations to **Tim** our 2021 winner!

Ms Deborah Edwards, Media Teacher





HOUSE BAKE OFF

The House Cake Competition was hotly contested, with each House submitting a cake for each of the three competitions (Middle, Upper and Senior School). Using this year's theme, 'All Things Aussie', and their House colour, each House had to bake their own cake to be submitted for judging. With the assistance of Ms Baljic from Home Economics, they were judged on Taste, Texture, Appearance, Creativity and their demonstration of the theme. This year had an extremely high standard, with some magnificently presented cakes that looked great on the outside and held a wealth of surprises (colours, chocolate, etc.) on the inside. Middle School saw a win from Murdoch (followed by O'Connor, Forrest and Hackett) with their 'Meat Pie' Cake, resplendent with Murdoch blue interior. Upper School was also won by Murdoch (Hackett, O'Connor, Forrest) with an incredible beach scene atop a marbled cake. Senior School resulted in a win from O'Connor (Hackett, Murdoch, Forrest) with the highest scoring cake of the day, their 'Vegemite Jar'.

Overall, Murdoch took out the Cake Bake title, followed closely by O'Connor, Hackett and Forrest. It was an astounding effort, and our judging panel had a challenging time with the decisions ... as nice as cake can be, tasting your 12th in an hour can be a challenge. Well done to everyone.

Andrew Paul, School Chaplain





COUNCILLORS' BAKE SALE

On the 22 of March, the Year 11 Councillors held the first bake sale for the year during the first and second lunches for both Middle and Senior/Upper School. Councillors provided an array of different home-baked goods for the rest of the Mount Lawley SHS students and staff to enjoy.

We were treated to M&M cookies, jelly cups, lemon slice and mini cheesecakes were only a few of the things offered at this highly successful event.

The fairy bread leading the charge flying off the tables. We managed to raise \$633.50, which was just under double the amount of our most successful sale last year.

All these funds go to the end of year mock tail party to decrease the costs for everyone going. All in all, this was an enjoyable, sugar-filled day that exposed the Mount Lawley staff and student's sweet tooth.

Will Year 11 Councillor





YEAR 8 RIVER CRUISE

This year, the Year 8 cohort were taken on an exciting excursion - a cruise on the Swan River!

The night was filled with fun, games, dancing, pizza, soft drinks, and donuts, and it was a unique way for everyone to socialise and get to know each other in a more casual and environment.

The night started off at Barrack Street Jetty, we were all the excited and there was a buzz in the air. We all stared in awe at the lights and dance floor aboard the boat. Eventually, everyone relaxed into the party vibe and danced the night away. It was a night we won't forget in a hurry!

Mia, Rhania & Esther





SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C For Year 7 & 8 parents
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 16 – KINDNESS, SORRY AND FORGIVENESS

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

WEEK 15 – POWER OF CONNECTION

Parent Wellbeing: Think about and write down what you want others to experience when you interact with them. When you are about to interact with other people, pause, to give yourself space, and then deliberately practise what you want them to experience. Being self-aware gives you have the power to choose how you will respond.

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

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

Receiving and accepting developmental, non judgemental feedback from family and friends on how they are travelling enables students to use their strengths to self-assess and then set goals and process self-expectations to live by.

Be aware that the adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up. As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them, which often leads to any family feedback being seen by students as criticism. *Acknowledgement: Diener & Biswas-Diener*

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

It is quite amazing how much emotional energy gets used up every day by people holding grudges. In some ways, this situation is quite understandable, because it takes a considerable amount of courage to open our hearts to say sorry or forgive others who have upset us. The issue can be that others may not be prepared to accept our apology and forgive us, and that's where courage comes in. Making the effort to at least try, will lift a load off our shoulders.

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

"It takes courage to apologise and forgive." MW

"All for one and one for all." Alexandre Dumas

Week 15

MIDDLE PLANNER	PAGE 40
<p style="text-align: center;">Relationships + empathy</p> <p style="text-align: center;">FAMILY AND FRIENDS</p> <p>WHY: by accepting that positively focused families and friends share advice honestly and look for what is right about what they are doing, you will be able to enjoy achieving what you set out to do together.</p> <p>HOW: when talking, aim for five positives for every negative, accept advice as a pathway to personal and academic growth, give of yourself to be kind and forgiving and keep your emotions and impulses under control.</p> <p><small>Acknowledgement: Diener & Biswas-Diener</small></p> <p>DO: what are ways your family and friends support you?</p> <p>_____</p> <p>_____</p> <p>What are ways that you can give back to your family and friends?</p> <p>_____</p> <p style="text-align: right; font-size: small;"><i>How could the resilience skill, Empathy, help you to do this? (pg 125)</i></p>	<p style="text-align: center;">Relationships + empathy</p> <p style="text-align: center;">POWER OF CONNECTION</p> <p>WHY: by accepting that one of the most effective ways to ensure positive personal and academic growth is a healthy feeling of social connectedness, you will relate better to your family, friends, teachers and peer groups.</p> <p>HOW: you and other people matter, and showing empathy and kindness to each other builds your resilience to adversity. When you are struggling, even though you don't feel like it, go out of your way to be with others; your feeling of connection and sense of belonging will generate positive emotions in you to restore your normal functioning level.</p> <p><small>Acknowledgement: Diener & Biswas-Diener</small></p> <p>DO: when you are worried about issues you have, who are three champions you could seek out?</p> <p>_____</p> <p>_____</p> <p>What different peer groups do you feel connected to?</p> <p>_____</p> <p style="text-align: right; font-size: small;"><i>How could the resilience skill, Empathy, help you to do this? (page 119)</i></p>
<p style="text-align: center;">Mindful Colouring In</p> <p style="text-align: center;">What went well this week?</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p style="text-align: center;">Character strength</p> <p style="font-size: x-small;">Use PERSPECTIVE to do STRENGTHS BOOSTER RELATIONSHIP STRENGTHS on page 128.</p>	<p style="text-align: center;">Respectful Me: I share</p> <p>You possess your own mix of character strengths. What are two strengths which would help you to cope with the demands of study? What are two strengths you look for in friends?</p> <p>Coping strengths</p> <p>1. _____</p> <p>2. _____</p> <p>Friends' strengths</p> <p>1. _____</p> <p>2. _____</p> <p style="text-align: center;">What went well this week?</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p style="text-align: center;">Study Tip</p> <p style="font-size: x-small;">Explain and share your notes in small groups to reinforce your understanding.</p>

Week 16

MIDDLE PLANNER	PAGE 42
<p style="text-align: center;">Meaning + purpose</p> <p style="text-align: center;">KINDNESS, SORRY AND FORGIVENESS</p> <p>WHY: by realising that the most rewarding and effective way to enjoy a healthy state of wellbeing is by being kind, saying sorry to and forgiving others, you will have the motivation to do good to feel good.</p> <p>HOW: other people are the greatest assets you have as young person to assist you to develop your character through bringing your strengths alive. It's funny that the more you try to help others, the more you grow yourself.</p> <p><small>Acknowledgement: Dutton & Lyubomirsky</small></p> <p>DO: when is a time someone was really kind, said sorry to you or has forgiven you for something you said or did?</p> <p>_____</p> <p>Who is someone you should be kinder to, or say sorry to or forgive for upsetting you?</p> <p>_____</p> <p style="text-align: right; font-size: small;"><i>How could the resilience skill, Connecting with Others, help you to do this? (pg 125)</i></p>	<p style="text-align: center;">Meaning + purpose</p> <p style="text-align: center;">SHOWING COURAGE</p> <p>WHY: by understanding that it takes courage to forgive someone who has done the wrong thing by you, you will stop carrying emotional baggage around.</p> <p>HOW: you have a finite amount of emotional energy, so don't waste it on holding grudges. The same can be said when saying sorry to someone you upset through your words or actions. Underneath you know that you should apologise, so look at which of your strengths you will need to call on to muster the courage to do so. Untie emotional knots in your and others' hearts by being brave.</p> <p><small>Acknowledgement: Dutton & Lyubomirsky</small></p> <p>DO: what emotions do you feel when someone says sorry or forgives you?</p> <p>_____</p> <p>What do you think holds some people back from forgiving or saying sorry to others?</p> <p>_____</p> <p style="text-align: right; font-size: small;"><i>How could the resilience skill, Connecting with Others, help you to do this? (page 119)</i></p>
<p style="text-align: center;">Mindfulness Time</p> <p>FIVE SENSES. Think of your proudest achievement and describe what you experienced for each of your five senses.</p> <p>Your achievement: _____</p> <p>See _____</p> <p>Hear _____</p> <p>Smell _____</p> <p>Touch _____</p> <p>Taste _____</p> <p style="text-align: center;">What went well this week?</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p style="text-align: center;">Character strength</p> <p style="font-size: x-small;">Use BRAVERY to do WELLBEING FITNESS CHALLENGE PHOTO 7 on page 130.</p>	<p style="text-align: center;">Mindfulness Time</p> <p>Choose one of these resources to explore self-calming and mindfulness activities.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> </div> <p style="text-align: center;">What went well this week?</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p style="text-align: center;">Study Tip</p> <p style="font-size: x-small;">Use positive self-mantras as screen savers on your devices to focus yourself.</p>



WEEK 17 – TIME, FREEDOM AND RESPONSIBILITIES

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

Many students believe they 'have their acts together' and don't need to organise their time in a structured way. The reality for most of them is the exact opposite. Making the choice to create a timetable of their commitments and responsibilities will actually provide them with more time to do what they want to do and sticking to it will also build their resilience to distractions. Writing down their musts, options and the suggested number of home learning sessions on the blank timetable can be a powerful motivator for them to realise they have choice in their lives.

After living by their timetables for three weeks, they will realise themselves how it is making their lives better. Doing this requires deliberate practice and a sustained effort which will create patterns for their brains to tune into. They develop a sense of meaning and purpose for being at school and students will take greater ownership of their learning progress, because their Personal Timetable is a contract with themselves. Put a copy on the fridge for family support.

Encourage students to use the interactive study timetable on the website www.learningcurve.com.au in the Individual Resources and Professional Practice Support section. Because things change in their lives, using this resource enables them to make adjustments online and then print out their new timetables. *Acknowledgement: Wade & Walsh*

"Fortune favours the prepared mind." Louis Pasteur

WEEK 18 – MIND-BODY HABITS

Parent Wellbeing: To enjoy a healthy state of wellbeing you need to have optimism and hope for the future which relies on: goals, which guide your actions, pathways which are ways to achieve your goals and motivation, which activates your pathways. Think about how you are developing each of these optimism and hope components.

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

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

To address this, we need to encourage students to engage in mindfulness activities to flush the excess brain chemicals causing the problems out of their systems. To be effective, mindfulness activities must have three components: pattern – do the same thing, control – concentrating to master doing the pattern, and repetition – doing it over and over.

Simple, but effective mindfulness activities include colouring in and doing boring things like brushing their teeth thoughtfully.

Acknowledgement: Rath & Hassed

Week 17

<p>MIDDLE PLANNER PAGE 44</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Accomplishment + optimism</p> <p>TIME, FREEDOM AND RESPONSIBILITIES</p> <p>WHY: by realising that for all the freedoms you enjoy being a teenager, and that for each of them there is a responsibility that you need to accept and meet, you will be more likely to design your own home learning timetable. Then consequences follow for not following through on your responsibilities.</p> <p>HOW: write down your musts, options and the suggested number of home learning sessions on the blank timetable (page 151) to design your own personalised one and then stick to it. <small>Acknowledgement: Sheldon & Adams Miller</small></p> <p>DO: what would be the benefits to you designing and then following your own home learning timetable?</p> <p>How is what you are doing at present meeting your responsibilities as a young person and as a student?</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Optimism and Hope, help you to do this? (pg 125)</i></p> </div>	<p>SENIOR PLANNER PAGE 44</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Accomplishment + optimism</p> <p>TIME MANAGEMENT</p> <p>WHY: by accepting that creating a study timetable for yourself to follow and stick to as a senior student, you will provide yourself with the best opportunity to challenge your best self both personally and academically.</p> <p>HOW: arranging your musts, options, exercise, fun and leisure activities on the blank timetable is a self-empowering activity which builds your self-belief. You are already enjoying many adult privileges, now is the time to accept some adult responsibilities, and time ownership and management is one of those. Doing this shows that you are optimistic about influencing your own future. <small>Acknowledgement: Sheldon & Adams Miller</small></p> <p>DO: what obstacles would you need to overcome to create and stick to a study timetable?</p> <p>From using a timetable, what positive benefits could be generated to ensure your personal and academic growth?</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Optimism and Hope, help you to do this? (page 118)</i></p> </div>
<div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Kindness week</p> <p>This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength KINDNESS, to grow relationships with your family, friends and school community.</p> <p><small>(Kindness Week worksheet and Kindness Wellbeing Award are in Individual Resources of www.learningcurve.com.au)</small></p> <p>What went well this week?</p> <ol style="list-style-type: none"> 1 2 3 <p>Character strength</p> <p>Use KINDNESS to do STRENGTHS BOOSTER HERO STRENGTHS on page 128.</p> </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Kindness Strengths Week</p> <p>Japanese have a saying, "one kind word can warm three winters." Make a difference by giving and receiving little acts of kindness to others and yourself. What are three kind things you can do?</p> <ol style="list-style-type: none"> 1 2 3 <p>What went well this week?</p> <ol style="list-style-type: none"> 1 2 3 <p>Study Tip</p> <p>Do past exam questions on the topic you are studying to polish your skills.</p> </div>

Week 18

<p>MIDDLE PLANNER PAGE 46</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Health + strengths</p> <p>MIND-BODY HABITS</p> <p>WHY: by learning how your mind affects your body's immune system and how your physical health is linked to your mental health, you will be able to create healthy mind and body habits.</p> <p>HOW: every day you have the choice to eat healthy, look for what is good, be grateful, exercise and enjoy being with other people. When you do these things, you are creating habits which will maintain both your physical and mental health. <small>Acknowledgement: Rath & Hassed</small></p> <p>DO: what things do you need to change to improve your physical and mental health?</p> <p>What are your thoughts about journaling every day what you do for the above things to keep you on track?</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Controlling Impulses, help you to do this? (pg 125)</i></p> </div>	<p>SENIOR PLANNER PAGE 46</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Health + strengths</p> <p>MENTAL AND PHYSICAL HEALTH</p> <p>WHY: by understanding that your mind and body health directly affect one another, you will feel more likely to keep them both healthy. <small>Acknowledgement: Rath & Hassed</small></p> <p>HOW: for example, feeling positive emotions enables regular heart rhythms and strengthens your immune system. Also, daily brisk exercise nudges your mindset more towards growth orientated ones. The 21st century is seeing people's pessimistic thinking and poor nutrition and exercise choices severely impacting on their overall health with depression, obesity and diabetes threatening their longevity. Eat well, sleep well, exercise well and think well to ensure a great state of mental and physical health.</p> <p>DO: what is something that you need to change to boost both your mental and physical health?</p> <p>What could be dangerous about adopting the often adolescent attitude that "it won't happen to me"?</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Controlling Impulses, help you to do this? (page 118)</i></p> </div>
<div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Resilient Me: I am enough</p> <p>Communication & Reflection</p> <p>Every night share with my family what happened during the day and what I was grateful for. What are four grateful things I've learned from my family to add to my resilient self?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>What went well this week?</p> <ol style="list-style-type: none"> 1 2 3 <p>Character strength</p> <p>Use JUDGEMENT to do WELLBEING FITNESS CHALLENGE LOOKING FORWARD on page 130.</p> </div>	<div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Resourceful Me: I adapt</p> <p>Understanding how you use your time is pivotal to your success. For a typical week summarise on page 148 or using Time Understandings (website), log how you use your time. What are three things you could adjust?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>What went well this week?</p> <ol style="list-style-type: none"> 1 2 3 <p>Study Tip</p> <p>Avoid peer group members who are full of themselves or drama queens.</p> </div>



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WEEK 19 – RESILIENCE, OPTIMISM AND OBSTACLES

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

A key social-emotional resilience skill, which students need to negotiate the challenges of adolescence and schooling, is a healthy sense of self-belief in their self-worth as a person. This begins with accepting all the aspects which make up who they are as a person, both those they like and those they don't like. Also, accepting that experiencing the full range of emotions is perfectly normal. To support these things, they can mindfully focus on using their top strengths in their every thought, word and action.

Effective strategy to use which will develop their self-acceptance and self-belief include"

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

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

"As is our confidence, so is our capacity." William Hazlitt

WEEK 20 – PUMPING UP CREATIVITY

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

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

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

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

"They can because they think they can." Virgil

Week 19

MIDDLE PLANNER	SENIOR PLANNER
PAGE 48	PAGE 48

Positive emotions + gratitude

RESILIENCE, OPTIMISM AND OBSTACLES

WHY: by accepting that being optimistic assists you to grow the skills of resilience (page 125) to overcome obstacles in your life, you will have the self-belief to stretch your efforts to grow personally and academically.

HOW: believing that you can influence your own future is a powerful booster of your state of wellbeing. Beware that additions, such as social media and gaming, can very quickly rob you of optimistic outlooks on life.

Acknowledgement: Rivich & Shatte

DO: what areas of your life can you influence for your future?

Which skills of resilience (pg 125) do you need to focus on developing in yourself?

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

Positive emotions + gratitude

GRACEFUL NOTICING

WHY: by being aware that much advertising is distracting you from being grateful for what you have and creating feelings that you need more "stuff", you will avoid your self-belief and wellbeing being threatened.

HOW: an effective coping strategy to contest this is to immediately, pause, start noticing the good things in your life and begin writing them down to fully appreciate them. Purely thinking about these things is not enough to self-generate positive emotions in your self and increase your sense of autonomy, competence and connectedness. Be self-determined to show gratitude for what you currently have.

Acknowledgement: Ryan, Deci, Rivich & Shatte

DO: what is something that you really want, but really don't need to make you feel happy?

Do you feel that showing gratitude is a deliberate choice or something that comes naturally?

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

Respectful Relationships

From Feelings and Emotions, choose three sets of three emotions, which rise in intensity from weak to strong. For example, calm, worried, frantic. Role play what body language you would show for each set of three.

Calm, worried, frantic

- _____
- _____
- _____

Mindful Colouring In

What went well this week?

- _____
- _____
- _____

What went well this week?

- _____
- _____
- _____

Character strength

Use **APPRECIATION OF BEAUTY AND EXCELLENCE** to do **STRENGTHS BOOSTER STRUGGLE STRENGTHS** on page 128.

Study Tip

Start every morning with brisk exercise and a healthy breakfast: main meal of day.

Week 20

MIDDLE PLANNER	SENIOR PLANNER
PAGE 50	PAGE 50

Engagement + mindfulness

PUMPING UP CREATIVITY

WHY: by understanding that when you totally engage yourself in one activity, you will provide yourself with an opportunity to experience a state called flow, where your creativity can increase fivefold.

HOW: for flow to occur in class, you need to be clear on the purpose and learning intention of the lesson, you need feedback on how you are learning, and your skills need to be matched to a challenge which really stretches them.

Acknowledgement: Nakamura, Kotler & Csikszentmihalyi

DO: what is an activity you have engaged in fully where you felt an amazing boost in creative ideas?

What can you do to be clear on the learning intentions and to get feedback on your learning in class?

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

Engagement + mindfulness

FLOW

WHY: by looking for challenging opportunities to stretch your abilities, you will be in the growth zone.

HOW: this is particularly so, when you are studying work which tests your skills and you have to dig deep to master it. When you have prioritised what you need to do, created a study timetable to guide your efforts and are self-determined, the climate is set for you to experience flow. You are concentrating fully, totally immersed in what you are doing and lose track of time. Elite performers in any field experience flow regularly.

Acknowledgement: Nakamura, Kotler & Csikszentmihalyi

DO: how do you think creating the conditions to experience flow could benefit your academic and personal growth?

What activities do you do which could enable you to experience flow and lose track of time?

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

Mindful Colouring In

Respectful Me: I share

Socialising is an important and healthy part of senior schooling. To ensure you and your friends' safety, before you go out, discuss possible unsafe situations and what you all would do. What are three of these?

- _____
- _____
- _____

What went well this week?

- _____
- _____
- _____

What went well this week?

- _____
- _____
- _____

Character strength

Use **CREATIVITY** to do **WELLBEING FITNESS CHALLENGE MATTER VIDEOS** on page 130.

Study Tip

Use the three 8's: 8 hours for sleep, 8 hours for school and travel, 8 hours for exercise, leisure and study.



COMMUNITY NOTICES

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



MAY 29

Inglewood Mt Lawley Community Garden Official Open and Membership Launch

by Inglewood Mt Lawley Community garden

[Follow](#)

Free



[Register](#)

Inglewood Mt Lawley Community Garden wish to welcome you to their Membership Launch and official Garden Opening

About this event

Come down to your local Inglewood Mt Lawley Community garden and see what all the excitement is about, we are very proud of our little piece of paradise and want to share it with you all.

On the day you will have the opportunity to join as a member and register your interest for your very own garden plot.

Do not worry if you are not a green thumb..most of us have been learning along the way. We have a fun and vibrant committee that feel getting to know our local community in a social aspect is just as important and getting your fingers dirty.

Come down and enjoy a drink and nibbles on us we really look forward to meeting you.

Date and time

Sat, May 29, 2021
3:00 PM – 5:00 PM AWST
[Add to calendar](#)

Location

1 Stancliffe St
1 Stancliffe Street
Mount Lawley, WA 6050
[View Map](#)

Please extend this invitation to your school community and we encourage all to rsvp via the link below.

CLICK ON THE LINK or PAGE as hyperlinked.

Please RSVP via the link below to assist us with catering and also for covid purposes. We very much hope to see you all there.

https://www.eventbrite.com/e/inglewood-mt-lawley-community-garden-official-open-and-membership-launch-tickets-149826935397?fbclid=IwAR07TS0BiZ43yPZBn9G4Y6lypX-5MvDRG5Y81ydlIKNrt_gFCY3gg-T9LkY





COMMUNITY NOTICES

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INTERNATIONAL SPORTS CAMPS

ISCAMPS.COM.AU

GREAT SCHOOL HOLIDAY SPORTS COACHING CAMPS

REAL SPORTS COACHING FOR CHILDREN AGED 5 - 15

Experienced coaching panels and guest star coaches attend each camp program



Book Now

Be your best

ISCAMPS.COM.AU

JUNIOR STARS PROGRAM

Ages 5 to 11

SENIOR CHAMPIONS PROGRAM

Ages 12 to 15

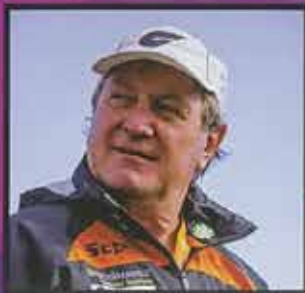
40% OFFER

BOOK BY JUNE 20TH TO LOCK IN THIS DISCOUNT

3 DAY CAMP ONLY \$177

USE CODE **ISCWIN40** AT CHECKOUT

CALL US NOW ON 1300 418 204 FOR DETAILS



"Make sure you get along to an ISC program this year. I have worked with Tony Miles on football camps since the early 1980's, and the camps always provide a great all round football experience. Good luck and I look forward to seeing you at an International Sports Camps football camp this year."

Kevin Sheedy
Premiership Coach and AFL Hall of Fame Legend



"I grew up around school holiday programs and participated in many clinics as a young girl. I've seen hundreds and hundreds of kids go through those camps and have such a great time. I've learnt so much from the camps, and I know you will too!"

Bianca Chatfield
Former Australian Diamond and Vixens Captain



"Every time I've gone to the camps, I've loved getting to know the kids. They learn the fundamental and basic skills, they get to have lots of fun, improve their fitness and make new friends. Everyone should get involved in International Sports Camps."

Bec Cole
Australian Opal, WNBL



2021

IGNITE

FREE FOR YOUNG PEOPLE AGED 12 - 18

***MUST BE ABLE TO ATTEND ALL SESSIONS**

ACTING + FILM WORKSHOPS

Sat 5 June | Sun 6 June | Sat 12 June | Sun 13 June
10am - 3pm @ HQ Leederville

Over four workshops you will devise a story idea, develop characters, learn fundamentals about screen acting and film equipment and take turns as a cast and crew to shoot your film. Lunch will be provided!

To register, email caroline.smith@ymcawa.org.au or call 0428 717 551.
 Get in quick - spaces are limited!

the Y HQ
 60a Frame Court, Leederville T 9328 3221
 f ymcahq3 @ ymcawahq



AN INVITATION TO JOIN
 Saturday 1st May, 9.30 am

The WA Youth Choral
The voices of the future.
 Singing for all, in fun inclusive environment.

ALL WELCOME (8 - 15 yrs), NO FEES, NO AUDITIONS
 Saturdays 9.30 till 11.00 am

STAGE DOOR STUDIO
 17 Coolgardie Terrace, Perth 6000
 (off Lord St. Near HBF Stadium.)

First Concerts, 25th June, 10am, 11 am, 12 pm

*Singing for fun in safe and inclusive environment.
 No FEES, No AUDITION, everyone allowed to join.
 FREE T-shirts and folders.
 Professional staff assistance with presentation and singing.
 Special help for serious singers or those that need it.
 Costumes and solos and filming permitted and encouraged.
 Concert tickets purchased on enrolment, only cost, guaranteeing audience.*

Stage Door
 School of Performing Arts

Enroll NOW (Purchase 6 concert tickets)
www.trybooking.com
 Enquiries Please Call 0416 251 265
www.stagedoorschool.com

2021

IGNITE

FREE FOR YOUNG PEOPLE AGED 12 - 25

HQ HOW TO

WORKSHOPS ABOUT THE MUSIC INDUSTRY

NO NEED TO REGISTER - JUST SHOW UP!

Sat 8 May 11.30am - 1pm
Social media content and other career paths
 Nic Gidleyking is an artist manager, content creator, tour manager and business owner.
 With Nic Gidleyking

Sun 9 May 11.30am - 1pm
Managing your act as a business, booking shows and networking with agencies
 Veronica Zurzulo is a songwriter, singer and guitarist for Dulce Blue, WAAPA Arts Management student, label assistant, manager, promoter and business owner.
 With Veronica Zurzulo

the Y HQ
 60a Frame Court, Leederville T 9328 3221
 f ymcahq3 @ ymcawahq



2021

IGNITE

FREE FOR YOUNG PEOPLE AGED 16 - 25

DJ + HIP HOP WORKSHOPS

Tuesdays @ 6pm
11 May - 13 July @ HQ Leederville

You will get practical hands on knowledge and mentorship by industry professionals. **FREE** 10-week program to learn the basics of becoming a DJ and Hip-Hop MC, running a small home-based business and learn about the industry.

Spaces are limited, register your interest at <https://bit.ly/2Q85FII> or scan the QR code

the Y HQ
 60a Frame Court, Leederville T 9328 3221
 f ymcahq3 @ ymcawahq





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perth
ADEFAS **YOUTH**
arts
AWARD

\$2,000
PRIZE POOL

- **Junior Award \$500 prize: ages 13-17**
- **Young Adult Award \$1,500 prize: ages 18-22**

The award supports young aspiring artists in the development of their visual arts practice for projects such as the creation of a work, a concept, or an exhibition in the fields of drawing, painting, printmaking, collage, video, photography or sculpture.

Entries will be judged by a panel of leading WA arts community members.

Applications open 30 April 2021 and close 31 July 2021.

Winners will be notified 1 September 2021.

To enter online or for more details, see: adfas.org.au/societies/perth



The Australian Decorative and Fine Arts Societies Perth (ADFAS Perth) Youth Arts Award supporting the next generation of promising young Perth artists!