



**MOUNT LAWLEY SENIOR HIGH SCHOOL**  
An Independent Public School

## LAWLEY UPDATE Term 3 No. 9 2014

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Dear Parents, Caregivers, Students and Staff,

Each time I sit down to write this article I am quite astounded at all that occurs at, around and beyond our school, whether directly curriculum-based or co-curricular activities or opportunities that our students have to push themselves to develop the attributes of fine, future adult citizens.

This week we held our regular High Achievers' Breakfast for those Year 12s who have demonstrated their academic prowess and commitment to their studies. We were so very fortunate to have as guest speaker, Mrs Janet Holmes à Court. Thank you to Ms Smart for helping us to lure Mrs Holmes à Court here. It was a wonderful occasion where students and staff were treated to the reflections and comments of a highly respected, successful and famous Western Australian. Did you know that she is the product of a public school education? And that she attended UWA and studied organic chemistry? Mrs Holmes à Court regaled us with stories of her school days, uni days and involvement with some of Australia's largest companies. Her message was one of the need for equality, the responsibility of everyone to contribute to society wherever they can and to do your best. Her passion for her roles and her commitment to the betterment of society were evident. Also apparent was a fabulous sense of humour that kept the staff and students highly entertained. It was a wonderful lesson in the power of personality and passion in public speaking.



### CONGRATULATIONS



**Grace 1201** has been selected to represent the State in the 2014 National Girls Friendship Baseball series to be held in Queensland.



**Ben 8H3** as a member of Golf WA State Development Squad participated in the 2014 Gold WA State Sands Greens Championships.

### Early Start Booklist Scholarships



2015 Year 11 and 12 students wishing to apply for a Booklist Scholarship may do so by completing an application form available on the website or from the Administration Offices.  
**Closing 9:00am Tuesday, 16 September 2014.**

Please support our Green initiative by reading the rest of this Update online using the school app or at  
<http://www.lawley.wa.edu.au/view/newsletters/lawley-update>  
or  
P & C Website <http://mlshspc.org.au>



After Mrs Holmes à Court's speech, we were once again treated to what can only be described as a magnificent feast prepared by our Year 11 and Year 12 Hospitality students under the leadership

of Ms Smart and the Home Economics team. Superlatives do not do justice to the breakfast! It was beyond compare. By now students know that I need to try one of everything. Just as well I have ramped up my exercise this week!

**Recent Student Successes/Achievements**

Some of the activities in which our students have been involved include:



- Mock trials with our Year 11 team continuing to have success having advanced to the semi-finals where they will be up against

Chisholm Catholic College. Bravo to Ms Galavan and our Year 11 students.

- The Cambodia tour where students engaged in community service at a global level.
- The Year 8 carnival where students distinguished themselves by their teamwork and sportsmanship.

- SVAPA workshops last Saturday where students were afforded the opportunity to work with three Arts experts.
- The ABODA Festival where our senior concert band earned outstanding ranking under the baton of Lee Stanley the SIM teacher. Congratulations.

**Attendance**

Stars in the attendance competition are still our Year 8s with 91% attendance. This is a top result. Well done to all year groups: for the past two weeks our average attendance across the school has been above 90%. This is one of the targets in our business plan. I was very pleased to be able to report to our School Board a couple of weeks ago that we had met this target. Thank you to all staff who have been involved in our push with attendance, particularly those staff in Student Services.

**Buildings**

The construction of the new building is progressing well. While early winter rains delayed some of the bricklaying, the spectacular weather recently has seen brickwork continuing on the first storey and metal structures being added to the building. The built in electrical infrastructure is almost complete and sheet metal is being installed on the North block roof.

**Feedback**

Communication remains one of the main issues in a school of our size. There are usually several ways in which school community members can access information whether through our push notification system on our very own App, via the website, through email or by contacting people directly by phone. We still use the paper method too- this very newsletter is sent home with students. It is disappointing that many students choose not to pass it on to their families. While I realise that teenagers sometimes are not forthcoming with information, sometimes a good old fashioned "fireside chat" is just the ticket for drawing out information from reluctant participants!

**Parking**

After about eight years in the making, the parking on Learoyd Street has finally been made over to Edith Cowan University. I have been reliably informed that, after a brief teething period, users of Learoyd Street are compliant with parking restrictions, making for much improved traffic flow and, more importantly, a safer environment for all. Thank you to all involved in effecting this change.



**Year 12**

Many families would know that for many Year 12s Semester 2 exams are not far away. I would remind all students that exams are an opportunity for students to demonstrate just how much they do know and understand. It is always important to keep them in perspective: while important, there is absolutely nothing to be gained by being miserable about them. Treat them as a challenge: set out to do a PB. If this does not happen, there is always another opportunity with the WACE exams! There is no substitute for hard work, good preparation and leading a healthy lifestyle where balance and perspective are maintained. This includes eating healthily, getting sufficient sleep and making exercise (no matter how brief) a part of every day.

**Finally**

Spring is very clearly on the way. Have you seen our rose bushes shooting in front of the Admin block? I am looking forward to seeing the first blooms of spring in a few weeks. There is always joy to be found in a garden!

Have a lovely fortnight.

*Lea Fairfoul-Hutcheon, Principal*

**YEAR 8 CARNIVAL**



**SVAPA WEEKEND WORKSHOPS**





## WELCOME TO THE SCHOOL PSYCH CORNER AT MOUNT LAWLEY SHS!

Just a reminder that the School Psychologist has a wiki on our school website. It is located on the lower right side of the site, a BLUE button under the Community Section. Please refer to the screen shot opposite for further details.

This wiki is operated by the School Psychologist at Mount Lawley and will help you get access to a whole host of information including: mental health and well-being; study skills; resilience building; positive psychology; mindfulness; anti-bullying and parenting support.

- ☑ Mental Health and Well-being
- ☑ Study Skills
- ☑ Positive Psychology and Mindfulness resources
- ☑ Relationships
- ☑ Bullying, harrasment and conflict
- ☑ Parenting Support
- ☑ Drugs and Alcohol Information
- ☑ Smartphone apps



### Cyberbullying – supporting your child online

Childhood bullying used to be face-to-face physical and verbal behaviour in the playground, classroom and on the way to and from school. Now online technology and constant connectivity has allowed bullying to harm children through often anonymous contact or actions. Cyberbullying can happen at any time and leave a child feeling unsafe and alone.

Cyberbullying most commonly occurs through:

- Comments posted in an open online environment such as Facebook.
- Direct text, email or instant messages online or on a mobile phone.

Children can manage cyberbullying with your support by taking the following action:

- **Blocking the person** cyberbullying and changing privacy settings. Retaliating or responding to the bully only gives them the attention and power they want.
- **Reporting the bullying.** Most websites have online help centres and reporting facilities, and online abuse is in violation of the Terms Of Use of most social networking sites.
- **Collecting the evidence.** Keeping mobile phone messages and printing emails or IM conversations.
- **Talking to someone they trust** like parents or a teacher.
- **Visiting the Cybersmart Online Helpline** ([www.cybersmart.gov.au/report.aspx](http://www.cybersmart.gov.au/report.aspx)) to chat with an experienced counsellor or calling the Kids Helpline on 1800 55 1800.

[cybersmart.gov.au](http://cybersmart.gov.au)

### Glossary:

#### Cyberbullying

Cyberbullying occurs when technology is used to deliberately and repeatedly engage in hostile behaviour to harm someone. Groups and individuals can be both the perpetrators and targets of bullying.

#### Instant messaging (IM)

Instant messaging is sending real-time messages from one computer to another by means of small 'pop-up' windows. They are a form of 'instant email' and are very popular with students and adults alike. They are usually a one-to-one communication medium, although some programs allow many people to chat at the same time, like a private chat room.

A full cybersafety glossary may be found at [www.cybersmart.gov.au/glossary.aspx](http://www.cybersmart.gov.au/glossary.aspx)

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OUT FOR EARLY START

The Scholarship Advantage

- ✓ **Scholarships Provide You with Financial Support**  
Let someone else pay for part of your education.
- ✓ **Scholarships Can Help You Get Where You Want to Go**  
A scholarship confirms you would be a valued addition to an institution.
- ✓ **Recognition**  
Be recognised for your potential and develop confidence to pursue your goals.
- ✓ **Distinguish Your Achievements**  
Stand out amongst your peers.
- ✓ **Scholarships Make Your Resume Stand Out**  
A scholarship will enhance your resume.

ACADEMIC & FINANCIAL EQUITY SCHOLARSHIPS

The provider of the bookshop, Campion Education, has provided a number of scholarships for students attending the school in 2015.

The scholarship is available for purchasing books, materials and stationery from Campion Education.

Students interested in applying are to submit:

- Application form.
- Copy of last school report.
- Statement addressing the selection criteria (maximum one typed page).

Application forms are available from the Middle, Senior or Main Administration Offices and are also on our website.

For more information visit  
[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) or  
phone 9471 0300.

**CLOSING**  
9:00am Tuesday, 16 September 2014 – Years 11/12 in 2015  
3:30pm Friday, 14 November 2014 – Years 7-10 in 2015



## NURSE'S REPORT

### Head Lice

There have been several reports this term of some students having head lice and it is important as a school community to check your child's hair regularly and treat immediately. Head Lice are only 2mm-4mm long and are therefore very difficult to see and can move very fast making them most difficult to check whilst the hair is dry. Applying hair conditioner to dry hair will slow down the lice making detection and removal easier.

The Department of Health's preferred treatment method is the 10-Day Conditioner Treatment, however advice on insecticide treatment is also provided in the Department of Health's Head Lice Fact Sheet. This is available at [www.health.wa.gov.au/headlice](http://www.health.wa.gov.au/headlice)



Department of  
Health



Thank you for being part of this school's cooperative approach to head lice management.

**Tracey Godfrey, Community Health Nurse**

### 10 DAY HAIR CONDITIONER TREATMENT FOR HEAD LICE

Head lice can be more easily removed by applying plenty of hair conditioner to dry hair before combing to remove live lice and eggs (nits). Any type of hair conditioner may be used, including generic 'home' brands, together with a metal fine-tooth 'nit' comb. Suitable 'nit' combs can be purchased from most pharmacies.

#### How does it work?

The hair conditioner works by immobilising the lice so that it is easier to trap them in the teeth of the comb. Without hair conditioner to slow them down, lice can be difficult to catch – they can run about 30 cm in 60 seconds. Hair conditioner also reduces friction, making combing easier, especially when using the metal fine-tooth 'nit' comb. Even if only one or two adult lice are missed, they can lay about 6 eggs per day, and the cycle of infestation will continue.

Why the 10-day treatment period?

Generally, eggs ('nits') will hatch 7 to 10 days after being laid on the hair shaft. The 10-day period is therefore recommended as the most effective time needed to break the reproductive cycle of the head lice. The reproductive cycle is broken by combing out the emerging hatchlings every one to two days, before they mature enough to lay further eggs (about a week after hatching).

#### What to do:

- Apply plenty of hair conditioner to the dry hair until saturated. Using white hair conditioner may make it easier to see the head lice.
- Comb through with an ordinary comb or brush to remove tangles.
- Section and comb the hair thoroughly with a metal fine-tooth 'nit' comb in 4 directions – forwards, backwards, left and right.
- Wipe the comb on a white paper towel to check that the dark adult lice or the paler hatchlings are being removed. Hatchlings are young lice which emerge from eggs. You may need to use a magnifying glass and a strong light to see the lice and eggs.
- Continue combing the hair in sections until the whole head has been screened.
- Rinse the hair conditioner out when finished and dry the hair.
- Repeat this process every one to two days over a 10 day period, to cover the hatching cycle of the eggs. Combing with conditioner traps and removes the hatchlings as they emerge from the eggs. To save time during a school week. Consider this combing schedule: "Tuesday, Thursday, Saturday, Sunday, Tuesday, Thursday".
- Examine your findings for adult head lice each day after combing. If any are found, this indicates a new infestation. You will need to start again from day 1, as new eggs may have been laid by the adult lice.
- Check for head lice reinfestation once a week for at least 4 weeks after completion of the 10-day treatment. Do this on the weekend when you have more time. Applying plenty of hair conditioner makes inspection by combing easier as well as more effective.
- Check all other household members for head lice infestation using the method described above.

#### How to remove eggs:

Some eggs will be removed by combing, but others are harder to detach. You may need to use your fingernails to remove as many eggs as possible from the base of the hair shaft near the scalp. Hatchlings that merge from any 'missed' eggs will be removed by combing with hair conditioner over the 10day period. Remember, only those eggs within 1cm of the scalp will hatch. Eggs that have grown further out with the hair shaft will already be hatched or dead.



 The Learning Curve™

## Parent Focus Article

### WEEK 22

#### Middle – Anger Control Senior – Anger Management

**These articles are to be used with the School Diary which has been supplied by the P & C Association**

#### Learning Goals - at the end of this week your child should have:

- A self-awareness of body signals that warn them as they are beginning to become angry and which strategies to use to control this emotion.
- An acceptance and understanding that no one else is responsible for making them angry but themselves and a realisation that when they become angry their normal functioning level is disturbed and logical thought is more difficult
- A proactive attitude to use the weekly Habits of Mind and Thinking Tools to strive, thrive and flourish in their living, learning and thinking.

#### Value for Life – Self- Control

Identify three positive behaviours which show Purposefulness at home, then at school and then in the community.

#### Wellbeing Focus

Adolescence is an emotionally challenging period of time for students, parents and teachers. Both at home and at school, outbursts of anger and stress attacks can often occur. The teenage brain is anatomically different to our brains; they are not little adults. While their brains are wired up to create emotions like ours, the control centre of their brains, the prefrontal cortex, is not as yet. Therefore their emotions often go unchecked and their planning and forward thinking are often quite impulsive.

Combine this with the brain chemicals being released throughout puberty and it is little wonder that the adolescent brain is a turbulent place. Most cases of adolescent stress and anger are not deliberate, nor defiant; unfortunately many of the adults around them believe otherwise and react. A proactive approach is to initiate discussion both at school and at home about identifying the stressors that trigger emotional behaviours.

The time to have these conversations with students is when there is calm and no issues occurring, not during emotional episodes. Unfortunately, this is not the most common approach adopted by many of us.

An important thing for students to understand is that no one else makes them angry but themselves. Students need to be very clearly made aware that adopting the 'victim' mentality of "it's not my fault" is a behaviour that will not benefit them in any shape or form. It is also important for them to be aware that when their anger levels rise, their logical thinking levels drop.

To assist students to build self-managing, self-monitoring and self-adjusting habits, it is essential for teachers and parents to raise students' self-awareness of their moods and anger warning signals. This will cultivate positive growth mindsets and enable them to put in place a series of 'off ramps' when they realise they are beginning to lose control.

Explicitly focusing on building students' the emotional resiliency to learn how to take stock of a situation and then make appropriate decisions will assist them immeasurably.

*"Anger is an acid that can do more harm to the vessel in which it is stored than to anything on which it is poured."* Mark Twain



## SECONDARY

## Parent Focus Article

## MIDDLE – MEMORY TRAINING

## SENIOR – MEMORY TRAINING

## Learning Intentions/Goals - at the end of this week students should leave with:

- An awareness of how their brains thrive on looking for and seeing patterns to locate information in their memories and an understanding of how to use a number of memory coding techniques for effective storage and retrieval of knowledge in their brains.
- A proactive attitude to use *Thinking about Thinking (Metacognition)* and *Applying Past Knowledge to New Situations Habits of Mind* and the *Exploring Habits of Mind and Pluses, Minuses, Interesting Thinking Tools* to sharpen their thinking, enabling them to be self-managing.
- A proactive attitude to use the weekly *Habits of Mind* and *Thinking Tools* to strive, thrive and flourish in their living, learning and thinking.

**Value for Life – Resourcefulness:** Identify three positive behaviours which show *Resourcefulness* at home, then at school and then in the community.

**Wellbeing Focus:** Thinking is to the brain what exercise is to the body. To develop students' brain flexibility, build their capacity to learn new things and retrieve learning from their memories, we need to regularly provide opportunities for them to exercise their brains by:

- applying and extending their thinking to new situations.
- solving games of strategy; there are numerous computer based games available as well games like chess.
- doing crosswords, sudoku, logic puzzles, word searches, scrabble, monopoly, jigsaws.
- sharing jokes, finding humour and laughing; stimulating for the brain.
- Adding colour and engagement to our classrooms and lessons; enlivening for the brain

Cultivating students' ability to keep their brains 'present' and 'in the zone' must be nurtured and practised, otherwise their minds lose their thinking focus. How often do we forget someone's name almost immediately after being introduced. Our brain is not tuned into the present and as such not sharp. It is all about mindfulness; connecting to each and every moment.

There are numerous memory coding techniques on offer for students to keep their brains engaged and enable the efficient retrieval of learnt subject material.

These views are supported by many eminent educational thinkers including:

- "Effective thinking strategies can be modelled and utilised by any individual who wishes to do so." Robert Dilts, developer, author, trainer and consultant in the field of Neuro-Linguistics Programming (NLP)
- "We can improve students' ability to perform the various processes by increasing their awareness of the component skills and by increasing their skill proficiency through conscious practice." Robert J Marzano PhD, co-founder and CEO of Marzano Research Laboratory Colorado and a leading researcher and author in education.
- "The best thing we can do, from the point of view of the brain and learning, is to teach our learners how to think." Eric P Jenson, partner and consultant in the Temporal Dynamic Learning Centre Project at USCSD and author.

**"Minds are like parachutes, they only function when open." Thomas Dewar**

## SECONDARY

## Parent Focus Article

## MIDDLE – RELAX: EXERCISE AND LEISURE

## SENIOR – RELAX: STRESS CONTROL

## Learning Intentions/Goals - at the end of this week students should leave with:

- An understanding and valuing of sharing, relaxing and exercising as vehicles to achieve balance, peace and harmony in their lives.
- A willingness to reflect on what they do to build positive growth mindsets to develop self-managing, self-monitoring and self-adjusting lifelong habits; 'doing the right thing' and 'doing the thing right'.
- A proactive attitude to use the weekly *Habits of Mind* and *Thinking Tools* to strive, thrive and flourish in their living, learning and thinking.

**Value for Life – Focus:** Identify three positive behaviours which show *Focus* at home, then at school and then in the community.

**Wellbeing Focus:** To feel good about themselves, flourish in their pursuits and have a sense of peace and harmony in their lives, students need to find school/ life balance. This in turn fosters positive growth mindsets that empower students to then do good things. They weren't born knowing how to achieve this and often the only ways they learn is to pick up ideas from role models around them. Initiating discussions both at home and at school explicitly on this holistic area will raise their self awareness and curiosity to learn more.

This week's focus is about looking at the big life balance picture of sharing concerns, relaxation techniques, regular exercise and quality leisure activities. Building resilient and reflective dispositions in students will benefit their cognitive, emotional, physical, social and spiritual Wellbeing.

People who are unable to find time for exercise and relaxation in their lives will have to find time for illness; it's a reality and while it can be ignored, it won't go away. Students pursuing an active lifestyle are provided with many opportunities to meet new people, experience different things and be in a cycle of continuous learning. Learning to regularly take stock and reflect on how they are progressing is a habit well worth cultivating in students (and ourselves) for a balanced life.

In today's society, where electronic means of communication such as texts, social networking sites, twitter, emails, blogs and mobiles, overshadow face to face interactions, we must be vigilant to ensure that students engage in real conversations and activities with real people often.

**"The time to relax is when you don't have time for it." Sydney J Harris**

These articles are to be used with the School Diary which has been supplied by the P & C Association

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## COMMUNITY NOTICES

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

**PARENT WORKSHOPS****Literacy Learning Through Games (Years 4-8)**

<http://dsf.net.au/wp-content/uploads/2014/07/214K-3-Literacy-Learning-Through-Games.pdf?bd00d5>

Thursday 4th September from 4.00pm to 6.00pm

This is an opportunity to view demonstrations of the TRUGS (Teaching Reading Through Games), Letters and Sounds resources and our awesome Washington Reads card games. Come along and join in the games which are great resources anyone can use in the classroom and suitable for all ages.

**Building Self-Esteem and Resilience**

<http://dsf.net.au/wp-content/uploads/2014/06/214V-Building-Self-Esteem-and-Resilience-in-your-Child.pdf?bd00d5>

Friday 12th September from 9.30am to 12.00pm

Research indicates that for a child with a learning difficulty or disability, their self-esteem and ability to "bounce back" from challenges is just as important (if not more important) to their future success as the remediation they receive. This workshop focuses on giving parents strategies to develop their child's resilience.

**Read at Home with Pocket Rockets**

<http://dsf.net.au/wp-content/uploads/2014/07/214Z-4-Pocket-Rockets.pdf?bd00d5>

Thursday 9th October from 1.30pm to 3.00pm

Research evidence gathered internationally, over many years, clearly shows that the best way to teach children to read and spell is to tune them in to the words and sounds of our language (phonological skills) and then begin with the explicit and sequential teaching of the Alphabetic Code.

In this workshop author Berys Dixon will demonstrate simple and effective ways to support their children's alphabetic knowledge and phonological/phonemic skills, essential for success in reading and spelling. Berys will explain to parents how their children can use the Pocket Rocket stories at home to support developing skills in reading and writing. Parents will also be provided with ways to extend their children's fluency and comprehension skills and make reading come alive! The Pocket Rocket series consist of 44 imaginative stories to engage children with humorous characters and quirky plots.

All stories follow a proper story structure so are also perfect for developing comprehension skills, stimulating discussions on a variety of themes and a love of reading!



1 BAG (30L)  
**\$12**  
RRP \$19  
DELIVERY \$10

10 BAGS  
**\$100**  
SAVE \$20

TRAILER  
(500L)  
**\$150**  
SAVE \$50

**COOLBINIA PRIMARY  
SCHOOL P&C**  
[coolschool.org.au](http://coolschool.org.au)

**Sun 14 Sept 2014**  
8am - 12pm

Pick-up at Coolbinia PS  
or Delivery within 5km

**I JUST ORDERED  
MY FABFERT  
ONLINE  
HAVE YOU?**



This Fabulous Fertiliser is:

- **Organic**, uses no fossil fuels,
- **Incredibly effective**,
- Minimal odour,
- Approved by WA Health Dept.,
- **Not available** at retail outlets

**PRICING AND  
PRE-ORDER  
ONLINE NOW!**

Funds support a new  
school playground