



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 13 Term 3 No.4 2015

65 Woodsome St, Mount Lawley
Western Australia 6050 ABN 47 842 936 866

MAIN ADMINISTRATION
PHONE: 08 9471 0300 FAX: 08 9271 1126

MIDDLE SCHOOL (YRS 8-9)
PHONE: 08 9471 0350 FAX: 08 9471 0338

SENIOR SCHOOL (YRS 10-12)
PHONE: 08 9471 0320 FAX: 08 9471 0329

www.lawley.wa.edu.au
enquiries@lawley.wa.edu.au

In May, Year 7 and Year 9 students sat the annual NAPLAN regime of literacy/numeracy tests. The results of the tests are now available. The individual student reports have been provided to families.

The school's performance was very creditable, with the mean scores above both the state and nation in all tests.

Test Area	Year 7			Year 9		
	National	WA	MLSHS	National	WA	MLSHS
Numeracy	543	538	569	592	596	625
Reading	546	542	565	580	585	618
Writing	546	542	567	583	584	620
Spelling	541	536	569	568	571	611
Grammar and Punctuation	511	506	532	546	552	599

Compared to like (similar schools) Mount Lawley SHS performed very well. Writing, in particular, remains a strong suite for the school.

In terms of value add or improving student performance from one test cycle to the next, in Year 9, the school achieved a positive result in all English areas. In numeracy, the value add, given the consideration of the difference in the national and student scores, was -9. Writing was +22. For the number of students at or above the minimum standard, all areas in Year 9 showed an improvement over 2014.

The Year 7 results were also of a good standard with the 3 key areas of Numeracy, Reading and Writing showing a positive value add from Year 5. Again, as with Year 9, for all areas, over 90% of the cohort were above or at the minimum standard.

The second round of OLNA testing for Years 10/11 students for 2015 has also concluded. This is to establish the minimum requirements in terms of skill level to meet the requirements of the 2016 and beyond Western Australian Certificate of Education (WACE). The results will be made available next term.

There are six opportunities to achieve OLNA over Years 10 - 12. It only needs to be sat by those students who did not achieve a Level 8 in NAPLAN. The school conducts preparation work for students needing to sit the series.

The Year 11 students enjoyed the annual Mocktail party for 2015. This is their social event for the year and there was a very good turnout. Student behaviour and conduct was at the expected standard and their co-operation facilitates staff preparedness to attend and provide the duty-of-care for the event to be offered.

Last week a team of Year 11 girls won the School Sport volleyball championship. Congratulations to Georgia, Elysse, Mathilda, Jamie, Dimity, Mikayla and Suci for their sporting success. The

CONGRATULATIONS



**Austen 11M3,
Josh 11F3
Griffin 11F3**

are members of a band called J.A.G who received third place, in the Gozzy Rock Band Competition, run by the City of Gosnells. They also won the Encouragement Award, which consists of prize money and a recording session for their original songs.



There were 18 bands in the competition, 12 were selected for the first heat, 6 were selected for the final, the following weekend and J.A.G, were the youngest band in the competition.

Links:

<http://thehive.net.au/band/j-a-g/>

<https://www.facebook.com/gozzyrockbandcomp>



Peri 11O1 was awarded Second Place in the Upper Secondary Category, Years 10, 11 & 12 for the Tim Winton

Award for Young Writers held by the City of Subiaco. This award encourages creativity and imagination, and is a great opportunity to develop writing skills. There were 1800 writers who entered the competition. Congratulations Peri.



Winners of Year 11 Indoor Volleyball Schools Cup, **Georgia 11H3, Elysse 11H3, Mathilda 11H3, Jamie 11F2, Dimity 11O3, Mikayla 11F3 and Suci 11H2.**

Please support our Green initiative by reading the rest of this Update online at P & C Website
<http://mlshspc.org.au>

A THOUGHT

The great aim of education is not knowledge but action. *Herbert Spencer*



team was managed and supervised by a parent, Ms Tanya Hislop. Thanks to Ms Hislop for taking on this responsibility as this enabled the team to enter and compete in the competition.

This Update is the last one prior to the Year 12 Semester 2 examinations. They take place over the last week of term and during the second week of the holiday break. The WACE practical examinations for students studying subjects such as Languages, Physical Education, Music and Drama are scheduled in the first week. It is critical that students completing a WACE practical examination attend on time and at the correct location.

With Year 12 students shortly to complete courses, it is essential that students complete all assessments and finalise work. There are a number of students who are behind in completing tasks, including certificates. These must be completed to maximise scores and grades. The support of parents is sought.

On the other side of the coin, there are many students working well. Teachers offer revision classes at lunch times, before and after school and even on Saturdays. The efforts of teachers are acknowledged and students should take very effort to attend and maximise their results.

Congratulations are also extended to the place getters in the Italian State Speech competition. In Year 7, Phoebe was the winner with Olivia, second. In Year 8, Kosara, and in Year 9 Donya, also placed second in their year group. Eccellente result.

Year 12 student, Alex, has returned from representing Australia in the 2015 Union Cycliste Internationale (UCI) World Junior Track Championships. The competition was held in Kazakhstan. Alex, and his team mates, qualified in first place for the gold medal ride off in the under 19 men's team pursuit. Their victorious ride, against the Swiss team, saw them across the line five seconds ahead of the challenger. Congratulations on an inspiring win.

I will take this opportunity to advise parents that for the last week of Term 3 and for the first week of Term 4, I will be on Defence leave in Townsville. Mr Johnston will be point of contact for Senior School matters and Ms Simon, Middle School. Mr Camilleri will act for me as Principal of the school.

In closing this Update I wish all Year 12 students the best for the forthcoming school examination series and all families a relaxing break. School, for students, resumes on Tuesday, 13 October 2015.

Milton Butcher, Principal

NATIONAL SCHOOLS OPINION SURVEY FOR PARENTS & STUDENTS

Mount Lawley Senior High School has sent out the 2015 National Schools Opinion Survey to its parents, students and staff. This survey should have reached you by email and gathers data to which schools can reflect and make improvements. The School Survey was developed by Education Services Australia (ESA) on behalf of the Australian Government Department of Education, as agreed by Commonwealth, state and territory ministers for education through the Standing Council on School Education and Early Childhood (SCSEEC).

SCSEEC acknowledged the importance to schools, schooling systems and jurisdictional authorities of gathering and analysing school opinion information and changes to that information over time. SCSEEC approved the use of agreed student and parent survey items by schools and schooling systems and made provision for a **survey and data collection tool that schools could use to collect responses.**

The survey should only take a few minutes and we encourage everyone to complete it.

Michael Camilleri, Associate Principal

CONGRATULATIONS



Alex 12H2

Has just won the 2015 World Junior Track Championships Gold medal (world championship) Under 19 Men - Team Pursuit in Astana, Kazakhstan.

The Australian under 19 men's team have won this highly esteemed event for six years running (*so there is huge pressure not to be the team that relinquishes the crown*) The Australians qualified first and rode in the Gold medal ride off against the Swiss team - beating them by five seconds in the final.



**SCHOOL PSYCH CORNER
IVA FILIPOVSKA, SENIOR SCHOOL
PSYCHOLOGIST**

**HOW TO CONTACT THE SCHOOL PSYCHOLOGIST
at MOUNT LAWLEY SHS**

If you need to contact the School Psychologist regarding your child, please discuss your concerns with the relevant Community Team Leader or Year Coordinator in the first instance.

The Community Team Leader or Year Coordinator will refer your concerns to our Student Services Coordinator and these will be discussed and triaged in our relevant Students At Educational Risk (SAER) meetings.

If it is deemed that the School Psychologist needs to be involved in the case management of your child, the Team Leader or Year Coordinator will schedule a meeting with you to discuss an action plan further.



Parent Newsletter Article SUPPORTING SCHOOL DIARY, With the DIARY EXTRACT FOR THAT WEEK

Funded by School P & C . Source : The Learning Curve

WEEK 34 – REVIEWING AND REVISING

Wellbeing Element – Meaning and Purpose
Character Strength – Teamwork

Building effective learning and thinking habits into our students' study cultures includes instilling in them a willingness to establish a structured revision program. Revision should occur daily. It can take many forms and its key purpose is for learnt material to be continually revisited, pondered about and applied to new situations.

Raising students' mindfulness that they have personal best ways of learning by using their signature strengths to inspire growth mindsets in them will assist them to be effective in their revising. Popular and proven methods to revise include compiling summaries and lists, drawing idea maps and posters, recording thoughts orally, using Power Point or Prezi, flash cards, organising their thoughts using graphic organisers and a variety of thinking tools.

Revising by simply reading passively is just not as effective. A highly effective and proactive way to revise is to use Thinking Tools to organise their thoughts and Habits of Mind to add depth and clarity to their thinking to explore new connections to the material. A trap many students fall into is to learn and revise in the same way all the time; their brains just turn off.

A general rule of thumb is for every 50 minutes of class time, students should spend 5 minutes each night revising it. Then revisit the material at the end of the week, then the end of next week and then the end of the month. To embed it in their long term memories they need to revise learnt material a minimum of five times. When learnt material is not revised regularly, the brain doesn't see it as a pattern and as a consequence dumps it; why learn it in the first place?

As adults we know only too well how easy it is to forget things when we don't revisit them regularly; our students are no different

WEEK 35 – LEADING UP TO EXAMS/STAYING FOCUSED
Wellbeing Element – Engagement and Achievement
Character Strength – Leadership

Adolescence is a period of time in which students' capacities to stay focused on the job at hand and ignore distractions are often tested. For younger students this week focuses on assisting them to build resilient habits to ignore distractions both at school and at home. For Senior students the focus is on assisting them to prioritise what they do to prepare for their assessment and exam periods. Different education systems have their assessment and exam periods at differing times and this and upcoming wellbeing builders in the senior program are best taught prior to these periods.

Distractions can arise from many things in the classroom and in student's lives:

- *Not being in the 'learning zone' and having other things competing for their attention.*
- *Natural curiosity often displays itself in class and activities as being easily distracted by what's happening around them in the group; unfortunately this is more times than not treated as a discipline issue.*
- *A lack of prioritising and not placing preparation for assessment and exams high on their list.*
- *Their image and how they believe they should act in class to win peer acceptance.*
- *Having fixed mindsets and lacking grit to push themselves to accept and overcome challenges.*

Students need to be explicitly taught how to reflect on when and why they are distracted so that they connect to the moment to be mindful of their main distractors. This will enable them to focus on the right things using their signature strengths. A proactive approach is to engage their curiosity by providing them with opportunities to relate what the class is learning to their interests and their worlds. This may mean that there are quite a number of different directions being pursued in class, but this is where rich learning occurs and distractions are minimised.

STUDY TECHNIQUES & APPROACHES

WEEK 34
The Learning Curve

LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Builder: to develop students' Character Strength Teamwork and wellbeing element Meaning and Purpose through using a structured approach to reviewing and revising.
- An understanding of their personal best ways to learn and revise using their dominant Multiple Intelligences, Signature Strengths, and a preparedness to use Thinking Tools and Habits of Mind to add depth and clarity to their thinking.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Questioning and Posing Problems and Gathering Data through All Senses Habits of Mind and the Exploring Habits of Mind and GOLF Thinking Tools.

MIDDLE STUDENT PLANNER PAGE 94 **SENIOR STUDENT PLANNER PAGE 94**

REVISING
Wellbeing Builder: to develop your wellbeing element Meaning and Purpose by regularly revising to strengthen your memory.
Revising is an ongoing all the time process.
• you regularly read what is stored in your memory
• it must be hands-on and active
• after every 50 minutes of learning do a 5 minute revision of it using the Cornell notes process
• every night do this for each of your classes that day
• this creates patterns for your brain to see connections.
When your brain doesn't see something regularly it thinks
• that's not important and forgets it
• your effort is lost; why learn it in the first place?
• not revising is like trying to fill a bucket with a hole in it.
Every week spend **10 minutes** revising what you have learned in each subject.
• create summaries under main points
• use Thinking Tools to create clear thinking pathways
• make colourfull posters for your bedroom
• record on your phone to replay while travelling.

ACTIONS
What are two things I will start doing to regularly revise to improve my memory?
1. _____
2. _____
*If I had nine hours to cut down a tree, I would spend six hours sharpening my axe. Benjamin Franklin.

MINFULNESS ACTIVITY:
34. Name game – write as many books, movies or TV shows with characters whose first name begins with C or M.

VOCABULARY BUILDER
fluster indispensible maintenance
segment cyclone persistent
ecological beige characteristic

REVIEWING AND REVISING
Wellbeing Builder: to develop your wellbeing element Meaning and Purpose through using a structured approach to reviewing and revising.
Reviewing and Revising are **all the time** ongoing processes
• they begin after the first class of the year
• after every 50 minute of learning do a 5 minute revision of what you learnt
• every night you need to do this for each of your classes that day
• this creates patterns for your brain to see connections
• encode and store knowledge systematically in your brain so that you can retrieve and apply it to new situations
• they must be regular and repetitive habits
• doing this one hour per week, for four weeks is much more effective than once for four weeks.
• understand how your **memory** functions read Remembering: The Smarter Way.
In reviewing and revising you need to focus on both Content and Process to determine how effective you are.
• **Content** is the What – course material
• **Process** is the How – the methods in each of your subjects
• allocate **30 minutes** per subject each week to do this
• make posters of key information for your bedroom
• make 'pod' mobile recordings of subject material to listen to while travelling
• use Thinking Tools to create clear brain pathways
• have a specific revision folder for each of your subjects
• make multi-media summary presentations of subject material for yourself; make it a fun learning activity.

ACTIONS!
What two things will I start doing this week to improve my focus on reviewing and revising?
1. _____
2. _____
*Those who care to learn will always find a teacher." Sayyid.

VOCABULARY BUILDER
leash V entangled
margate consultary forecast
abomination decisive genre

SCHOOL DIARY EXTRACT

STUDY TECHNIQUES & APPROACHES

WEEK 35
The Learning Curve

LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Builder: to develop students' Character Strength Leadership and wellbeing element Engagement and Achievement through their self-discipline to focus at school and at home and on upcoming exams/assessment tasks.
- An understanding of effective strategies they can use to reduce distractions both at school and at home and use in preparing for assessment tasks and exams.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Persisting and Managing Impulsivity Habits of Mind and the Exploring Habits of Mind and Define, Describe, Example, Opposite Thinking Tools.

MIDDLE STUDENT PLANNER PAGE 96 **SENIOR STUDENT PLANNER PAGE 96**

STAYING FOCUSED
Wellbeing Builder: to improve your wellbeing element Engagement and Achievement by you staying focused in class and at home. Often, the biggest **distractors** are your own thoughts, because you!
• are not motivated or interested
• haven't set goals for what you want to achieve
• do not connect with what you are learning
• sit in class near distracting students
• do not look at what is right in what you are doing
• are not being your signature strengths in your thinking
To stay focused
• **Set** the things that distract you from learning at home and at school
• put the list in your room; look at it often
• when you feel yourself losing attention
• stop, **positively** take control of your thinking
• connect yourself with the moment so that I am in control of my time to focus
• set growth mindsets and grit to turn back in
• every time you do this, your wellbeing will grow
• you will be proud of yourself.

ACTIONS
What are two things I will start doing to stay focused on my learning at school and at home?
1. _____
2. _____
*Difficulties are stepping stones to success." Albert Einstein.

MINFULNESS ACTIVITY:
35. Character imagines – if you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

VOCABULARY BUILDER
gratitude V omen
municipal cynical seniority
breakfast colleague taciturn

LEADING UP TO EXAMS/ ASSESSMENT
Wellbeing Builder: to improve your wellbeing element Engagement and Achievement through your self-discipline to focus on upcoming exams/ assessment.
Every exam is a once only opportunity to shine, thrive and flourish
• therefore, to be at your best, you need to adjust your priorities leading up the exam period
• use positive emotion to power your efforts to say no to temptations; they'll still be there after the exams.
Social life
• time to considerably reduce parties, night clubs and social activities
• arrange for friends to call or visit at an agreed time
• reduce time spent on facebook.
Exercise and Sleep
• exercise for at least an hour daily
• it clears the mind, and encourages positive thoughts
• increases oxygen intake; benefits the brain
• to rest both your brain / eyes you require at least 8 hours sleep.
Diet
• don't eat cereals with your diet; maintain balanced
• avoid excessive caffeine, junk food, sugar and fats.
• drink at least 2 litres of water daily.
Travel Time
• read over summaries, listen to study recordings on your iPod or phone
• plan what you will focus on when you arrive home.
Timing
• begin your final revision at least 8 weeks before the exams
• avoid last minute cramming and late night studying; both little return for effort
• plan a special Personal Timetable leading up to exams. Include family in your efforts; they are there to support you.

ACTIONS!
What two things will I start doing this week to improve my focus on leading up to exams/assessment?
1. _____
2. _____
*The show begins after the show is over." J.E. Jones.

VOCABULARY BUILDER
heartless V abrasive
illud kowtow intelligent
joie de vivre magnetic capricious

SCHOOL DIARY EXTRACT

YEAR 9 CAMP

Nearly 200 students participated in an extremely successful Year 9 Camp during Week 7. The camp provided an opportunity for all students and teachers to get away from our classrooms and head down to beautiful Waroona. The magnificent forest and beautiful green scenery provided the perfect setting for students to spend time with their old friends, forge new friendships, and to improve their relationships with their teachers.

The focus for camp was about students getting out of their comfort zone or 'paradigm' (as it was referred to on camp) and challenging themselves in all sorts of ways. Many students were challenged enough just to have to get into the kitchen and do some dishes while, for other students, it meant challenging themselves on the incredibly scary Pamper Pole or abseiling down the 20m abseiling tower.

It was very exciting to be part of a school camp where the 'vibe' was so positive and where everybody obviously enjoyed themselves so much. Every student and staff member made a very positive contribution to an outstanding camp that had so many benefits for all who participated.





ROAD SAFETY COMMISSION

TOWARDS ZERO
Getting there together

<http://rsc.wa.gov.au/Topics/Children>

CHILDREN - PEDESTRIANS

Children's vulnerability as road users is centred around their cognitive and perceptual abilities which are not fully developed until young adulthood.

Children are at risk on the roads because they:

- are small and can't see over parked cars
- can't be seen easily by drivers
- are energetic and have trouble stopping at corners
- have trouble judging the speed of cars reliably
- tend to focus on what is in front of them
- may behave differently when they are out with other children, forgetting about traffic may freeze if they find themselves in the path of a car, rather than jump out of the way

Children are passengers, pedestrians, cyclists and users of small wheeled vehicles like skateboards. Their road safety skills change over time, and they face different dangers at different points in their development.

Most crashes involving child pedestrians and vehicles are the result of errors made by the children.

CHILDREN - CYCLISTS

Most cycling injuries occur on public roads and don't involve another vehicle, but occur when children fall off their bikes.

The figures for cyclist deaths in Western Australia vary, but the overall pattern is one in which, on average, roughly 40% of the people who died were aged under 20.

For young cyclists, a footpath or shared path is the best place to ride. It is legal for children under 12 to ride on the footpath, but it is important to be aware that driveways are dangerous.

Everyone must wear approved cycling helmets that meet Australian standards and fit correctly at all times while riding. Head injuries are the main cause of death and disability for cyclists. The wearing of helmets significantly decreases the chances of serious injury in the event of crashes, so it is important that you ensure your children wear a helmet at all times whilst cycling, rollerblading or skateboarding.

CHILDREN - OTHER WHEELED DEVICES

Rollerskaters, skateboarders and scooter riders are legally allowed to use footpaths and shared paths. They must keep to the left and give way to pedestrians. Scooters, rollerbladers, inline-skaters and skateboarders can use roads but only in daylight hours on local roads that do not have white lines or median islands and which have speed limits of 50 km/h or less. These road users must keep to the left.

Helmets are recommended for the safety of rollerskaters, skateboarders and scooter riders.

Volunteer Overseas

Projects Abroad organise worthwhile and practical volunteer and work experience placement for year 10 & 11 students and school leavers in 29 countries.

Perth Information Evening
6th October, 6.30pm

Online Information Session
21st September, 4.00pm

Reserve places
www.projects-abroad.com.au

Life is short. Outsource your "to do" list on Buzzy.

LAUNCHED 10 APRIL 2015

PERTH CBD AND SURROUNDING SUBURBS

Buzzy is an online marketplace that allows people to outsource their "to do" list to trusted and skilled members of their community.

Imagine a Hive of bees, where everyone works for the collective benefit of all the members of the Hive.

Buzzy lets you outsource the following:

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- Handyman Jobs
- Errand Running
- Personal Concierge
- ... and much more!

www.buzzytasks.com.au

Maritime Day, Victoria Quay

Saturday 31 October, 10am-4pm

Learn about great maritime career opportunities at the annual free Maritime Day celebrations on Fremantle Ports' Victoria Quay

20,000 people visited Maritime Day last year to learn about the exciting and varied careers in this growing and vibrant industry.

Maritime Day expo celebrates the maritime industry in the working Port of Fremantle, and provides information about maritime jobs and education.

Take the chance to talk to a wide variety of people in the industry.

There will be up to 40 information booths in B Shed, Royal Australian Navy displays, tugs for visitors to explore, free harbour rides, free entertainment and great food.

For more information, contact Jane Edwards on 9430 3373, or email: Jane.Edwards@fremantleports.com.au

Discovering Dolphins

School of Maritime Studies

Leeuwin Ocean Adventure

Are you using the right VHF marine radio channel?



FREE SKATEBOARDING CLINIC

CURE SCHOOL HOLIDAY BOREDOM!

The City of Vincent and Skateboarding WA present Free Skate Clinics these school holidays;

Sunday 11 October 3pm – 5pm
Leederville Skatepark

We provide all the equipment, all you need to do is turn up. For more information, contact Bek on 9273 6043



TWILIGHT TOUR DATES

Wednesday 21 October 2015,
Wednesday 9 December 2015
Time: 5.30 pm to 7.15 pm
Meeting Point: Building 211; Room 222
Curtin University, Kent Street, Bentley

http://news.curtin.edu.au/events/twilight-campus-tours/?utm_source=rnm-1392&utm_medium=email&utm_campaign=um-corp-twilight-tour

Taekwondo
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WOODVILLE PAVILION HALL corner Fitzgerald & Farmer Street, North Perth



1300 364 277
www.wa.relationships.com.au

Parenting between Cultures

- Working with migrant and refugee families

This interactive workshop examines some of the issues that impact on migrant and refugee families and explores how workers can engage with families to provide support with parenting while considering their own cultural competence.

Activities:

Identifying and exploring issues that impact on parenting including:

- the refugee experience
- the changing status of men
- family and domestic violence
- intergenerational conflict

Reviewing our own practice and developing an enhanced response:

- Maslow's Hierarchy of Needs - addressing multiple needs
- Resilience - the factors that support successful settlement
- Strength Based Practice - how to identify and build on family strengths

WEST LEEDERVILLE
22 Southport Street, cnr Cambridge Street
Wednesday, 23 September 2015

Time: 9.30am-4.30pm
Fee: \$165

Places are limited so book now on 9489 6322

Address: 22 Southport St, West Leederville WA 6007 | Ph: 08 9489 6300 | Relationships Australia (WA) Inc
Post: PO Box 1206, West Leederville WA 6901 | Fax: 08 9489 6301 | ABN: 32 105 234 326

STUDENT EXCHANGE AUSTRALIA - CURRENTLY ACCEPTING APPLICATIONS FOR EXCHANGE IN 2016!

Have you ever considered student exchange? Being an exchange student is a challenging, rewarding and unique experience allowing you to completely immerse yourself in another culture. Student Exchange Australia is an award winning, not-for-profit student exchange company, providing exchange opportunities to 25 different countries for periods of 2 to 12 months. Students are placed with a fully vetted host family and attend school full-time. The company also has a number of scholarships and discounts to make exchange affordable for all students. And if you are finishing school soon, you may still be eligible! Student Placement Australia facilitates the placement of young people aged 18 years and over into work, training and study programs overseas. For more information about all Student Exchange Australia's programs please visit studentexchange.org.au and visit Catherine Smith, the Careers and V.E.T. co-ordinator, in Student Services for a copy of the brochure featuring all the programs and destinations available.



COMMUNITY NOTICES

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

Relationships Australia[®]

WESTERN AUSTRALIA

1300 364 277

www.relationshipswa.org.au

SEPTEMBER

ONE NIGHT SEMINARS

22 Southport Street, West Leederville
6.30-9PM

<p>MUMS RAISING TEENAGE GIRLS</p> <p>This seminar helps mothers to better understand their daughters and the challenges they go through during puberty and helps them to better equip their daughters to be happy and strong individuals</p>	<p>DATE: 21 September DAY: Monday COST: \$25</p>
<p>MUMS RAISING TEENAGE BOYS</p> <p>For teenage boys the relationship they have with mother has long term implications including how relate to others, particularly to girls and women.</p>	<p>DATE: 22 September DAY: Tuesday COST: \$25</p>
<p>Transform your Relationship with MINDFULNESS</p> <p>People who practice mindfulness in their daily lives are more likely to respond in a loving way rather than automatically reacting.</p>	<p>DATE: 23 September DAY: Wednesday COST: \$25</p>
<p>DADS RAISING TEENAGE GIRLS</p> <p>This workshop helps dads understand the changes occurring in their teenage daughters and offers ways to help them navigate this difficult time and encourage them to make good choices.</p>	<p>DATE: 24 September DAY: Thursday COST: \$25</p>

Please phone 9489 6322 to enrol



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The Psychology of Writing

Phone: 08 9217 2500 Fax: 08 9217 2599 Email: support@dsf.net.au Web: www.dsf.net.au

In order to write fluently, students need to develop a combination of complex skills to the point of automaticity. This requires the contribution of a number of neurological processes and a teaching approach that is grounded in current research knowledge. Participants in this workshop will examine the underlying cognitive processes implicated in the acquisition of writing and will review current research evidence on effective writing instruction and remediation.



Presenter: *Mandy Nayton is the Executive Officer of DSF Literacy and Clinical Services. She is an educational and developmental psychologist and qualified teacher with extensive experience in the field of literacy education. Mandy supports schools with literacy planning and recommends appropriate classroom-based and individual strategies for struggling students.*

Where: **DSF Literacy Services - 10 Broome Street SOUTH PERTH (off Douglas Avenue)**

Date: **Thursday 17th September 2015** **Time:** **9.00am – 3.00pm**
 (Note: Lunch is provided. Please inform us of any special dietary requirements)

Cost (GST Inclusive): Members: \$165 Non-Members: \$175

PLEASE NOTE: Payment is required prior to the date of the Professional Learning Course in order to secure attendance. If school is paying, please present this form to the registrar to arrange payment, as this form is the tax invoice for the Professional Learning Course. Please also fax a copy to DSF on 9217 2599 or post it to DSF Literacy Services, PO Box 409, South Perth WA 6951

✂ -----
DSF Literacy Services **TAX INVOICE** **ABN 91 443 012 556**

Please register me to attend: **The Psychology of Writing** **Course Code: 215W**
Date: Thursday 17th September 2015 **Time: 9.00am – 3.00pm**

Cost: (GST inclusive) Members : \$165 Non-Members : \$175

Name of Person Attending: (Please Print)

Name of Person or School Paying:

Address of Person or School Paying:

..... P/code: Email:

Telephone (Daytime): Mobile:

Special Dietary Requirements:

Payment Options (Office use only: Receipt Number:

My cheque payable to DSF Literacy Services is enclosed

Please post to: PO Box 409, SOUTH PERTH 6951

My school registrar is forwarding payment. School Purchase Order Number

OR please debit my credit card:

Bankcard MasterCard Visa Expiry Date: / Amount: \$

Credit Card Account No:

Name on Card: Signature: Date:
 (Please Print)

CANCELLATION POLICY
 DSF Literacy Services has a 'no refund' policy. The exception would be when a Professional Learning Course had to be cancelled by the Foundation. All other requests for cancellation will be invited to re-register for another session. Late cancellation (less than 48 hrs) will necessitate the Foundation deducting an administration fee of \$25.00 and transferring the balance to another Professional Learning Course.