



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 3 Term 1 No. 3 2017

Mount Lawley Senior High School has been a busy place since the last update. As we head into the first term break, we have provided various opportunities for parents and community members to participate in the school, whether through special interest groups or just by dropping by and having a coffee every Wednesday fortnight at the Coffee Club at school.

The school ball was held at the Hyatt again and was well attended even though it was a Saturday night event. The organisation by Ms Tempone and her crew should be commended and the resulting décor of "Frozen" was outstanding.

The school has held several night time events aimed at communicating with parents and students on various aspects of schooling. All year 12s have had a presentation regarding the understanding of ATAR, 10% bonus, TEA and averages! The Year 5/6 Parent Information Evening was again a hugely successful night. Prospective parents were kept well informed on what it is like to be a student of Mount Lawley SHS and it was a great showcase for the school. The SVAPA parent information evening was also attended by many parents wishing to get their children into the program. Again, the session was well subscribed with parents asking many questions.

The Progress reporting night was again hugely successful. This is the first year we have had the extended session early in the year and from all reports, there was a very positive community response. The Career Expo exhibitors were also present on the night and it was probably the most successful expo to date with many students and parents looking at the options with regard alternative courses and pathways that are available.

***Transperth may look at a trial of the No 60 school bus to arrive at school at 3.05pm leaving at 3.10pm from the school bus bays. We will keep you informed of the progress.***

The school has been involved in a great number of events throughout the term involving students in a

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### CONGRATULATIONS



**Thomas 11H2**, was awarded the Australian Scout Medallion, being amongst the best Scouts of Western Australia and presented with the highest achievement available to a Scout in Australia. This award was presented at the yearly Scout Youth Awards ceremony



at Government House. Thomas is now in his 2nd year as a Venturer and half way to achieving the top Venturer, and worldwide recognised award, the Queens Scout. Congratulations Thomas.



**Oscar 11F1** won the Club Final, the Zone Final and now is through to the District Finals Lions Youth of the Year contest. He spoke on the topic of the US Presidential Election, and was interviewed by four judges at each round, we wish him all the best in the upcoming finals.



**Felicity 902** was selected to the WA State Development Squad for 2017 and was lucky enough to be selected to the Crisp Bros racing team.



Felicity has already competed in round 2 of the BMX national series and Grands Challenge in Shepparton in February this year. She will be attending round 4 of the BMX national series and Grands Challenge in Cairns and then will be then flying down to Brisbane to attend training session in Brisbane and compete in a few different local events.

Felicity is currently ranked 6a for her age group nationally and has won the state championships 3 times in a row and will be going to defend her national ranking in April 24th-30th at Sleemans sporting complex in Brisbane.

### 2017 SECONDARY ASSISTANCE SCHEME

Applications close Friday 7th April



#### A THOUGHT

*Education is what remains after one has forgotten what one has learned in school*  
**Albert Einstein**

**Please support our Green initiative by reading the rest of this Update online at P & C Website <http://mlshspc.org.au> or on school website [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)**



great range of opportunities. The debating teams are up and running again, Drama is in full rehearsal mode, competitions have taken place in many different learning areas, Achiever's breakfast, Parent information evenings and camps have been high on the agenda. When all is added up, more than three quarters of the school's population has been involved in some event throughout the course of this term which culminated in the Arts Festival Day last Friday. The multi arts approach to the day was sensational. All students have the opportunity to participate in this event which is held annually. There is everything from music to theatre to art, food stalls, chalk drawing and other activities are there for all to participate in. It was certainly our best Festival yet! And like all whole school events, it takes considerable time and effort by many individuals to make it happen.

The school's photo day was conducted and photos will soon be available. Suzi Barnes our Healthy Active Coordinator and our Chaplain Andrew Paul have been visiting the local primary schools introducing prospective students to Mount Lawley SHS. We communicate and share ideas with our primary schools on a regular basis through our Network meetings.

The P&C has finalised their members list having elected John Pryor a long-time supporter of the school as President, Niall Kilcullen as Vice President, Mark Westera, as Treasurer, Karen Johnstone as Secretary, Sharon Cockcroft as Minutes Secretary Sue Faranda and Suzi Barnes as Committee Members, and Randal Wells as the Board Representative. Parent support groups play a valuable role within the school community and the GAT, Languages, Music and SVAPA group are commended to parents with students within those programs. Another volunteer group, the Art Auction Committee, is already making inroads towards the big day and will again deliver one of the best community-based art auctions in the state. Ms Patricia Kritas the convenor, has been busily rallying the troops in readiness for the big event.

The School Board has welcomed new members to its team chaired by Dr Jenny Fay, Parent Members Adam Miles, Nigel Becroft, Community Members Bernard Rumens, Dr Mandie Shean, Keith Bales, Rob Bryant and Cameron Brook ex officio and Staff Members Anne Tumak, Anne Gilchrist and Student Members Jason and Alice. The School's Annual Report 2016 has been completed and endorsed by the School Board and is now available on the school's website as well as the department website.

**Michael Camilleri, Principal**

*"This morning I was on a transperth heading in to the city as the bus approached the hill near shell petrol station there was a lady who had either fallen or been knocked off her bike standing on the other side of the road where 2 boys from Mount Lawley Senior High School. When safe to do so one of the boys crossed the road to find out if the lady was ok and helped.*

*I'm unsure of the boys name but he is a real credit to both school and community*

*I would also like to mention I catch Transperth bus 19 on a regular basis and all the Mount Lawley Senior High School students that catch that bus are very polite and are also a credit to both their school and community..."*

### SCHOOL BOARD

Congratulations are extended to those elected to positions on the School Board. The following members were elected/appointed.

Parent Representative:	Mr Adam Miles
P&C Representative:	Mr Randal Wells
Staff Representative:	Ms Anne Gilchrist
Year 10	
Student Representative:	Ming (Alice)
Community Representatives:	Dr Jenny Fay (Chair)
	Mr Bernard Rumens
	Mr Keith Bales

The Chair of the Board for 2017 is Dr Jenny Fay who was re-elected unopposed. Thanks to Dr Fay for accepting this significant role within the school community.

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



Dear parents/caregivers,

Please refer to the School Psychologist wiki page:

[ifilipovska.wixsite.com/schoolpsychcorner](http://ifilipovska.wixsite.com/schoolpsychcorner)

and look up the Cybersafety tab for new updates about Parental Controls for smart devices and computers. The Parenting tab also has new information about parenting support services.

Thank you,  
Iva Filipovska  
Senior School Psychologist



**SAVE THE DATE  
LAWLEY ALUMNI ENGAGE**

The school will be hosting an event for our alumni - our past students and staff.

We will be profiling the various ways our alumni are involved in the school already, and exploring some new opportunities.

So if you are interested in using your skills and/or enthusiasm to help out the school, or if you are just interested in finding out what is going on ... or even just keen to have a look at how much the school has changed, then please join us.

**Date:** *Wednesday 21 June 2017*  
**Venue:** *Staff Room*  
**Time:** *7:00pm*

*Wine and canapés will be served.*

Further details will appear on the School's website and Facebook page, as well as the Lawley Alumni Facebook page.

**MIDDLE SCHOOL ASSEMBLY TERM 1 AWARDS**





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

**WEEK 8 – MIDDLE / SENIOR – CORNELL NOTE TAKING**

Note Taking should be much more than purely writing. Optimal learning occurs when students use both sides of their brains. They should also gather information by hearing, seeing, feeling and sensing it using their dominant Multiple Intelligences, Learning Styles; (*drawing idea maps, using thinking tools, making lists, creating flowcharts and using abbreviations.*) An excellent note taking process which will achieve these things is the Cornell method.

When taking notes in class, many students try to write down everything that the teacher says and consequently find great difficulty keeping up. This puts them under pressure and tests their resilience to stay focussed and engaged which may lead to anxious feelings. This approach is a non-thinking transfer of knowledge; just trying to fill the bucket.

The 80/20 Principle is an effective listening and note taking technique. It involves listening attentively for 80% of the time and writing/posing questions/recording/drawing for 20% of the time.

Questioning what they are listening to lights the fire in their brains to start looking for connections to previously learned material. Their brains are engaged in exploring and searching for meaning and patterns; real learning. It encourages them to use the character strengths open-mindedness, perspective and curiosity.

*“Minds are like parachutes, they only function when open.”*

**Thomas Dewar**

**WEEK 9 – MIDDLE / SENIOR – POSITIVE FRIENDS TEAMWORK**

Nearly everything we achieve in life is with and through people, side-by-side and face-to-face. Being able to build rich and caring relationships with other people is essential to students' wellbeing. Social-connectedness is the single greatest factor in people being happy. Friends are like oxygen for all of us, especially adolescents and it is also important for them to have a number of friendship groups; should one have conflict, they have others to turn to.

There are many components to building friendships. They include living and learning collaboratively, cooperatively and respectfully with other people; living by giving to make a positive difference to others' lives; focusing on mutual respect – everyone is special – expect it and respect it; appreciating others and their strengths to learn from them by asking tell me more; mindfully listening with their eyes, their ears and their heart – being fully present; being true to themselves – respect the person you see in the mirror, and build empathy for others' feelings, needs and views.

Close knit friendship groups provide students and teachers with opportunities to: enjoy leisure activities, learn and study together, share good and not so good times together and combine their strengths to achieve what they set out to do.

*“A friend is someone who accepts you the way you are.”* Confucius

<p><b>Wk 8</b> Skills and Achievement</p>	<p><b>Wk 9</b> Relationships and Optimism</p>								
<p><b>MIDDLE Student Planner Page 38</b></p> <p><b>CORNELL NOTE TAKING</b></p> <p><b>Wellbeing Bank:</b> to build <i>Skills and Achievement</i> by taking good notes in class.</p> <p>Your brain has <b>two sides</b>, left and right:</p> <ul style="list-style-type: none"> <li>• left listens to what's taught</li> <li>• right looks for what you already know about it</li> <li>• how do you take notes now?</li> </ul> <p>The <b>Cornell</b> Note Taking Process uses both sides to build strong brain pathways:</p> <ul style="list-style-type: none"> <li>• break up your page like below and follow the process.</li> </ul> <table border="1"> <tr> <td> <p><b>Questions:</b> How does it connect to what you already know? During class record any questions you have.</p> </td> <td> <p><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</p> </td> </tr> <tr> <td> <p><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</p> </td> <td> <p><b>Reflect:</b> after class think about how you can apply your notes to new situations.</p> </td> </tr> </table> <p><b>Review:</b> at home summarise your notes for five minutes in each subject. Spend ten minutes weekly revising them.</p> <p>Use the <b>80/20 principle</b>:</p> <ul style="list-style-type: none"> <li>• 80% listening, 20% note taking</li> <li>• think, then write.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to improve the way I take notes?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><b>Questions:</b> How does it connect to what you already know? During class record any questions you have.</p>	<p><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</p>	<p><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</p>	<p><b>Reflect:</b> after class think about how you can apply your notes to new situations.</p>	<p><b>SENIOR Student Planner Page 38</b></p> <p><b>CORNELL NOTE TAKING</b></p> <p><b>Wellbeing Bank:</b> to improve <i>Skills and Achievement</i> through effectively using Cornell Note Taking.</p> <p>Your brain has <b>two hemispheres</b>, left and right:</p> <ul style="list-style-type: none"> <li>• left listens to and looks for logical step-by-step instruction from teachers</li> <li>• right looks for patterns and connections to what you already know and frames questions to ask.</li> </ul> <p>The <b>Cornell</b> Note Taking Process uses both sides of your brain to build strong brain pathways:</p> <ul style="list-style-type: none"> <li>• divide up your page like below and follow the process</li> <li>• describe how you currently take notes.</li> </ul> <table border="1"> <tr> <td> <p><b>Questions:</b> How does it connect to what you already know? During class, record any questions you have. Draw pictures if you like.</p> </td> <td> <p><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</p> </td> </tr> <tr> <td> <p><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</p> </td> <td> <p><b>Reflect:</b> after class, think about how you can apply your notes to new situations.</p> </td> </tr> </table> <p><b>Review:</b> at home, summarise your notes for five minutes in each subject. Spend ten minutes weekly revising them.</p> <p>Always use the <b>80/20 principle</b>. 80% engaged listening, 20% note taking. Think first, then write.</p> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to improve my understanding using the Cornell Note Taking process?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><b>Questions:</b> How does it connect to what you already know? During class, record any questions you have. Draw pictures if you like.</p>	<p><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</p>	<p><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</p>	<p><b>Reflect:</b> after class, think about how you can apply your notes to new situations.</p>
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<p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>Dream Holiday</b> – if you could go anywhere for the holiday of your dreams, where would it be, why would it be so special, what things would you do and how would you feel?</p> <p><b>RESILIENCE BUILDER</b></p> <p>With two friends, for each of the following come up with two things your class can do to – show respect for different opinions, encourage others to join in, build trust in each other, work with different groups.</p> <p><b>WELLBEING TIP:</b> Practise deep breathing to relieve pressure and stress.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength: <b>Creativity</b> www.viacharacter.org</p> <p><b>WELLBEING FITNESS CHALLENGE: ADVENTURE EAT – Variety Tasting (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>	<p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>Dream Holiday</b> – if you could go anywhere for the holiday of your dreams, where would it be, why would it be so special, what things would you do and how would you feel?</p> <p><b>RESILIENCE BUILDER</b></p> <p>The two main issues for students your age are study problems and coping with stress. Setting process self-expectations focus you on doing little things often to keep you moving in the right direction. For each of your three goals set two process self-expectations you will keep doing; reset them every two weeks.</p> <p><b>WELLBEING TIP:</b> Set aside non-negotiable time for yourself to relax every day.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength: <b>Creativity</b> www.viacharacter.org</p> <p><b>WELLBEING FITNESS CHALLENGE: ADVENTURE EAT – Variety Tasting (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>								
<p><b>MIDDLE Student Planner Page 40</b></p> <p><b>POSITIVE FRIENDS TEAMWORK</b></p> <p><b>Wellbeing Bank:</b> to add to <i>Relationships and Optimism</i> by developing healthy friendships.</p> <p>Friends matter because with them you can:</p> <ul style="list-style-type: none"> <li>• celebrate good times and have fun</li> <li>• support each other with issues and challenges</li> <li>• learn together and help each other</li> <li>• exercise and relax.</li> </ul> <p>A <b>true friend</b> will accept and respect you as you are:</p> <ul style="list-style-type: none"> <li>• they like you for you</li> <li>• describe why your friends matter.</li> </ul> <p>When <b>making</b> friends:</p> <ul style="list-style-type: none"> <li>• let them like the real you, not some pretend image</li> <li>• show them the happy person you see in the mirror</li> <li>• believe you are a person of worth who matters.</li> </ul> <p>Pretend images and boasting:</p> <ul style="list-style-type: none"> <li>• show that you are not happy with yourself.</li> </ul> <p>The <b>Golden Rule</b> is to treat others the way you like to be treated.</p> <p>As <b>friends</b>, listen to and support each other:</p> <ul style="list-style-type: none"> <li>• remember to seek out help from a trusted adult as they have the skills and strategies to help you solve problems.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to add to positive relationships with friends?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	<p><b>SENIOR Student Planner Page 40</b></p> <p><b>POSITIVE FRIENDS TEAMWORK</b></p> <p><b>Wellbeing Bank:</b> to build <i>Relationships and Optimism</i> through developing positive relationships with my friends.</p> <p>Your friends really <b>matter</b> because with them you can:</p> <ul style="list-style-type: none"> <li>• enjoy a healthy state of wellbeing</li> <li>• share the highs and lows of being a senior student</li> <li>• exercise and do leisure and fun social activities</li> <li>• set goals to achieve as a group</li> <li>• describe what you and your friends currently do together.</li> </ul> <p>Friends can be great <b>Study Buddies</b>:</p> <ul style="list-style-type: none"> <li>• be clear on your expectations of each other and the learning to be covered</li> <li>• with them you can explain, discuss and justify subject material to enhance your ability to apply it to new situations</li> <li>• when you teach and test each other you remember 95%.</li> </ul> <p>As <b>friends</b>, listen to and support each other:</p> <ul style="list-style-type: none"> <li>• remember to seek out help from a trusted adult as they have the skills and strategies to help you solve problems.</li> </ul> <p>The Senior Years are great <b>opportunities</b> for socialising and meeting new people. Strategies that work when partying include:</p> <ul style="list-style-type: none"> <li>• being seen; arrive early, leave early</li> <li>• being sensible with alcohol and risk-taking activities</li> <li>• looking after your friends' wellbeing</li> <li>• discussing possible dangers before going out.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to further build positive relationships with my friends?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>								
<p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>Picture Stories</b> – look at a magazine and find a picture which appeals to you. Without reading about the picture, make up a story about what you see in the picture and what it means for you.</p> <p><b>RESILIENCE BUILDER</b></p> <p>With two friends describe three situations which would trigger each of the following emotions in you and the body language you would show – disappointed, excited, powerless, confused, determined.</p> <p><b>WELLBEING TIP:</b> Go to a Skin Clinic and get checked for sun damage.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength: <b>Kindness</b> www.viacharacter.org</p> <p><b>WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>	<p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>Picture Stories</b> – look at a magazine and find a picture which appeals to you. Without reading about the picture, make up a story about what you see in the picture and what it means for you.</p> <p><b>RESILIENCE BUILDER</b></p> <p>Internal control is all about believing that you have the power within you to achieve your goals, which is called having a growth mindset. On the <i>What is your goal setting mindset?</i> page write positive things you can do to develop growth mindsets.</p> <p><b>WELLBEING TIP:</b> Go out with a group of friends regularly for a meal; quality time.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength: <b>Kindness</b> www.viacharacter.org</p> <p><b>WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>								



**SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE**

Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**  
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 User **MLSHS Password MLSHS6050**

**WEEK 11 – MIDDLE / SENIOR – PROCESS SELF-EXPECTATIONS**

**WEEK 10 – MIDDLE / SENIOR – HOME WORK STATIONS**

Extending students' learning beyond the classroom, builds their independence, brain pathways and growth mindsets to explore and learn. One of these learning environments is at home. A special place to study is highly desirable and this area should be predominantly used for that purpose. Over time, their brains will build patterns that associate that place with study, thus developing it as a habit and reducing barriers to getting started. Plenty of colour in this area stimulates students' brains.

Many families find space a problem and a special study area very difficult to provide. In these cases, the best scenario is to create as many of the features for an efficient learning/study area as possible; well lit, quiet, warm and comfortable, a copy of their Personal Timetable and a Forward Planner on the wall, well-resourced with stationery and a computer, away from distractions – especially TV, mobile phones and loud music; quiet rhythmic music can actually enhance learning.

Studying in front of the TV is a total waste of time because their brains' attention cannot compete with the brightness, noise and movement on the screen. Studying in bed is ineffective because the brain relates bed to sleep, not study.

*"A person can only grow as much as his/her horizons allow."*

**John Powell**

Students need to be taught that achieving the goals they set for themselves each term is a journey of setting short term (two week) process self-expectations to provide them with meaning and purpose for what they do. Accomplishing them and then setting new ones, believing, understanding and accepting that you can grow your brain's abilities by lifting your efforts to learn new approaches are called growth mindsets. All learning is following incremental processes, and when one way doesn't work, seek other ways that will. There are two types of self-expectations, *Process and Performance*.

*Process – setting little things to achieve regularly to move you toward your goals – growth mindsets.*

*Performance – setting a benchmark to achieve and ignoring what you need to do to achieve it – fixed mindsets.*

As Michael Jordan often said, that to achieve something, you must set expectations of yourself. Teaching students to set process – not performance – self-expectations, gives them hope for the near future and keeps them connected to themselves moment by moment. It focuses them to use their signature and top supporting strengths to continually lift their effort to explore new ways to approach what they need to accomplish and builds their attention and broadens their engagement to now, which creates positive emotions in them.

*"Discovery consists of seeing what everybody has seen, and thinking what nobody has thought."* **Albert Szent-Gyorgyi**

<p><b>Wk 10</b> <b>Positive Engagement</b></p>	<p><b>Wk 11</b> <b>Meaning and Purpose</b></p>
<p>MIDDLE Student Planner Page 42</p>	<p>SENIOR Student Planner Page 42</p>
<p><b>HOME WORK STATION</b>  <b>Wellbeing Bank:</b> to increase <b>Positive Engagement</b> by actively using a home work station.                  A home <b>work station</b> will help you get started:                  • it creates patterns for your brain                  • most families find space a problem; discuss it                  • where do you do your homework now? Is it ok?                  .....  <b>Suitable</b> conditions include:                  • low lighting; bright lighting stresses your eyes                  • comfortable seating, warm and well ventilated                  • quiet and away from distractions such as TV                  • neat, tidy and well resourced                  • colourful posters of your goals a little higher than eye level; colours stimulate your brain.                  At your <b>station</b>:                  • wear warm loose fitting clothes and socks                  • sip water                  • move your arms and legs to maintain blood flow                  • no heavy beat music; your brain tunes into the beats.                  Don't study on your <b>bed</b>:                  • your mind relates bed to sleep, not learning                  • it will disturb your sleeping patterns.</p>	<p><b>BUILDING BRAIN PATTERNS AT HOME</b>  <b>Wellbeing Bank:</b> to increase <b>Positive Engagement</b> through focusing positively on your home study area.                  Your brain is always looking for patterns:                  • using a home study area daily creates strong patterns for your brain                  • it makes getting down to study easier                  • think of it as your business office.  <b>Beneficial</b> features include:                  • low lighting; brightness stresses your eyes                  • comfortable seating, warm and well ventilated                  • minimal noise, distractions and interruptions                  • neat, tidy and well-resourced                  • decorate your study area with colourful posters                  • on them have your goals written                  • key points, quotations and formulae for your subjects                  • have them a little higher than eye level                  • your brain is stimulated by colour                  • describe where you currently study at home.                  .....                  When using your <b>study area</b>:                  • keep yourself warm with socks and loosely fitting clothes                  • drink warm milk or soup                  • sip water while studying, it assists brain functioning                  • have snacks ready to graze on                  • if you like music while studying make it soft                  • heavy beat music distracts your brain from study                  • avoid studying in bed; your brain relates bed to sleep                  • move your body to maintain blood flow to your brain.</p>
<p><b>ACTIONS</b>                  What are two things I will start doing to create and use a home work station?                  1. _____                  2. _____</p>	<p><b>ACTIONS</b>                  What are two things I will start doing to text?                  1. _____                  2. _____</p>
<p><b>MINDFULNESS ACTIVITY:</b>  <b>Adapting</b> – think of an everyday object such as a fork, tennis racket or cup. Be creative and think of all the things this object could be adapted to do.</p>	<p><b>MINDFULNESS ACTIVITY:</b>  <b>Adapting</b> – think of an everyday object such as a fork, tennis racket or cup. Be creative and think of all the things this object could be adapted to do.</p>
<p><b>RESILIENCE BUILDER</b>                  You have been applying for part-time jobs for the last three months with no luck and are starting to feel sorry for yourself. Then two employers contact you on the same day each offering you a job. What do you do?  </p>	<p><b>RESILIENCE BUILDER</b>                  Having a visual image of your goals on your bedroom wall to look at and adjust often is a powerful internal motivator. Go to the Professional Practice Support – Resources section of the website and download Goals, Targets and Strategies and complete it for each of your goals.  </p>
<p><b>WELLBEING TIP:</b> Eating oily fish, such as tuna, are good for our eyes.</p>	<p><b>WELLBEING TIP:</b> Share what went well with your family; life is worth celebrating.</p>
<p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____                  Character Strength <b>Judgment</b>                  www.viacharacter.org</p>	<p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____                  Character Strength <b>Judgment</b>                  www.viacharacter.org</p>
<p><b>WELLBEING FITNESS CHALLENGE: BRIGHT AND LIGHT – Being Happy (p.20)</b>                  RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>	<p><b>WELLBEING FITNESS CHALLENGE: BRIGHT AND LIGHT – Being Happy (p.20)</b>                  RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>
<p><b>WELLBEING TIP:</b> Always be Sunsmart; wear a broad brimmed hat and protective clothing.</p>	<p><b>WELLBEING TIP:</b> Show your family and friends that you care for them; they will appreciate it.</p>
<p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____                  Character Strength <b>Honesty</b>                  www.viacharacter.org</p>	<p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____                  Character Strength <b>Honesty</b>                  www.viacharacter.org</p>
<p><b>WELLBEING FITNESS CHALLENGE: EMOTIONS SPOTTING – Mindful Feelings (p.20)</b>                  RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>	<p><b>WELLBEING FITNESS CHALLENGE: EMOTIONS SPOTTING – Mindful Feelings (p.20)</b>                  RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT</p>



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

**WEEK 12 - EXERCISE AND LEISURE**

A balanced student lifestyle places equal emphasis on all their elements of wellbeing. They work together, like their signature and top supporting strengths, to create harmony and build their wellbeing. A shortfall in any of these adversely affects the others and in time sees a build up of tense feelings. This is particularly so if the Skills and Achievement element is pushed too hard and the Exercise and Health element is ignored. Research has revealed that active and positive people are more likely to achieve what they set out to do and are less ill.

All students' Personal Timetables should include at least an hours pulse lifting exercise every day, quality outdoor leisure activities with friends and family which are light and bright and frequent opportunities to have fun and laugh with others to experience positive emotions. Happy students enjoy and flourish on their school journey.

Some quality physical and brain leisure activities include a brisk walk, run, swim or bike ride, yoga, aerobics, pilates, gym workout, tai chi, surfing, skateboarding, bushwalking, playing sport, zumba, dancing, gymnastics, resistance training, chess, board games, suduko, crosswords, scrabble, cards, etc. It's also essential to ensure that students have plenty of timeout from electronic pursuits.

*"Great minds have purposes, others have wishes."*

**Washington Irving**



# Stressed about school costs?

**Would \$500 help pay for uniforms, books, excursions, tutoring, a laptop or tablet?**

Saver Plus matches your savings for school costs, dollar for dollar, up to \$500!

You may be eligible if:

- you have a Health Care or a Pensioner Concession card and,
- you or your partner have some regular income from work such as full-time, part-time, casual or seasonal work.

Visit [www.saverplus.org.au](http://www.saverplus.org.au)

Call or SMS your postcode to **1300 610 355**

Saver Plus is an initiative of Brotherhood of St Laurence and ANZ, delivered in partnership with The Smith Family, Berry Street and The Benevolent Society and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to [www.dss.gov.au](http://www.dss.gov.au) for more information.

**Wk 12** Exercise and Health

MIDDLE Student Planner Page 48

**EXERCISE AND LEISURE**

**Wellbeing Bank:** to increase *Exercise and Health* by focusing on exercise and leisure activities.  
**Exercising** actively for an hour every day:  
 • is a must, not an option  
 • will keep your mind and body in good shape  
 • plan what you will do and when and where  
 • put these on your *Personal Timetable*  
 • describe how you exercise now.

Exercise and leisure have **many** forms:

- a brisk walk, run, swim or bike ride
  - yoga, aerobics, pilates, gym workout, surfing, skateboarding, bush walking, playing sport
  - zumba or dancing
  - outdoor activities enable you to enjoy nature also
  - surprise yourself by trying something new.
- Enjoy quality active time with family and friends to:
- experience positive emotions together
  - improve fitness, flexibility and body tone
  - clear your mind by reducing tension and anxiety
  - increase your oxygen intake and endurance
  - improve your sleeping patterns
  - learn new skills through different leisure activities.



**ACTIONS**

What are two things I will start doing to plan and make the most of exercise and leisure activities?

1.

2.

**MINIFULNESS ACTIVITY:**

**Opposite Hands** – try colouring a picture in or writing the alphabet with your non-dominant hand. How did it feel?  
 How were you challenged?



**RESILIENCE BUILDER**

Your friends are selected to speak at a school assembly about an excursion your class went on. They are really nervous and anxious about being selected. What do you think their needs and feelings are about the situation and why?



**WELLBEING TIP:**

Beware of the victim mentality – blaming, minimising, story telling; be honest with the person in the mirror.

**WHAT WENT WELL THIS WEEK AND WHY?**

1.

2.

3.

Character Strength **Perseverance**  
[www.viacharacter.org](http://www.viacharacter.org)

WELLBEING FITNESS CHALLENGE: DISCOVERY LEARNING – Being Curious (p.20)  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner Page 48

**EXERCISE AND LEISURE**

**Wellbeing Bank:** to increase *Exercise and Health* through using exercise and leisure activities to build my state of wellbeing.  
**Exercise and Leisure** activities have many forms:  
 • the main thing is that they involve you moving more  
 • lifting your heart rate  
 • enjoying positive emotions  
 • being in charge of your breathing  
 • they provide relationship building time with others  
 • or they clear your mind with private me time.  
 Some **quality** ones include:  
 • a brisk walk, run, swim, bike ride, yoga, aerobics, pilates, gym workout, tai chi, zumba, dancing, gymnastics, resistance training  
 • surfing, skateboarding, bushwalking, playing sport  
 • washing and polishing the family car  
 • surprise yourself by trying something new  
 • describe what you currently do for exercise and leisure.

Exercise and leisure have **many** forms:  
 • a brisk walk, run, swim, bike ride, yoga, aerobics, pilates, gym workout, tai chi, zumba, dancing, gymnastics, resistance training  
 • surfing, skateboarding, bushwalking, playing sport  
 • washing and polishing the family car  
 • surprise yourself by trying something new  
 • describe what you currently do for exercise and leisure.

**Exercising** for at least an hour daily enables you to:

- experience positive emotions from feel good brain chemicals called endorphins
- improve your fitness, flexibility and body tone
- increase your oxygen intake and endurance
- reduce tension and anxiety
- improve your sleeping patterns
- focus on your breathing to find calmness.

Put exercise and leisure on your **Personal Timetable**:

- doing this makes them priorities for you
- if not planned for, you probably won't do them.

**ACTIONS**

What are two things I will start doing to enjoy exercise and leisure activities to build my fitness and reduce tension?

1.

2.

**MINIFULNESS ACTIVITY:**

**Opposite Hands** – try colouring a picture in or writing the alphabet with your non-dominant hand. How did it feel?  
 How were you challenged?



**RESILIENCE BUILDER**

How you manage and allocate your time are processes which are fundamental to being a senior student. Essentially the old adage sums up the mindset you need to adopt, if it is to be, it is up to me. For three days use the *Time Understandings* Thinking Tool from the website to gain a clear understanding of how you use your time.



**WELLBEING TIP:**

If unsure of something, a sign of strength is to ask; uncertainty causes anxiety.

**WHAT WENT WELL THIS WEEK AND WHY?**

1.

2.

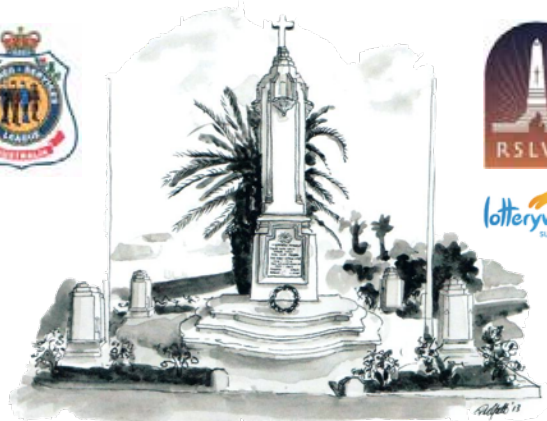
3.

Character Strength **Perseverance**  
[www.viacharacter.org](http://www.viacharacter.org)

WELLBEING FITNESS CHALLENGE: DISCOVERY LEARNING – Being Curious (p.20)  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

MOUNT LAWLEY-INGLEWOOD RSL SUB-BRANCH

# ANZAC DAY SERVICE



The Mount Lawley-Inglewood RSL Sub-Branch warmly invite current and ex-service personnel and all members of the community to attend the 2017 Anzac Day Service

**TUESDAY, 25 APRIL 2017 AT 8AM**  
**MOUNT LAWLEY WAR MEMORIAL**  
 CORNER OF CLIFTON CRESCENT & QUEENS CRESCENT

At the conclusion of the official wreath laying ceremony, the general public are welcome to place their tribute at the Memorial.

**ADDITIONAL EVENTS FOLLOWING THE SERVICE:**

**ANZAC Breakfast**  
 AT THE  
**MOUNT LAWLEY BOWLING CLUB**  
**\$10 per person**  
 Children under 5 eat free

We recommend that tickets are pre-purchased by 21 April 2017 as numbers are limited via:  
[www.trybooking.com/PEOD](http://www.trybooking.com/PEOD)  
 or by calling 9262 8594 or 9471 2100

**GUNFIRE BREAKFAST**  
 BY  
**STIRLING LIONS CLUB**

The Stirling Lions Club will host their annual "Gunfire Breakfast" sausage sizzle at the War Memorial site.



## 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.

**guitarworks**  
Free School Holiday Workshops

Beginners Primer Workshop  
Live demos and instruction on all aspects of guitar playing.

Full Details Contact GuitarWorks

**041 444 8907**  
guitarworks@iinet.net.au

1072 Beaufort St Bedford

**ROCKIT KIDS TERM 2** - Friday April 28-June 16  
Let your little Pop Stars loose! After school classes for 4-12yrs

Rockit Kids combines pop singing and dance. Learn performing arts skills, increase confidence, make friends and have fun!

Trial class: Week 1 Friday 28th April.

Autumn Centre, 55 Ninth Ave, MAYLANDS

FFI: mail@rockitkidsgroup.com

Chloe: 0400953443

www.rockitkidsgroup.com.au

**WEEKLY SINGING & DANCE LESSONS**  
with Rockit Kids

**ROCKIT**

GuitarWorks is holding "Free School Holiday Guitar Workshops" for anyone interested in learning guitar. These 1½ hour demonstrations cover all aspects of guitar playing and styles. Bookings essential, for more info contact Stefan Cutri [guitarworks@iinet.net.au](mailto:guitarworks@iinet.net.au) Mob: 041 444 8907

**behaviour tonics** presents

**Engaging Adolescents®**  
Parenting skills for resolving teenage behaviour problems

Held over 2 sessions  
Wed 14th & 21st June 2017  
6.45 to 9.30pm, \$150pp OR \$270 for 2.  
Venue: Behaviour Tonics, 352D Cambridge St, Wembley (entrance off Simper St)

**Learn:**

- Understanding adolescence: a time of reconstructions, redeveloping social landscapes, brainsnaps and body make-overs.
- Understanding your job as parent/carer of a teenager - observer, advisor, negotiator, director.
- A three-option model for decision making...a 'drop down' menu for parents
- Working out how NOT to respond in tricky emotional encounters
- Building your relationship with your teenager
- How to hold difficult conversations more successfully when discussing issues such as internet overuse, sibling conflict, disrespect, truancy, going out, school work, helping out, choice of peers... and much more.

LOTS OF TIME FOR QUESTIONS

www.behaviourtonics.com.au PH (08) 9382 1182

**EDUCATION BLOG**

My name is Polly, I run one of the biggest student blogs that talks about study tips, music tutorials and other educational matters that are related to high school students. I have personally interviewed students who achieved an ATAR of 95+ and discovered how they achieved the outstanding results, such as their study habits. I also reach out to local educators and invite them to share their tips, stories and experiences.

Below are some of the latest articles:

20 Study Habits Top Students Have | ATAR 95+

Choosing Subjects for Years 11 & 12

Piano Practice Routine For Beginners