



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 4 Term 2 No. 1 2017

I was reading an article recently that looked at how wide-spread a school's tentacles can reach with a community. This is more so obvious with school activities that engage the community and of course the many parent committees that exist to support their local schools.

However, this is not the only outreach a school has. Recently Mount Lawley SHS proudly recognised former students from many years ago, some of whom have remained "local" whilst others are interstate or overseas. I have no doubt that the reach of the school has probably gone to all parts of the globe – and in fact we will be doing our best to find out just where!

We welcomed and acknowledged our first group of "Lawley Legends" as a starting point in recognising all who have been a part of Mount Lawley's history. They included, **Ron Alexander, Paul Barnett, Garry Marocchi, Tammy Solonec, Steve Godden, Kevin McCarthy, John Eon, Ian Dorrington, George Papadopolous, Frank van der Worm, Steve Alfrich, Don Beard, Brian Smith, Kim Vann, Alex Chetkovich, Abihail Erickson, Vince Gareffa, Jade Radisich, Aureliao Costarella, Chris Roberts** and honorary Alumni **Arthur Leggett**.

The evening attended by family and friends shared stories of their contributions to society since leaving school as well as sharing a few anecdotes on their time at school. It was the first of what will be many such events recognising our students of the past and their mark on making society a better place.

It is fitting that Mount Lawley's history is recorded and preserved and passed on for current and future generations. Whilst some of our buildings are new, the underlying composition of what has made Mount Lawley what it is today, should be embraced. We want to tell everyone about it and build on this in years to come. As one of Perth's oldest public secondary schools, our story is steeped in history that will help our current students feel proud to be a part of this tradition and in turn contribute to the next generations. Only through recognising our past will the students of today become aware of our legacy.

With this in mind, we welcome past students to reconnect

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CONGRATULATIONS



Congratulations **Jaymii 12F3** and **Mary 12O2** on being selected in the State U18 Women's AFL team.



Congratulations **Anjali (10M1)** and **Charlotte (10O1)** who participated in the School tournament organized by Badminton WA last term at the Kingsway Stadium. There were 206 students in all with 96 of them being girls (48 teams). Anjali & Charlotte came runners-up in the tournament.



Congratulations **Anjali (10M1)** who recently participated in the June Bevan Trophy U17 Nationals Badminton competition held in Launceston, Tasmania. At the team level, WA came 5th out of 10. They narrowly lost to Victoria in the league stage resulting in them having

to fight for 5th and 6th position. At the individual level, Anjali made it to the top 16! There were 49 girls in total and given that she was a junior this year with most of the other competitors being 16 year olds, it is quite an achievement. Anjali has now nominated for the U19s which take place during the Term 2 holidays at Adelaide.



Oscar 11F1 has recently won the Lions Youth of the Year State Finals. Oscar became the first winner from Mount Lawley since 1978 which is a great achievement against students from both government and private schools. Oscar was awarded both Public Speaking Winner and Overall Winner and he will be off to Hobart for Nationals early this month, we wish him all the best in the National final.



Cale 12H3 was selected to attend The Premier's Anzac Student Tour which commemorated the 75th anniversary of the Fall of Singapore. The tour visited important historical sites, before attending Anzac Day commemorations at Kranji War Memorial where 4 461 Commonwealth casualties of World War II are buried.

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



with the school and make contact with us so that they may be included in future events and recognised as part of our growing Alumni. Please go to our webpage and subscribe <http://www.lawley.wa.edu.au/view/alumni>
We hope to hear from you soon.

On other matters, students in Year 10,11 and 12 are currently completing their first semester examinations. We know that this period of time can cause anxiety for students and parents however a measured approach of study, revision and healthy lifestyle generally sees us through these periods. The parent/teacher reporting evening for this semester is Thursday 29th June between 4pm and 7pm. Information with the reports will be sent to all parents soon.





This term has also been busy with extra-curricular activities being conducted by staff and students, including the SVAPA camp, the Cadets Camp, and the Music Camp. In addition, students have been involved in debating, boys and girls football, competitions in GAT, Science and Engineering, Chinese and other areas. We were also represented internationally by Cale Wilcox as a winner and ambassador on the Premier's Anzac Tour to Singapore this year. The school has also been represented by students and the choral group and band at the annual Ex POW commemorative service at King's Park as well as the Indigenous War Veterans Service supported by the Department of Veteran's Affairs and the RSL as well as our large contingent of Interact (Rotary) students raising funds supporting the community. We are also currently supporting the Foodbank appeal with donations of canned foods which can be placed in the bins provided in Student Services. This brief snapshot highlights our school's ongoing commitment to the community.

The Lawley Art committee has been busily preparing for the annual Lawley Art Auction which should be the biggest yet so please mark the 10th June in your diary for what should be a memorable event.

Michael Camilleri, Principal



CONGRATULATIONS

Congratulations to **Chelsea 8M3** who has been chosen for the School Sport Australia 'Pacific School Games' in category of diving which will be held in Adelaide.

Pavel 8M4 represented Western Australia at the 'Nationals' Swimming Competition, where he smashed his PB in the 200m Freestyle and in the relay. The team came second, making WA proud by breaking the Australian Record. So Pavel walked away with a Bronze medal for the 50m Freestyle, bronze for 100m Freestyle, Silver in the 200m Freestyle and it was Pavel's first Australian Age National Championships with the end result of Pavel being the fastest WA qualifier and swimmer for 13 year olds.

Congratulations to **Jayna 8O3** who will be represent Western Australia in the "Football West" U14 State Girls Team at the FFA National Soccer Youth Championship to be held at Coffs Harbour in July.

Rachael 12H2 and Max 12M1 took part this year in the UN Evatt Trophy run by UN Youth Australia. This competition challenges students from Years 9 to 12 to step into a simulated role of the United Nations Security Council to tackle some of the world's biggest issues. More than 2,000 students from across Australia and New Zealand compete in the contest every year.

In May this year, Max and Rachael (former 2016 State representatives) competed in the opening heats of the regional round. Once again, they have succeeded in proceeding to the state final at Parliament House. 15 duos from across WA will engaged in one planned debate and two impromptu debates, in which teams negotiate to amend, reject and pass resolutions. We would like to wish Rachael & Max the best of luck in competing in the State final and look forward to "twin success" in 2016 & 2017!

Lawley Art Auction



West Australian artists supporting The Arts at Mount Lawley Senior High School

Saturday 10th June 2017

Venue: Mount Lawley Senior High School
Viewing from 1pm, Auction starts at 7pm

Lawley Art Auction

West Australian artists supporting The Arts at Mount Lawley Senior High School

Over 90 established & emerging artists including Pippin Drysdale, Helen Norton, Peteria Ciemilla, Elizabeth Mannuffo, Jillian Ciemilla, David Spencer, William Stransky, Milk Green, Linda O'Brien, Silvana Ferrario, Flour Schell, Mal Leckie, Sue Codes, Sioux Tempestt, Paula Hart, Deborah Bonar.

What: Fine art, ceramics, delicious food & drinks, silent auction and a new gallery of works for sale.

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

When: Saturday June 10th 2017.
Viewing/gagamation from 1pm. Auction starts at 7pm.

More Info & Online Catalogue

#MountLawleyAuction @lawley_art_auction
lawleyarts.com
Catalogue available online from June 1st.





engage

**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.

EVERY DAY COUNTS

**If you want to be
successful at school
then YES, attendance
does matter!**

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



Dear Parents/Caregivers,

Depression and anxiety problems are common in teenagers.

Parents can play a major role in protecting their child from these problems.

Monash University are currently conducting a study of a new online parenting program designed to empower parents to make sense of adolescence and parent their teenager with confidence. If you have a child aged 12 to 15, you may be eligible to participate.

Note: Our program is designed to prevent depression and anxiety disorders in teenagers, but may also be helpful to parents whose teenagers are already experiencing difficulties with depression and anxiety. If your teenager is currently having such difficulties, we recommend that you seek help from a trained mental health professional for your teenager, in addition to participating in this research.

To find out more, or to register,
<http://www.partnersinparenting.net.au/registration/registration.php>

Helping parents help their teenagers: Spread the word about ReachOut Parents Coaching

For a parent, trying to guess what's going on with a teenager's mental health and wellbeing is tough. Many parents turn to school professionals when they become concerned about their teenager's behaviour, whether it's being non-communicative, anxious or dealing with issues like relationships.

Our free online coaching service is a great place to refer parents to. ReachOut Parents Coaching makes it easy for parents to talk to an expert confidentially without even leaving home, and build a plan to support their child throughout their teenage years.

'I'd highly recommend coaching. It really improved my bond with my daughter – we've built up trust again,' says Kirsten, mum of a 14-year-old from New South Wales.

Please email marketing@ReachOut.com.
Website: <https://parents.au.reachout.com/>

Thank you, Iva Filipovska Senior School Psychologist

1 or 2 days a week doesn't seem much but...

If you miss...	That equals...	Which is...	And over 13years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 day per year	16 weeks per year	Over 5 years
4 days per week	160 days per year	32 weeks per year	Nearly 10 years

How about 10 minutes late a day? Surely that won't affect my attendance

I only miss...	That equals...	Which is...	And over 13years of schooling that's...
10 mins per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 mins per day	1hr 40mins per week	Over 2 ½ weeks per year	Nearly 1 year
30 mins per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per month	8 weeks per year	Nearly 2 ½ years



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 User **MLSHS Password MLSHS6050**

WEEK 15 – MIDDLE/SENIOR – POSITIVE TEACHERS TEAMWORK

Some things to ponder: as a staff do we have a collective vision of what we want our students to act like, look like, sound like, know and can do because of our collective influence? Do we have a vision of ourselves as a collective? Do we consistently mirror each other in our expectations of ourselves and of our students?

Teacher wellbeing is second only to social connectedness in building student wellbeing. Schools are full of inspiring teachers who really do matter. Entering into dialogue about their core business of learning, teaching and building their and student wellbeing will see positive teamwork alive and well within schools.

The old sayings, “we can’t teach them until we reach them” and “kids don’t care what we know until they know we care”, are so true. It is vital to cultivate growth mindsets in students that their teachers are there for them and genuinely want them to become their best possible selves and accept their teachers’ advice, as they do with their sports coaches and realise that teachers – like themselves – are also individuals, with their own ways of doing things. When students and their teachers’ know each other’s personal strengths, great learning and teaching occurs.

“Teachers open the door but you must enter yourself.”
Chinese Proverb

WEEK 16 – MIDDLE / SENIOR – MINDFUL LISTENING

When students are able to adapt how they learn and think for differing situations, they mindfully connect with themselves and the moment which enables them to meet the challenge of actively listening to others, which in turn creates classes which are places of adventure, experimentation and exploration that arouse our students’ curiosity to enable them to strive, thrive and flourish.

The secret is to teach them to listen with their eyes, their ears and their hearts. This enables students to absorb and question the main messages and how they connect with what they already know and ask “How does this connect with what I already know, “How can I use this knowledge?”, “How can I apply it to new situations?”; and “How can I make predictions based on this knowledge?” Read body language, listen for verbal cues and changes in voice tones to emphasise certain points. Use the strengths curiosity and social-intelligence to lift their concentration.

Expecting students to sit in class passively and quietly and hoping that their brains will somehow absorb knowledge is nonproductive and disengaging for them. The key to quality learning is for them to actively and enthusiastically engage in exploring with us.

“A wise man hears one word and understands two.” **Proverb**

Wk 15 Relationships and Optimism	Wk 16 Positive Engagement
MIDDLE Student Planner Page 54	SENIOR Student Planner Page 54
POSITIVE TEACHERS TEAMWORK	POSITIVE TEACHERS TEAMWORK
<p>Wellbeing Bank: to develop Relationships and Optimism by building positive relationships with your teachers.</p> <p>Teachers matter because they:</p> <ul style="list-style-type: none"> • build your understanding and confidence • want to see you strive, thrive and flourish • are at their best when you show that you are enthusiastic to learn with them. <p>To build positive relationships with them:</p> <ul style="list-style-type: none"> • ask questions to earn their respect • show a “want to” and “can do” attitude • learn about each of your teacher’s style of teaching and character strengths • sometimes you may believe teachers don’t like you • you mistake their advice for criticism • you may not understand their expectations of you • lighten up and ask them for help • describe why your teachers matter. 	<p>Wellbeing Bank: to build Relationships and Optimism through focusing on building positive relationships with my teachers.</p> <p>Your teachers really matter because with them you can:</p> <ul style="list-style-type: none"> • learn enthusiastically from and with them • learn new approaches to grow your brain’s abilities • become and inspire your best possible self. <p>Just as students differ from person to person:</p> <ul style="list-style-type: none"> • so too do your teachers. <p>Learn about and write down each of your teacher’s: Expectations of</p> <ul style="list-style-type: none"> • their course topics and the assessment/testing criteria • your participation, effort and attitude. <p>Style of teaching</p> <ul style="list-style-type: none"> • organised or disorganised? • measured or fast talkers? <p>Availability</p> <ul style="list-style-type: none"> • fill in their free periods on your Personal Timetable • are they prepared to help you at recesses, lunchtimes, before or after school? <p>Describe what you currently do to learn about each of your teachers.</p>
<p>Library teachers are experts at teaching you:</p> <ul style="list-style-type: none"> • how to find accurate information • effective research methods • logical ways to write reports • correct ways to reference and compile bibliographies. 	
<p>ACTIONS</p> <p>What are two things I will start doing to build positive relationships with my teachers?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 	<p>ACTIONS</p> <p>What are two things I will start doing to further develop positive relationships with my teachers?</p> <ol style="list-style-type: none"> 1. _____ 2. _____
<p>MINFULNESS ACTIVITY:</p> <p>Describing Pictures – you and a friend each draw a picture and not show each other. Then describe to each other to what the picture looks like and means to each of you.</p>	<p>MINFULNESS ACTIVITY:</p> <p>Describing Pictures – you and a friend each draw a picture and not show each other. Then describe to each other to what the picture looks like and means to each of you.</p>
<p>RESILIENCE BUILDER</p> <p>There are some wonderful outside agencies which offer young people excellent support, such as kids helpline, headspace, reachout... With a friend visit three of these agencies’ websites to learn about what things they can offer you.</p>	<p>RESILIENCE BUILDER</p> <p>With a friend read the sections in the journal/planner about Emergency Asthma and Resuscitation and google the steps you follow when you ring. Share what you learn with your friendship group so you are all prepared for potential incidents.</p>
<p>WELLBEING TIP: While watching TV do rotations of your neck, shoulders, wrists, hips and ankles.</p>	<p>WELLBEING TIP: Balance your blood sugar with portions of protein, carbohydrates and good fats in every meal.</p>
<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Humility www.viacharacter.org</p>	<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Humility www.viacharacter.org</p>
<p>WELLBEING FITNESS CHALLENGE: EVEN BETTER – Positive Stretching (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>	<p>WELLBEING FITNESS CHALLENGE: EVEN BETTER – Positive Stretching (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>
MIDDLE Student Planner Page 56	SENIOR Student Planner Page 56
MINDFUL LISTENING	LISTENING MINDFULLY
<p>Wellbeing Bank: to add to Positive Engagement by actively listening.</p> <p>Engaging more of your senses when listening:</p> <ul style="list-style-type: none"> • builds your understanding and enjoyment in learning • connects you with your teacher through eye contact • use both sides of your brain with the Cornell Note Taking Process • describe how you listen in class now. 	<p>Wellbeing Bank: to strengthen Positive Engagement through mindful, attentive and active listening.</p> <p>Mindful listening begins with:</p> <ul style="list-style-type: none"> • maintaining eye contact on your teachers’ body language • using the Cornell Note Taking Process • describe how you currently concentrate on listening to your teachers.
<p>Connect to the moment:</p> <ul style="list-style-type: none"> • be mindfully present when listening; in the zone • watch your teacher’s body language for messages. <p>Be involved:</p> <ul style="list-style-type: none"> • think about the topic to have questions to answer • think first, then write, not vice versa. <p>Be prepared:</p> <ul style="list-style-type: none"> • have your pens and books ready • record your teacher’s words on your phone if allowed. <p>Be creative:</p> <ul style="list-style-type: none"> • use lists, diagrams, idea maps, thinking tools • think, what does this mean to me? Tell me more. <p>Be strong:</p> <ul style="list-style-type: none"> • ask for help when unsure • ignore and sit away from disinterested students. 	<p>Most teachers:</p> <ul style="list-style-type: none"> • pause, like paragraphs in writing, to separate ideas • check their notes, indicating the start of a new idea • emphasise points using voice tone, slower pace or volume • pose questions, which they then go on to answer • use key dates to separate ideas • use key words and technical language, symbols or statistics • recap certain points; look for phrases such as, “as I said before...” or “as I mentioned earlier” • list reasons, justifications or arguments • use generalisations, then give specific examples • use numbers to indicate what is coming like, “There are two views on this...” • use body language, including gestures and facial expressions to emphasise important points • write key points or words on the board/ screen • provide a handout; underline key words they stress • use Power Point; write down headings • use signs to indicate important points, such as “Next...”, “Now...”, “Personally...”, “Remember...”
<p>ACTIONS</p> <p>What are two things I will start doing to listen more actively in class?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 	<p>ACTIONS</p> <p>What are two things I will start doing to listen more mindfully and actively in class?</p> <ol style="list-style-type: none"> 1. _____ 2. _____
<p>MINFULNESS ACTIVITY:</p> <p>Building Empathy – in a group each of you write down on note paper what worries and troubles you and place them in a bowl. Each person randomly picks one out and reads it to the group. What feelings do you experience?</p>	<p>MINFULNESS ACTIVITY:</p> <p>Building Empathy – in a group each of you write down on note paper what worries and troubles you and place them in a bowl. Each person randomly picks one out and reads it to the group. What feelings do you experience?</p>
<p>RESILIENCE BUILDER</p> <p>When you arrive home from school your parents/caregivers tell you that they want to sit down with you and have an important talk after dinner. What thoughts and feelings would you have?</p>	<p>RESILIENCE BUILDER</p> <p>Research into neuroplasticity has proven that by lifting your efforts to try new approaches and strategies that you can grow your brain’s abilities in all areas of your life. Write down three new approaches you will try for note taking, reviewing your learning and showing others matter.</p>
<p>WELLBEING TIP: When sitting in a lounge chair lift and hold your feet off the ground for intervals of 30 seconds.</p>	<p>WELLBEING TIP: Every three months replace your toothbrush.</p>
<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Prudence www.viacharacter.org</p>	<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Prudence www.viacharacter.org</p>
<p>WELLBEING FITNESS CHALLENGE: FORGIVENESS LETTER – Saying Sorry (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>	<p>WELLBEING FITNESS CHALLENGE: FORGIVENESS LETTER – Saying Sorry (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>



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 User **MLSHS** Password **MLSHS6050**

WEEK 18 – MIDDLE/SENIOR – HUMOUR, LAUGHING & FUN

One in four students currently experience significant Mental Health issues during adolescence; this is a totally unacceptable situation and needs to be a major priority to be addressed immediately. Being connected to everyone else 24/7 leaves them with little time to connect with themselves; they don't do solitude well. It's fine for them to be serious about what they do, but don't cross the line to become serious about themselves.

A sure fire tonic which alleviates this is to provide numerous opportunities to look on the bright and light side of life and have fun and laugh. Humour is a wonderful character strength which creates positive emotions which nurture feelings of optimism and hope for the future.

Everyone has mirror neurons which imitate the expressions and emotions of those around us. To build a healthy state of wellbeing in students and ourselves and trusting relationships, always be on the lookout for the funny things in life. Doing this will release dopamine, a feel good brain chemical, into the bloodstream, increase blood flow around the body, strengthen the immune system and reduce stress pressures.

Humour enables the brain and body to exercise together, just be careful to not overuse it in class.

"The right thing to do is nearly always the hard thing to do"

MM

WEEK 19 – MIDDLE / SENIOR – EMOTIONS, STRENGTHS & RELATIONSHIPS

Other people matter and building trusting relationships underpins everyone's state of wellbeing; social-connectedness in feeling a sense of belonging is the most influential factor in boosting our wellbeing.

A key part in relationship building is reading others' body language to recognise the different emotions they are feeling and the strengths they are using. As such, strengths and emotions spotting are important skills to cultivate in students. Being able to do this enables them (and us) to understand what others' needs and feelings are, show empathy for them if they are feeling down and help them to express their feelings to calm themselves.

When others around them can read their emotions and strengths they are in a position to support them as well. It's a circle that continues to go around and around in flourishing groups of people.

It is also important for students to learn that for different groups of people, such as siblings, parents, peer group/friends, teachers and strangers, that they may feel differing emotions and use different strengths. One size doesn't fit all and by discussing the different emotions and strengths for different groups of people builds their confidence and self-belief to meaningfully enjoy building relationships with others.

"Courage is the ladder on which all the other virtues mount."

Clare Booth Luce

Wk 18 Exercise and Health	Wk 19 Strengths and Emotions
MIDDLE Student Planner Page 60	SENIOR Student Planner Page 60
<p>BRIGHT AND LIGHT</p> <p>Wellbeing Bank: to strengthen <i>Exercise and Health</i> by laughing, playing and having fun.</p> <p>Humour is a wonderful character strength which creates:</p> <ul style="list-style-type: none"> • positive emotions in you and others • feelings of optimism and hope for the future • a healthy sense of wellbeing in you and others • trusting relationships • be careful to not overuse humour in class. <p>When laughing, playing and having fun:</p> <ul style="list-style-type: none"> • you need to look on the bright side of life and for what's good • it is contagious for those around you; mirror neurons at work • you create growth mindsets • describe how you enjoy the light and funny side of life now <p>Other benefits of humour for you and others include:</p> <ul style="list-style-type: none"> • the release of feel good brain chemicals into your bloodstream • increased blood flow around your body to relax you • strengthened immune system • reduced stress pressures • the brain and body to exercise together. <p>ACTIONS</p> <p>What are two things I will start doing to laugh, play and have more fun?</p> <ol style="list-style-type: none"> 1. ? 2. ? <p>MINIFULNESS ACTIVITY:</p> <p>Heart Feelings – reflect on the feelings your heart has right now and describe them. Draw a picture of your heart and write your feelings on it.</p> <p>RESILIENCE BUILDER</p> <p>Studies show clearly that people who write down their goals and set little targets to aim for every two weeks are far more likely to accomplish their goals. With a friend describe the ways you currently set your goals. Look at page 19 for ideas.</p> <p>WELLBEING TIP: Fresh fruit and plain unsalted nuts make great snacks.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Humour www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE: TELL ME MORE – Interested Listening (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 GREAT</p>	<p>HUMOUR, LAUGHING AND FUN</p> <p>Wellbeing Bank: to strengthen <i>Exercise and Health</i> through laughing, playing and having fun.</p> <p>Neuroscience has shown that you possess millions of Mirror Neurons:</p> <ul style="list-style-type: none"> • they copy the expressions, feelings and actions of those around you • to have a healthy state of wellbeing you want them to copy happy and optimistic people. <p>Humour is a wonderful character strength which creates:</p> <ul style="list-style-type: none"> • positive emotions in others and you • feelings of optimism and hope for the future • trusting and warm relationships • but, be careful to not overuse humour in class • describe how you currently enjoy the light and funny side of life. <p>When laughing, playing and having fun:</p> <ul style="list-style-type: none"> • you can't help but look on the bright side of life and for what's good in what you are looking at • it is contagious for those around you • deliberately aim to mix with positive fun people. <p>Other benefits of humour for you and others include:</p> <ul style="list-style-type: none"> • the release of feel good brain chemicals into your bloodstream • increased blood flow around your body to relax you • strengthened immune system • reduced stress pressures • the brain and body to exercise together. <p>ACTIONS</p> <p>What are two things I will start doing to laugh, play and have more fun?</p> <ol style="list-style-type: none"> 1. ? 2. ? <p>MINIFULNESS ACTIVITY:</p> <p>Heart Feelings – reflect on the feelings your heart has right now and describe them. Draw a picture of your heart and write your feelings on it.</p> <p>RESILIENCE BUILDER</p> <p>The Power of Yet is a powerful motivator when you believe it in your heart. Often senior students blame teachers and external factors for their lack of progress. Look at which of your strengths, which Wellbeing Builders and which Habits of Minds will enable you to lift your efforts to try new things to achieve your Yet. Describe three times you used the Power of Yet.</p> <p>WELLBEING TIP: Take time to make your own healthy lunch and snacks each day.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Humour www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE: TELL ME MORE – Interested Listening (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 GREAT</p>
MIDDLE Student Planner Page 62	SENIOR Student Planner Page 62
<p>EMOTIONS, STRENGTHS & RELATIONSHIPS</p> <p>Wellbeing Bank: to add to <i>Strengths and Emotions</i> by understanding which strengths and emotions I use and I feel in my relationships with different people.</p> <p>It is perfectly natural for you to experience different emotions with different people. For example, with your friends you would probably feel happy, excited, joyous and then sometimes upset and disappointed. Describe four emotions you feel when with each of the people below:</p> <ul style="list-style-type: none"> • family..... • friends..... • peer group..... • teachers..... • other adults..... <p>What are four character strengths you feel you need to use to build healthy relationships and why?</p> <p>Recognising your and others' body language for different emotions and strengths enables you to:</p> <ul style="list-style-type: none"> • read what their needs and feelings are • show empathy for them if they are feeling down • help them express their feelings to calm themselves • send messages you need their support when upset • describe your body language when upset <p>ACTIONS</p> <p>What are two things I will start doing to recognise and understand the key emotions and strengths for healthy relationships?</p> <ol style="list-style-type: none"> 1. ? 2. ? <p>MINIFULNESS ACTIVITY:</p> <p>Story Meanings – read or write a short story or poem and describe what it means to you and the emotions you feel.</p> <p>RESILIENCE BUILDER</p> <p>For each of the following social capabilities suggest the strengths you would need to use and the emotions you need to be in charge of to build them – self-awareness, self-control, empathy, self-motivation, managing relationships.</p> <p>WELLBEING TIP: Be happy, you are your most important asset.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Hope www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 GREAT</p>	<p>STRENGTHS SPOTTING</p> <p>Wellbeing Bank: to build <i>Strengths and Emotions</i> through looking for others and myself using character strengths. Mindfully focusing on spotting when others and you:</p> <ul style="list-style-type: none"> • are thinking in the best ways and using particular character strengths • broadens your attention and engagement with what is happening in the present moment, which • inspires you to look for and value what others and you can do well instead of what they and you can't do well • doing this generates amazing feelings of self-worth in becoming your best possible self • spotting strengths also enables you to respect and expect individual difference (see Strengths Spotting p.132-134) • describe how you currently look for others and yourself thinking in the best ways for and using strengths. <p>As you become more confident in spotting strengths:</p> <ul style="list-style-type: none"> • start looking at the situations where they and you are using them; e.g. when building relationships • discuss with others why and how they use the strengths you noticed. <p>An excellent strategy when you encounter adversity is to:</p> <ul style="list-style-type: none"> • relieve when you have used your strengths well to accomplish what you set out to do • to feel positive emotions such as pride, gratitude and satisfaction. <p>ACTIONS</p> <p>What are two things I will start doing to spot strengths and best ways to think in action in others and myself?</p> <ol style="list-style-type: none"> 1. ? 2. ? <p>MINIFULNESS ACTIVITY:</p> <p>Story Meanings – read or write a short story or poem and describe what it means to you and the emotions you feel.</p> <p>RESILIENCE BUILDER</p> <p>Self-talk falls into three main areas, positive, negative and process. When you start to use negative self-talk, contest it immediately with positive self-talk to look for positives and possibilities. With a friend describe five situations when you have fallen into the trap of negative self-talk and how you contested it.</p> <p>WELLBEING TIP: You use seventy-two muscles to frown, but only thirteen to smile; smile then.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p style="text-align: right;">Character Strength Hope www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20) 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**

TISC INFORMATION

Last term Mr Marcon gave a presentation to most Year 12 students that addressed the following:

- Introduced them to the TISC website, specifically to Prerequisites and Cutoffs for courses at our 4 public Universities
- Explained the requirement to satisfy prerequisites
- Explained the difference between an indicative ATAR and a Cutoff Rank and how it works
- Demonstrated an estimate of their TEA using their school results
- Explained and demonstrated how the 10% bonus for Languages, Methods and Specialist Mathematics is applied
- Showed the students how to convert a TEA to an ATAR
- Emphasised that small improvements in their courses can significantly improve their ATAR

• Explained that an average of around 60% in their best 4 ATAR courses equates to an ATAR of 80 and if it's around 70% it's in the 90's

Mr Marcon also included a scaling in their calculation and emphasised that it was a "guesstimate" by him, explained that it was not linear and was dependent on many variables. Mr Marcon suggested they could discuss the scaling affect with the teachers in their specific ATAR courses for more information.

The presentation is attached and Mr Marcon happy to take queries.

Contact Ric Marcon Mathematics Machine 0407199394

WEEK 20 – MIDDLE/SENIOR – PLANNING AND TIMELINES

While students' Personal Timetables serve the purpose of organising their time to do what they have to do, they also need to learn how they are going to organise that time to complete what they have to do. Learning how to plan and set timelines is the growth mindset they need to overcome these challenges.

Students need to set timelines for tasks such as completing unfinished learning from the school day; practising further subject material to re-inforce and consolidate the concepts in their minds (if they can do it at home on their own, then they know it); connecting with and applying new knowledge learned to new situations; revising what they have learnt in order to store it in their long term memory banks to retrieve later for exams/tests and other situations; reviewing notes from class in a structured manner – timelines are a must here; going off on tangents which interest them and investigating new possibilities to explore and experiment with and reading, researching, evaluating, reflecting, thinking and imagining.

Being able to plan and set timelines to accomplish what they set out to do, broadens and engages their attention by connecting them with themselves and the moment and reduces anxious feelings.

"If you think you can, you're right. If you think you can't, you're right."
Henry Ford

Wk 20 Skills and Achievement

MIDDLE Student Planner Page 64	SENIOR Student Planner Page 64
<p>PLANNING AND TIMELINES Wellbeing Bank: to boost <i>Skills and Achievement</i> by planning and setting timelines well. Completing learning tasks on time: • needs focused planning • Five Es of Learning is an ideal Thinking Tool for this • describe how you plan learning tasks now.</p> <hr/> <p>Following is a dependable process for setting timelines. Day 1: record due dates on a Year Planner and in your phone. Micro, within 2 days – ENGAGE • how does it connect with what you already know? • brainstorm possible ideas/ resources. Mini, within 3 days – EXPLORE • plan your research strategy • locate resources. Short, within 5 days – EXPLAIN • collect information under main points • develop sentences and paragraphs using T.E.E.L. • write first draft. Medium, within 7 days – ELABORATE • ask your teacher for feedback • improve phrasing/ vocabulary. Long, within 9 days – EVALUATE • discuss interpretations with family/ friends • complete final.</p> <p>ACTIONS What are two things I will start doing to plan and set timelines?</p> <ol style="list-style-type: none"> 1. 2. 	<p>PLANNING AND TIMELINES Wellbeing Bank: to advance <i>Skills and Achievement</i> through effectively planning and setting timelines. Planning and setting timelines are: • process self-expectations to achieve what you set out to do • ways to meet teachers' deadlines for submitting work • they provide a window of time to develop your thoughts through drafting • drafting is a process which shows your thought growth • describe how you currently plan and set timelines.</p> <hr/> <p>Planning Timelines: use different colours for each stage: Day 1: record due dates on Year Planner and in phone Micro, 2 days: ENGAGE • how does it connect with what you already know? • brainstorm possible ideas • obtain Assessment Criteria from your teacher Mini, 3 days: EXPLORE • plan your research strategy • locate resources and begin your research Short, 5 days: EXPLAIN • collect information under main points • develop sentences and then paragraphs using "Paragraph Building: TEEL" Thinking Tool from website • assemble first draft Medium, 7 days: ELABORATE • ask your teacher for feedback on first draft • analyse comments to improve phrasing/ vocabulary Long, 9 days: EVALUATE • discuss interpretations with family/ friends • evaluate feedback and complete final.</p> <p>ACTIONS What are two things I will start doing to improve my focus and effectiveness on planning and setting timelines?</p> <ol style="list-style-type: none"> 1. 2.
<p>MINDFULNESS ACTIVITY: Lucky Dip – ask a friend to put a variety of different things in a bag, such as keys, coins, pieces of fruit, paper, pens, cords and so on. Dip your hand in and describe what you are feeling. Put a glove on and do it again; any different?</p>	<p>MINDFULNESS ACTIVITY: Lucky Dip – ask a friend to put a variety of different things in a bag, such as keys, coins, pieces of fruit, paper, pens, cords and so on. Dip your hand in and describe what you are feeling. Put a glove on and do it again; any different?</p>
<p>RESILIENCE BUILDER Self-control or self-regulation rates as one of the lower strengths for people of your age. With two friends brainstorm five reasons why this happens and ten situations where there would be issues for this character strength.</p>	<p>RESILIENCE BUILDER Positive self-talk using / can ... and / will ... statements are great ways to build your internal belief in yourself to overcome negative experiences. Look at <i>Why Positive Self-Talk</i> (see index) for ideas. With a friend describe five challenging situations for senior students and three examples of positive self-talk you could use for each of them.</p>
<p>WELLBEING TIP: Care, Appreciate, Respect, Enjoy; a great way to live.</p>	<p>WELLBEING TIP: Avoid excessive caffeine; it saps creative energy.</p>
<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p style="text-align: right; font-size: small;">Character Strength Perspective www.viacharacter.org</p>	<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p style="text-align: right; font-size: small;">Character Strength Perspective www.viacharacter.org</p>
<p>WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>	<p>WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20) RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT</p>



Tertiary Institutions Service Centre

<http://www.tisc.edu.au/>

Australian Tertiary Admission Rank (ATAR)

Entry into the public universities in Western Australia is a matching process of the people who want to go to university and the number of places that are available. To assist in this process, students are ranked and places offered on the basis of this ranking.

What is an ATAR?

An ATAR ranges between 99.95 to zero, and reports a student's rank position relative to all other students. It takes into account the number of students who sit the WACE in any year and also the number of people of Year 12 school leaving age in the total population.

A student's TEA (Tertiary Entrance Aggregate) will be calculated and then converted to an ATAR, which tells them where they are ranked relative to other students. The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states. All states (except Queensland) report student rankings as an ATAR.

If a student has an ATAR of 70.00, for example, it indicates that they are equal to or better than 70% of the Year 12 school leaver age population.

Who Gets an ATAR?

Anyone who satisfies the requirements for a Tertiary Entrance Aggregate (TEA).

Tertiary Entrance Aggregate (TEA)

Your TEA (Tertiary Entrance Aggregate) is the sum of your best four scaled scores plus 10% of your best Language Other Than English (LOTE) scaled score (if you have one), based on the following rules:

- For the best four scaled scores, you may accumulate scaled scores which contribute to your ATAR over **five** consecutive years, with no subject or course counting more than once. If a course is repeated, the best score in that course is used.
- There are some unacceptable course combinations (check the admission requirements for your year). For these combinations, scores in both courses/subjects cannot both be used. The best score from the combination is used.
- If you have a scaled score in a Language Other Than English, 10% of your LOTE scaled score is added to the aggregate of your best four scaled scores. LOTE scaled scores must be from the current year or the previous four years. If you have more than one LOTE score, only one (the best) LOTE scaled score will be used as the LOTE bonus. You receive the LOTE bonus even if your LOTE course wasn't counted as one of your best four.
- The maximum TEA in 2016 was 410.

Additional information for 2017 TEA calculation

- If you have a scaled score in Mathematics Methods ATAR and/or Mathematics Specialist ATAR, 10% of your scaled score/s in these subjects will be added to your Tertiary Entrance Aggregate. You will receive this Mathematics bonus even if the course/s aren't in your best four.
- The maximum TEA in 2017 will be 430.

How Do Students Find Out Their ATAR?

All current year WACE students with at least one scaled score in a WACE course are able to access their Year 12 examination results and ATAR on the TISC website from late December.

Your Universities Admission Advice letter (UAAL) will contain this information.



**This exercise is a rough prediction of a
Tertiary Entrance Aggregate (TEA)
and
Australian Tertiary Admission Rank (ATAR).**

To be considered for university admission:

- Firstly, the student must meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the SCSA. Also, achieve competence in English as prescribed by the individual universities.
- Then achieve a required ATAR for entry to the particular university calculated approximately as follows:

Subjects	50% of the Semester mark (School Mark) ^{***}	50% of the Exam mark (WACE Mark) ^{###}	Final mark Semester + Exam	Predicted Scaling effect	Predicted Score. Highlight the best 4 subjects
Total for the best 4 subjects ~TEA					
Add the bonus for LOTE and/or Mathematics					
ATAR from the Table					

Also

- Prerequisites or special requirements need to be satisfied for entry to some courses.

***Semester mark for the subject will simulate the final School Mark.
 ### Semester Exam mark for the subject will simulate the WACE Exam mark.

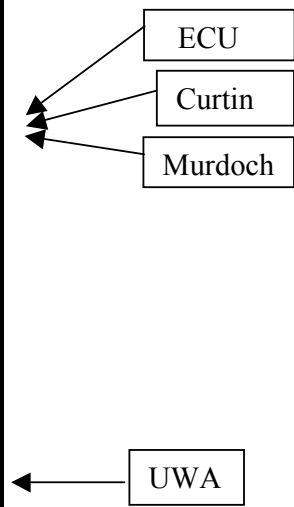


The following table indicates the average impact of scaling on a student’s final School marks to attain their final scaled mark and the TEA to ATAR conversions.

Subject	Estimated average scaling effect % predicted Mar 2017
Accounting	+2
Applied Info Technology	-12
Ancient History	+1
Art: Visual	-5
Business Management	-10
Biology	-10
Chemistry	0
Chinese: Advanced	-9
Chinese: Second Language	-14
Computer Science	-4
Design Photography	-14
Drama Studies	-12
Economics	+2
English	-1
English for ESL Students	0
English Literature	-1
Engineering	-6
French	-6
Geography	-7
History: Modern	-3
Human Biology	-4
Indonesian	-9
Italian	-9
Math Specialist 3&4	+5
Math Methods 3&4	+1
Math Applications 3&4	-5
Media Production	-4
Music	-1
Physical Education Studies	-5
Physics	+2
Political and Legal Studies	+2
Psychology	-8

ATAR 2016	Minimum TEA for ATAR
30.05	130.6
40.00	155.5
50.05	178.0
55.00	187.2
60.00	197.3
61.00	199.5
62.00	201.7
63.00	203.8
64.00	205.9
65.05	207.7
66.00	209.9
67.00	212.1
68.00	214.3
69.00	216.3
70.00	218.5
71.00	220.7
72.00	222.8
73.00	225.0
74.00	227.1
75.00	229.7
76.00	232.2
77.00	234.7
78.00	237.3
79.00	239.8
80.00	242.4
81.00	245.3
82.00	248.3
83.00	251.5
84.00	254.3
85.00	257.6
86.00	260.7
87.00	264.3
88.00	267.8
89.00	271.8
90.00	275.7
91.00	279.6
92.00	283.8
93.00	288.7
94.00	293.8
95.00	299.5
96.00	306.7
97.00	315.1
98.00	325.3
98.50	332.8
99.00	340.9
99.50	356.0
99.70	364.5
99.90	381.6
99.95	391.8

Minimum Uni cutoffs



Advice to students

- Look up the ATAR required to enter the course you would like to pursue at TISC Online: **Cut-off ranks**
- Check the prerequisites at TISC Online: Course Prerequisites
- If your results **do not** allow you entry to your chosen course, what could you do to improve your results? Seek help and advice about methods of study; exam techniques; essay tips; note making.....
.....**anything to improve your results!**
- Speak to someone in the school to clarify your options: Ms Smith in Student Services, Ms Tempone, Ms Simon, Mr Marcon...
- Discuss where you're at with your parents.



**This exercise is a rough prediction of a
Tertiary Entrance Aggregate (TEA)
and
Australian Tertiary Admission Rank (ATAR).**

To be considered for university admission:

- Firstly, the student must meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the SCSA. Also, achieve competence in English as prescribed by the individual universities.
- Then achieve a required ATAR for entry to the particular university calculated approximately as follows:

Subjects	50% of the Semester mark (School Mark) ^{***}	50% of the Exam mark (WACE Mark) ^{###}	Final mark Semester + Exam	Predicted Scaling effect	Predicted Score. Highlight the best 4 subjects
English	64% ⇒ 32	58% ⇒ 29	61	-1	60
Methods	56% ⇒ 28	60% ⇒ 30	58	+1	59
Human Biology	62% ⇒ 31	56% ⇒ 28	59	-4	55
Psychology	70% ⇒ 35	62% ⇒ 31	66	-8	58
Economics	58% ⇒ 29	64% ⇒ 32	61	+2	63
Total for the best 4 subjects ~TEA					240 <small>ATAR ~79.2</small>
Add the bonus for LOTE and/or Mathematics (5.9)					245.9
ATAR from the Table					~81.1

Also

- Prerequisites or special requirements need to be satisfied for entry to some courses.

***Semester mark for the subject will simulate the final School Mark.

Semester Exam mark for the subject will simulate the WACE Exam mark.

<p>Business Commerce at Uni Curtain</p> <p>ATAR 70 ✓</p> <p>Pre-requisites Apps ✓</p>	<p>ECU</p> <p>70 ✓</p> <p>None</p>	<p>Murdoch</p> <p>70 (78.25) ✓</p> <p>Banking B Bus Apps ✓</p>	<p>UWA</p> <p>80 ✓</p> <p>Methods ✓</p>
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**YEAR 10 ACCOUNTING AND FINANCE
GUEST SPEAKER – MICHAEL KALLIS
EDUCATION MANAGER
AUSTRALIAN SUPER**

The last topic covered in the Year 10 Accounting and Finance course this semester is "Personal Financial Management". In order to enhance the students understanding of this topic, Michael Kallis, the Education Manager of Australian Super was invited to come in and speak to the students during class time.



Michael spoke to the class and emphasized the importance of learning a little bit about financial literacy, as this will help in setting them up for a stronger financial future. The session covered information on banking, savings, credit, managing debt, and superannuation and was aimed at familiarizing young students with all these areas of personal financial management.

The students were fully engaged in Michael's session. They were able to answer questions he asked of them based on their prior class work on the topic and the students also actively asked questions of him which was very pleasing to witness. Students were rewarded for their attentiveness and participation with a gift bag from Australian Super.

Teacher: Grace Zaffino

USA MEMORIAL DAY

On Monday 29th May two Year 9 students, Olivia (SVAPA) and Grayson laid a wreath at the Flame of Remembrance, State War Memorial at Kings Park, along with over a hundred other guests.

This special day is observed on the last Monday of May, honouring the men and women who died while serving in the U.S. military and is a reminder of the strong relationship between Australia and the US.

The Keynote speaker was US Navy Captain Michael Donnelly who is a 30-year veteran of the US Navy who commanded the American base at Exmouth.

Our students met with the Her Excellency the Honourable Kerry Sanderson, AC, Governor of Western Australia and with the Coordinator of the USA Memorial Day service LT Michael Munjak USN (ex military).





AEP STUDENTS VISIT INDIGENOUS VETERANS COMMEMORATION SERVICE 31 MAY 2017

This year saw another moving Indigenous Veterans Commemoration Service at Kings Park. Mount Lawley Senior High School was well represented by the School Choir and Band who played Abide With Me and the National Anthem. The Aboriginal Excellence Program students were also in attendance and had the honour of laying a wreath (on behalf of our school) at the site of the Eternal Flame.

The significant ceremony has grown from its humble beginnings a decade ago. Mount Lawley Senior High School has been there from the start and is well regarded by the Department of Veterans Affairs Planning Committee and the Indigenous War Veterans Associations for the level of respect and commitment afforded by our school's leadership, staff and students. Guest speaker, Mr Ron Bradfield Jnr spoke of his family's involvement in the armed services over several generations and of the contributions that Aboriginal and Torres Strait Islander Peoples have made to the defense and service of Australia. Mr Bradfield has also been invited to address our Middle School students in Term 3. Congratulations to the staff and students of Mt Lawley SHS who contributed to this powerful commemoration.

Dr Philip Paioff, Aboriginal Excellence Program Coordinator



Above: The Aboriginal Excellence Team pictured at the Eternal Flame



Mt Lawley's wreath layers, Taylor and Jaymes, are pictured alongside Governor of Western Australia, the Honorable Kerry Sanderson AC



RECONCILIATION DAY

Reconciliation is about unity and respect of Indigenous and non - Indigenous Australians. It is valuing heritage, justice and equity for all people.

For the Aboriginal students that attend this school, reconciliation means that we are treated as equals with warm smiles, friendly faces and respect as a consequence of our identity and heritage. Reconciliation places everyone is on an equal scale and seeks to create a world where no one is dehumanised. Reconciliation consists of the elements of truth, justice, forgiveness, love, reparation and healing.

For the idea of reconciliation to work, we must understand our country, embrace other cultures and share our histories. Reconciling with Aboriginal people is important because you must acknowledge:

- There is no place for racial discrimination.
- The most important part of the process is recognition of past acts.
- The cultures of Aboriginal and Torres Strait Islanders are linked to the land, sea and waterways.
- To respect their identity.

Reconciliation is not an end result or an aim — it's a relationship and an expedition that must be introduced to all. Despite the many comebacks, criticisms and politic issues, Indigenous peoples have become stronger, more useful and have decided to make it a time to contribute in Australia's decisions.

The idea of reconciliation will provide an inheritance for a stronger and pragmatic development for our nation. Now is the right time for that to happen!

Sharlene Baloch





YEAR 8/9 NETBALL CARNIVAL





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.

ACADEMIC ASSOCIATES

**2017 School Holidays
July ATAR Revision Courses
at UWA**

Academic Associates UWA Revision Courses offer Year 12 students intensive revision and preparation for ATAR exams in an effective and time efficient manner.

Make success a reality

**2017 July School Holidays
Skills Development Program
for years 7,8,9 and 10**

ACADEMIC TASK FORCE
Achieve Success at School

Please turn over for timetable

- Why choose us?**
- You will revise course content and better understand your subject.
 - The presenters are very experienced ATAR subject teachers with excellent communication skills and ATAR examination experience.
 - Prepare for your exams with an exclusive workbook and learn to maximise exam performance.
 - Study in a University setting and experience campus life.
 - Learn in a small group environment and receive personal help.
- Course details:** Each subject course is 10 hours, 2 hours /day over 5 days. The complete cost of each subject is \$300 including all materials.
- Early Bird Offer**
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- Academic Associates and Academic Task Force are part of the Academic Group

- Learn more. Become more.**
- Boost your results.** Since 1986 ACADEMIC TASK FORCE has helped over 100,000 students boost their academic results.
 - Reach your true potential.** Our Middle School Skills Development Program provides quality teaching to help students develop their academic skills, improve their performance and boost their confidence.
 - Results driven.** In 2016, ACADEMIC TASK FORCE students who used our services achieved: Beazley Medal, 19 General Exhibitions, 12 Subject Exhibitions, 89 Certificates of Excellence and 430 Certificates of Distinction.
 - Experienced teachers.** We have a team of highly qualified, experienced teachers to help you maximise your school performance.

2017 JULY ATAR REVISION TIMETABLE

UWA Business School, Week 2 School Holidays, Monday 10th July - Friday 14th July

8.30am-10.30am	10.40am - 12.40pm	1.20pm - 3.20pm	3.30pm - 5.30pm
Economics Yr 12	English Yr 12	Chemistry Yr 12	Biology Yr 12
English Yr 12	Maths Methods Yr 12	Human Biology Yr 12	Chemistry Yr 12
Maths Applications Yr 12	Modern History Yr 12	Literature Yr 12	English Yr 12
Maths Specialist Yr 12	Phys Ed Studies Yr 12	Maths Applications Yr 12	Geography Yr 12
Modern History Yr 12	Physics Yr 12	Maths Methods Yr 12	Human Biology Yr 12
Politics and Law Yr 12	Psychology Yr 12	Physics Yr 12	Physics Yr 12

Enrolment Terms and Conditions: Please see our website for our policy on payments and refunds. Other subjects and times may become available, classes may be cancelled or changed depending on demand. See website for any changes.

Enrol online: www.academicassociates.com.au

Get in Touch
Tel: (08) 9314 9500
Email: info@academicassociates.com.au

July School Holiday Program

- Learning Skills:** Learn time management, goal setting, homework strategies, how to use a diary, learning techniques and many more skills to improve your school work.
- Foundation Maths and English:** Recommended for students in Year 7 and 8 who would benefit from some extra help, motivation and confidence in their high school studies. The class reviews concepts learnt in early high school years.
- Essay Writing:** Learn how to write great essays using a template that you can adapt to any subject and develop skills to improve your writing.
- Advanced Maths and Intermediate English:** Recommended for Year 9 and 10 students who like to consolidate their skills and be extended by learning new concepts and practising advanced questions.

Academic Task Force and Academic Associates are part of the Academic Group

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WAAPA Winter School 2017

These July school holidays WAAPA is offering exciting programs for students in years 4 to 12. The Winter School includes classes in acting, drama, dance, screen acting and music theatre. For information about the many courses on offer please visit WAAPA Winter School Holiday Programs or contact Gabrielle Metcalf at gmetcalf@ecu.edu.au or 9370 6775.



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Parenting Courses

<p>PARENT CHILD CONNECTION x 4 weeks Being a parent can be tough. People with primary school children are invited to this four week course to learn new skills, feel better about their parenting and gain confidence.</p>	<p>DATE: 6 13 20 27 June DAY: Tuesday TIME: 6.30-9pm COST: \$50person/\$75 couple</p>
<p>PARENT TEEN CONNECTION x 1 day This course aims to reduce stress and teach parents how to communicate, negotiate and minimise conflict.</p>	<p>DATE: 10 June DAY: Saturday TIME: 9.30am - 4.30pm COST: \$50person/\$75 couple</p>
<p>EMOTIONAL COACHING This seminar explores the most helpful way of responding to a child to help them to learn how to regulate their own emotions.</p>	<p>DATE: 21 June DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>KIDS AND TODAY'S TECHNOLOGY This seminar will help parents gain an understanding of today's technology and the impact on teenagers.</p>	<p>DATE: 22 June DAY: Thursday TIME: 6.30-9pm COST: \$30 per person</p>
<p>ROCK & WATER PROGRAM We encourage fathers, mothers, daughters and sons to spend a Saturday morning together examining their emotional connections with each other whilst learning new skills to strengthening family ties.</p>	<p>DATE: 24 June DAY: Saturday TIME: 8.30am - 12.30pm COST: \$70 per adult/child pair</p>
<p>MUMS RAISING BOYS Mothers, who are usually their son's primary female role model, play a vital part in developing their son's identity, including their ability to be nurturing.</p>	<p>DATE: 28 June DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>DADS RAISING BOYS This workshop will assist dads to build their sons' self-esteem, healthy identity and resilience as well as managing challenging behaviours.</p>	<p>DATE: 28 June DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>ALL ABOUT ANGER for Parents and Teens This workshop for parents and teens has been designed to assist families when anger is an issue. It includes some simple skills to help you respond more positively when anger shows up.</p>	<p>DATE: 5 July DAY: Wednesday TIME: 6.30-9pm COST: \$50 per family</p>

Concessions are available

As bookings are essential please ring 6164 0200