



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 7 Term 4 No. 1 2017

Term 4 is already well underway and we have celebrated the departure of Year 12s and marked the end of their formal schooling in the Mount Lawley tradition by hosting a number of events. Both the Year 12 breakfast and dinner were really positive occasions and I appreciated the level of maturity and sense of fun that I saw on display. The breakfast was a light-hearted event with both staff and students awarding certificates to each other. I would like to commend the Home Economics staff and the Hospitality students for the outstanding catering that was provided. With approximately 230 students and a number of staff in attendance this was an outstanding effort.

The whole school assembly was the last opportunity for the whole school to recognise and celebrate the achievements of Year 12 students. It was very pleasing to see so many parents and special guests in attendance. At the assembly the Year 12 Prefects for 2018 were announced so I congratulate **Lauren** and **Jason** who have been appointed Head Boy and Head Girl. The other Year 12 Prefects are **Joshua, Shaina, Max, Oscar, Lara, Alora, Connor, Mary, Charlotte** and **Connor**. I am sure they will follow in their predecessors footsteps and do an outstanding job in representing the views of the students and the school in the wider community.

The final opportunity to farewell the Class of 2017 will be the Awards evening which will be held on Thursday 16 November at the Hyatt Regency Hotel. Details have been provided to the families involved.

Year 12 WACE examinations are underway with some held at school and others at outside venues. The cohort have been well prepared for these examinations and I am confident that they will be rewarded for their efforts when the results are released in late December.

The Year 10 & 11 examinations have also been conducted and teachers are now busy marking the work in preparation for the reporting period. A new initiative, trialled this year was the introduction of two-hour examinations for Year 9 students in Maths, English, Science and Social Sciences. These exams are designed to expose students to examination conditions and to help prepare them for their studies in Senior School. The Senior School building was the venue for these Year 9 examinations. I am sure the students will benefit from this additional opportunity

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### CONGRATULATIONS



**Chelsea 8M3**, has been selected to represent Western Australia in the 2017 Diving Team. This team will be competing at the School Sport Australia National Championships In Adelaide on December.



**Isabella 8M3**, was selected to participate in the 16&U Girl's National Club Championships in Hobart, Tasmania. Isabella plays for Phantoms Water Polo Club in Perth however the Nationals Phantoms combined with the Geraldton Water Polo



Association took over a composite team, for the competition. There were 26 teams participating in the competition, totalling over 300 athletes. The championships are for athletes born in the years 2001, 2002 & 2003 so as someone born late in the year Isabella was one of the youngest competitors and at times was up against girls 4 years older than her.



#### Teri 11O2

Teri recently competed in the Under 18's Western Australia Titles for Sporting Shooters Association of Australia where she became the State Champion U18 Junior in the category



of Four Gun. Teri won silver in following four events: 4 gun, 3 positional 2 gun, 3 positional centrefire and field rifle centrefire. She also won bronze in the following 3 events: field rifle rimfire, 3 positional rimfire and 2 gun rimfire.



**Kearn 10M1, Decovan 10F1, Dallas 8M3, Dominic 10I and Rhaiarn 11O1**

On Saturday 28th of November the Marlee

Cup was held at Lathlain Oval, football games were played all day with Indigenous and International teams in different ages groups competing against each other. Mount Lawley had five students playing in the carnival, Keearn, Decovan, Dallas, Dominic and Rhaiarn. The students were coached by Gary Cox and captained by Rhaiarn himself, who took out the best on ground award. Mount Lawley is lucky to have Rhaiarn Cox who has been selected for the AFL AIS draft development program, as a mentor for our other Indigenous students.



**Madison 11M3** was selected in the State School Girls U/19 Softball Team and the U/17 State School Girls team for the School Sport Pacific Games in Adelaide in December.

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



to rehearse formal examination conditions.

Congratulations to the large number of students who took part in the Interschool Athletics Carnival. Despite the bad weather our students participated enthusiastically and cheered on their team members. Congratulations to all who took part and especially who came first in various events.

I was pleased to attend my first School Board meeting on the 23 September. It is pleasing to see so many committed parents and community members who are willing to give up their time for the benefit of all students. I have also attended my first P & C meeting and I am very impressed that there are five active subcommittees (Art Auction, SVAPA, Music, Languages and GAT) who are part of the P & C. Having a proactive board and active P & C is vital to ensure the very best resources and support is available for our students.

As the Class of 2017 has now left the school, Early Start will commence on Wednesday 8 November when Year 10 and Year 11 students move and commence next year's work. Early Start enables students to have more time in class to cover the course content and is a school initiative to assist teachers cover the curriculum in depth and have time for a concerted revision program prior to final exams. It also enables students to ensure that they have selected the best course load and one that will enable them to achieve a successful result. All students must aim to achieve the Western Australia Certificate of Education (WACE-secondary graduation).

As we lead up to the end of the school year it is imperative that parents stress to their children the importance of working through to very end of the school year to maximise their child's potential and build on their capacity for next year.

**Lesley Street, Principal**



At the final Year 12 Assembly, Head Boy Aaron Rossall-Rixon and Head Girl Olivia Trahair presented their farewell speech to their peers.

## INTERSCHOOL ATHLETICS CARNIVAL

On Tuesday the 17th of October over 100 students travelled to the State Athletics Centre to represent Mount Lawley in the annual Interschool Athletics Carnival. As has been the case with athletics this year, we were met with yet another miserable day. This didn't dampen the spirits of the athletes who gave it their all for the entire day.

Up against some tough competition in Perth Modern, Ellenbrook SC and Darling Range Sports College, we were competitive yet fell short of the relegation zone by 100 points to Lesmurdie. Meaning that next year we will compete in 'C' division with a strong focus on regaining our position in the 'B' division.

We did have some fantastic individual performances over the day including;

<b>Sophie</b>	1st	Year 8 Hurdles
<b>Callum</b>	1st	Year 9 Shot Put
<b>Hamish</b>	1st	Year 9 Hurdles
<b>Shayera</b>	1st	Year 9 Discus
<b>Wylee</b>	1st	Year 11& Over Long Jump

**Sophie** also came 3rd in the Year 8 Champion Girl standings with 70 individual points for the day. Well done Sophie!

The HPE department wish to thank all the athletes who attended and represented the school with pride and we look forward to a massive effort next year to get Mount Lawley back into the higher divisions.

**Mr Zen, Health and Physical Education (HPE)**



**Go to the school website .....[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) for the next few pages or the school phone app.**



## THE ROLES OF THE SCHOOL HEALTH NURSE

The School Nurse is part of the Student Services team. The nurse works collaboratively with students and families to help students achieve optimal health. The role of the School Nurse includes:

- **Health Promotion and Primary Prevention.** The Nurse assists with small group work focussing on health related discussions and information as requested by teaching staff.
- **Individual Student Counselling.** She is there to listen, to advise on health related issues and refer to appropriate services if necessary.
- **Encourage self-help and independence skills** so that students are equipped to take care of their own health as they approach adulthood.

The School Nurse is available on telephone **0408 715 087** or direct line **9471 0324**. If you require help / assistance in completing your young person's health care forms, you can make a time to see the nurse who will be able to assist you with this. The nurse is available from 08:00am, before lessons commence in the morning.

Students are encouraged to see the nurse in break times and if they need to see the nurse during lesson time, they must have their diary signed by their teacher.

Students should not be accessing the Health Centre to address sporting injuries that have occurred at home or at afterschool activities.

If students are sick, please keep them at home so they can rest and recover. This will ensure that the school community including teachers and students are not at risk of becoming unwell due to cross infection.

### A FRIENDLY REMINDER OF THE IMPORTANCE OF AMBULANCE COVER

It is prudent to ensure that your family has ambulance cover. Ambulance cover will cover all the family in an emergency, an ambulance will be called and will incur a significant cost to the family budget. Ambulance cover gives you one free trip per year for each family member.

School Health Nurse's office is in student services. The entrance to the building is bright green and is sign posted Health Centre.

### SOLIOSIS

To all parents: An important reminder to parents to check their children's spine for any abnormal curves. The normal spine has three distinct curves. There will be a brochure sent home to Year 7 students this week about scoliosis. Should you need extra copies of the scoliosis brochure please see the School Nurse.



## BANDANNA DAY AT SCHOOL

On the 27th October students at Mount Lawley became involved in Bandanna Day for CanTeen where bandannas were sold for \$5 each to raise money for Canteen.

CanTeen really help to make a difference to the lives of young Aussies impacted by cancer. They support young people to cope with the impact and effects of living with cancer in their lives, either themselves or their close family.

Jade, one of our awesome students joined with her younger sister and donated a sizeable amount of their saved pocket money to this worthy charity. We are very proud of the girls and their actions.

Mount Lawley is an Act Belong Commit officially mentally healthy school #actbelongcommit #bandtogether #bandannaday

Every day, 63 young Aussies are faced with a cancer diagnosis- either themselves or of an immediate family member. The impact of a cancer diagnosis has long-term emotional, mental and financial implications for young people, who are at considerable risk of isolation and psychological distress.

CanTeen is the game changer. They help young people cope with cancer in their family. Because we're stronger when we #BandTogether.

### HAVE YOU DOWNLOADED OUR SCHOOL APP ?

You can receive updates and school notices.  
You can send absentee notes and change of address details directly to the Main Administration Office.



**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 38 - MIDDLE/SENIOR - EXAM, ASSESSMENT COMPETENCE/ READING EFFECTIVELY**

For Senior students, having a well rehearsed exam technique will reduce anxiety and enhance their performance

- arriving for exams without any practised routines and hoping they will do well doesn't work
- introducing students to proven exam practices using past papers will build their confidence and instil growth mindsets
- just like coaching a sporting team to develop players' skills so they become embedded habits which they can deliver on game day pressure situations
- practise studying at exam pace and using accurate language prepares them well
- when students feel that they are in charge, positive emotions and attitudes enable them to shine.

Practise exam/ test day by:

- getting up in the morning and having a set routine including breakfast
- having comfortable clothes and shoes to wear
- travelling to and arriving at the exam venue 15 minutes before the start
- having your equipment ready to go

For younger students there are a variety of reading strategies which can be used depending on the their purpose for reading

- using them will improve the way they absorb knowledge and store it in their memories
- also it will save them time when they understand why they are reading text and the best method to use

*"Character consists of what you do on the third and fourth times."*

**James Michener**

**WEEK 39 - MIDDLE / SENIOR - POSITIVE PEER SUPPORT**

Your Peer Groups are who students mix with at school and in the community. Having two or three supportive peer groups enables students to seek help from another group should they have trouble with one. Having only one peer group leaves them with no options.

Students can seek help from peer groups, friends, parents, teachers and outside groups such as Reachout or Kids Helpline. Knowing who is best to ask for different problems is a key skill in maintaining a healthy state of wellbeing. The strengths judgement, trust, courage and hope for the future empower students when they seek help. Healthy peer groups understand shared and clear expectations of each other, to speak up if they don't want to do something and have empathy for each other.

Social-connectedness is the biggest factor in students (and us) in being happy. Peer group issues often intensify students' emotions and they fall into emotional thinking traps. Structured opportunities to discuss peer group expectations and problems help to overcome this, rather than them guessing what their peers are thinking. The use of accurate language of character strengths, growth mindsets, mindfulness, elements of wellbeing and active constructive responding build culture and ensure there is no ambiguity.

*"Wisdom is not knowing what to do now, but what to do next."*

**Saying**

**Wk 38** Skills and Achievement

**Wk 39** Relationships and Optimism

MIDDLE Student Planner Page 104

**RESEARCH REPORTS**

**Wellbeing Bank:** to add to *Skills and Achievement* by reporting on my research logically.

When reporting on research you need to explain:

- what you discovered
- what conclusions you reached
- any predictions you can make
- further research you may suggest
- describe how you report on your assignments now.

.....

Following is a logical reporting process:

**Aim:**

- describe the topic in your words
- state your research aims and approach.

**Solutions and Explanation:**

- explain the steps you used to investigate the topic
- discuss solutions that worked and that didn't work.

**Conclusion:**

- link your solutions to your research aims
- did you cover the topic?
- further issues to consider?

**Evaluation:**

- reflect on your solutions; are they reasonable?
- any predictions?
- further investigation required?

**References:**

- list assisting people and materials used.

**Appendix:**

- put much of your working here
- this must be well organised.

**Bibliography:**

- list all sources of information used.

**ACTIONS**

What are two things I will start doing to improve the way I report on my research?

1. ?
2. ?

**MINFULNESS ACTIVITY:**

**Leaf Feelings** – pick up a small piece of a plant which has fallen on the ground and remove the leaves one by one. What does their texture feel like and how many are there?

**RESILIENCE BUILDER**

Saying sorry and making things right for the other person is a difficult thing to do. A good structure is – state what happened, say what you intended, describe how you feel, say what you will do to make it right for them and say sorry. With a friend make up an apology to someone you have upset.

**WELLBEING TIP:** Be there for others; make someone's day every day.

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

- 1.
- 2.
- 3.

Character Strength **Curiosity**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE: THINKING SPOTTING – Habits of Mind (p.20)**  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner Page 104

**RESEARCH REPORTS**

**Wellbeing Bank:** to strengthen *Skills and Achievement* through developing the way I report on my research.

A Research Report is assessed on:

- its quality of information, depth of analysis, discussion, evaluations, conclusions, recommendations and stylish presentation
- describe how you currently report on your research.

.....

You know your brain thrives on looking for and identifying patterns, so reporting on research should follow a **logical** step-by-step process, such as the effective one following:

**Cover Page:** containing

- title of the report
- your student details.

**Contents Page:** containing

- an accurate guide to contents of your report
- a list of tables, diagrams and graphs.

**Abstract:** containing

- a brief summary of your report
- outcomes, recommendations and predictions
- methods used including Thinking Tools

**References:** containing

- individuals, groups and organisations who assisted you.

**Main Body of Report:** containing

- an introduction
- methodology; how you went about it
- analysis and evaluation
- results, findings and conclusion

**Bibliography:** containing

- reference sources used (refer index).

**Appendices:** containing

- relevant information to your report but not important enough to include in Main Body
- each appendix should be labelled and numbered.

**ACTIONS**

What are two things I will start doing to develop the way I report on my research?

1. ?
2. ?

**MINFULNESS ACTIVITY:**

**Leaf Feelings** – pick up a small piece of a plant which has fallen on the ground and remove the leaves one by one. What does their texture feel like and how many are there?

**RESILIENCE BUILDER**

The most pressing concerns for young people in your age group are school and study, including prioritising, time management, learning effectively, completing learning tasks and coping with and overcoming stressful challenges. If you are really struggling coming to grips with what's required of you, what can you do?

**WELLBEING TIP:** Spend time with your family and friends; share yourself, you have a lot to give.

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

- 1.
- 2.
- 3.

Character Strength **Curiosity**  
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**WELLBEING FITNESS CHALLENGE: THINKING SPOTTING – Habits of Mind (p.20)**  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

MIDDLE Student Planner Page 106

**POSITIVE PEER SUPPORT**

**Wellbeing Bank:** to boost *Relationships and Optimism* by building positive and supportive relationships within my peer group.

Your **Peer** Groups are who you mix with:

- at school and in the community
- most people have a number of peer groups.

**Healthy** peer groups understand:

- shared and clear expectations of each other
- to speak up if they don't want to do something
- to have empathy for each other.

When you need to ask for help to solve problems:

- who do you ask for what problems?
- describe **problems** that you ...

=> can solve on your own .....

.....

=> can ask your friends for help .....

.....

=> need adult help .....

.....

There are **four** strengths which are good to use when asking for help: judgment, trust, courage and hope for the future.

Write a positive supportive text you could send a friend who was feeling down.

.....

.....

**ACTIONS**

What are two things I will start doing to build positive and supportive relationships in my peer group?

1. ?
2. ?

**MINFULNESS ACTIVITY:**

**Press Positives** – go through a newspaper or magazine to find three good news stories and describe why they make you feel good and the positive emotions you experience.

**RESILIENCE BUILDER**

Stress is a normal part of life and is our response to a challenge or change. With two friends brainstorm at least ten things which can be stressors for you and what you currently do to overcome the stress.

**WELLBEING TIP:** Play with or walk with your pet; quality time.

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

- 1.
- 2.
- 3.

Character Strength **Teamwork**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE: WHAT WENT WELL – Being Grateful (p.20)**  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner Page 106

**POSITIVE PEER SUPPORT**

**Wellbeing Bank:** to boost *Relationships and Optimism* through building supportive peer relationships and seeking help when needed.

As mentioned in **Reducing Tension:**

- the main issues reported by senior students were study stress and mental health concerns
- as such, it will benefit your state of wellbeing to have supportive peer groups and know who to ask for help from.

Having two or three **supportive** peer groups enables you to

- seek help from another group should one have trouble
- having only one peer group leaves you with no options
- describe your peer groups who you can seek help from and the type of help.

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Particularly for **risk-taking** activities, peer groups need:

- shared and clear expectations of each other
- to speak up if they don't want to do something
- have empathy to accept assertive language from each other.

You can seek **help** from peer groups, friends, parents, teachers and outside groups such as Reachout:

- knowing who is best to ask for different problems is a key skill in maintaining a healthy state of wellbeing
- write a positive supportive text you could send a friend who was feeling down.

.....

.....

**ACTIONS**

What are two things I will start doing to build supportive peer groups' relationships and to seek help when needed?

1. ?
2. ?

**MINFULNESS ACTIVITY:**

**Press Positives** – go through a newspaper or magazine to find three good news stories and describe why they make you feel good and the positive emotions you experience.

**RESILIENCE BUILDER**

When you find yourself in situations where you have to stand up for what you believe is fair, there are three types of language you can use. 1. Aggressive – punishing, threatening and hostile. 2. Assertive – firm, clear and non-threatening. 3. Timid – disinterested, giving up and indirect. Give two examples you have seen of each type of language.

**WELLBEING TIP:** Eat plenty of fruit and vegetables every day.

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

- 1.
- 2.
- 3.

Character Strength **Teamwork**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE: WHAT WENT WELL – Being Grateful (p.20)**  
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT



**WEEK 40 – MIDDLE/SENIOR –PROCRASTINATION**

Procrastination has the capacity to adversely impact on all areas of students' lives (and ours) should it be ignored or remain unchecked. It is important for students to learn that once they have deliberated on something, they are decisive and act. To avoid putting things off, we need to teach positive coping strategies to do so and encourage them to look at what they need to do through their signature and top supporting strengths.

- Procrastination can be caused by many issues including:
- *Perfection* – wanting to produce the "perfect" piece of work; being obsessed with detail
  - *Organisation* – wanting to be totally prepared and as a result not getting started or lacking the necessary study and research skills to perform the task
  - *Self-Doubts* – lacking the self-confidence to tackle the task at hand
  - *Prioritising* – being unable to prioritise their activities to get the things done that they have to do
  - *Motivation* – lacking a purpose for being at school – "having to" rather than "wanting to".

Whatever the cause for procrastination may be, recognising it and addressing it immediately is a must. It will not go away by ignoring it. Teaching students confident and assertive help-seeking approaches will overcome procrastination.

*"Procrastination is the art of keeping up with yesterday."*  
Saying

**WEEK 41 – MIDDLE / SENIOR –POWER OF FEEDBACK**

During adolescence, students' capacities to stay focused on the job at hand and ignore distractions are often tested. Focusing on the strengths leadership, bravery, self-regulation and perspective will connect them with the moment, enabling them to do the right thing and do the thing right. It's about developing grit = passion + long term persistence.

- Many students need to learn the difference between activity and action which is:
- *activity* – having little meaning and purpose for what they do and allowing their minds to be hijacked by their emotions;
  - *action* – having meaning and purpose for what they do and following through on what they say they will do;
  - *leaders know that difference and show it in their every thought, word and action.*

Several of the key ingredients which make up leadership are believing that others matter; having a higher purpose in life; using a combination of their own and others' strengths to achieve what the group sets out to do; understanding that the right thing to do is nearly always the hard thing to do and then being prepared to do it; and welcoming challenges and overcome them by using growth mindsets to learn new approaches to build their brain's abilities.

*"Alone we can do so little, together we can do so much."*  
Helen Keller

<p>Wk 40  Positive Engagement</p>	<p>Wk 41  Meaning and Purpose</p>
<p><b>MIDDLE Student Planner</b> Page 108</p> <p><b>PROCRASTINATION</b></p> <p><b>Wellbeing Bank:</b> to add to <i>Positive Engagement</i> by avoiding and overcoming procrastination.</p> <p>If you are really honest with yourself:</p> <ul style="list-style-type: none"> <li>• you probably know when you are procrastinating</li> <li>• do you use your strengths to overcome it?</li> </ul> <p>Some procrastination actions include:</p> <ul style="list-style-type: none"> <li>• filling your day with unimportant things</li> <li>• reading things several times and then not starting</li> <li>• sitting down to start and then getting up for a drink</li> <li>• leaving something on your "to do list" for a long time</li> <li>• doing unimportant tasks you really don't need to do</li> <li>• waiting till you are in the mood to start</li> <li>• describe things you procrastinate on.</li> </ul> <p>Strategies to overcome procrastination include:</p> <ul style="list-style-type: none"> <li>• turn off mobile, social media and TV when studying</li> <li>• wear headphones to block out noise</li> <li>• set time limits to not move until you complete a task</li> <li>• work when your energy levels are up</li> <li>• reward yourself after good efforts, not before.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to avoid and overcome procrastination?</p> <ol style="list-style-type: none"> <li>1. </li> <li>2. </li> </ol>	<p><b>SENIOR Student Planner</b> Page 108</p> <p><b>PROCRASTINATION</b></p> <p><b>Wellbeing Bank:</b> to develop <i>Positive Engagement</i> through learning how to not procrastinate.</p> <p>Most people are well aware of when they are <b>avoiding</b> a task and procrastinating.</p> <p><b>Procrastination</b> can stem from:</p> <ul style="list-style-type: none"> <li>• avoiding tasks you are not confident of completing</li> <li>• being afraid of unpleasant outcomes</li> <li>• being a perfectionist and obsessed with details</li> <li>• not coping with study demands</li> <li>• lacking prioritising and time management skills</li> <li>• describe three things you procrastinate on doing.</li> </ul> <p>To <b>overcome</b> procrastination:</p> <ul style="list-style-type: none"> <li>• identify tasks that you regularly delay</li> <li>• put up a list of them in your study area</li> <li>• over breakfast, create a Things to do list of your priorities for the day</li> <li>• think in the ways you identified from Habits of Mind for your top strengths</li> <li>• use the power of positive self-talk with I can and I will statements</li> <li>• have your process self-expectations on your bedroom wall</li> <li>• break tasks down into achievable pieces</li> <li>• set timelines to complete tasks on your Year Planner and phone.</li> </ul> <p>Beware of the <b>bouncing effect</b>:</p> <ul style="list-style-type: none"> <li>• skipping from task to task without completing any of them</li> <li>• apply yourself to one intensely for 20 minutes and then repeat the process.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to be in charge of now and not procrastinate?</p> <ol style="list-style-type: none"> <li>1. </li> <li>2. </li> </ol>
<p><b>MINIFULNESS ACTIVITY:</b></p> <p><b>Name Game</b> – write as many books, movies or TV shows with characters whose first name begins with C or M.</p>	<p><b>MINIFULNESS ACTIVITY:</b></p> <p><b>Name Game</b> – write as many books, movies or TV shows with characters whose first name begins with C or M.</p>
<p><b>RESILIENCE BUILDER</b></p> <p>What stresses one person may not stress another person and their reactions can differ also. They include quickened breathing, sweating, increased heart rate, tiredness, pupils dilated. On an outline of your body draw what you experience when you are stressed so you are aware.</p>	<p><b>RESILIENCE BUILDER</b></p> <p>Growth mindsets enable you to try new strategies when your usual ones don't work in solving a problem and keep on doing this till one works. Growth mindsets also underpin personal strengths such as determination and persistence. With two friends, go through the Thinking Tools on the website and select five new strategies which you will start using.</p>
<p><b>WELLBEING TIP:</b> Prevent injury from exercise; have a good warmup and cool down routine.</p>	<p><b>WELLBEING TIP:</b> Practise happy and welcoming body language in front of the mirror.</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 style="text-align: right;"><b>Character Strength Fairness</b> www.viacharacter.org</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 style="text-align: right;"><b>Character Strength Fairness</b> www.viacharacter.org</p>
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<p><b>MIDDLE Student Planner</b> Page 110</p> <p><b>LEADERSHIP: ACTION OR ACTIVITY</b></p> <p><b>Wellbeing Bank:</b> to build <i>Meaning and Purpose</i> by using my strengths to lead through my actions.</p> <p>Our world doesn't need any more geniuses:</p> <ul style="list-style-type: none"> <li>• It needs more people of character</li> <li>• who use their strengths to build their and others' wellbeing</li> <li>• who are prepared to lead by taking action</li> <li>• what things do you do to lead using your strengths?</li> </ul> <p>The <b>difference</b> between activity and action is:</p> <ul style="list-style-type: none"> <li>• action is doing the right thing and doing the thing right</li> <li>• having meaning and purpose for what you do</li> <li>• is walking the talk and following through</li> <li>• activity is lacking the effort to do the right thing and do the thing right</li> <li>• is drifting along with little meaning and purpose for what you do</li> <li>• is talking the talk but not following through.</li> </ul> <p><b>Leaders</b> understand the difference. They:</p> <ul style="list-style-type: none"> <li>• believe themselves and others matter</li> <li>• value in person quality relationships</li> <li>• strive, thrive and flourish.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to use my strengths to lead?</p> <ol style="list-style-type: none"> <li>1. </li> <li>2. </li> </ol>	<p><b>SENIOR Student Planner</b> Page 110</p> <p><b>LEADERSHIP AND GRIT</b></p> <p><b>Wellbeing Bank:</b> to build <i>Meaning and Purpose</i> through using my top strengths to lead through my words and actions.</p> <p>Leaders <b>believe</b> others matter and others feel it. They:</p> <ul style="list-style-type: none"> <li>• know relationships underpin anything worth achieving</li> <li>• show character to do good things to feel good</li> <li>• enjoy seeing others strive, thrive and flourish</li> <li>• show grit to lift others' efforts to push through adversity</li> <li>• know that positive actions mean more than good intentions</li> <li>• think in the ways they identified for their top strengths</li> <li>• describe a time/s you have shown leadership.</li> </ul> <p>To show <b>leadership</b> in groups you are part of:</p> <ul style="list-style-type: none"> <li>• ask individual members what their top strengths are</li> <li>• share the bests way to think for their top strengths</li> <li>• discuss how you can combine your strengths to achieve what you as a group wish to accomplish</li> <li>• encourage the group to look for and celebrate what they are doing well</li> <li>• and apply these transferable positives to overcome other challenges; showing growth mindsets.</li> </ul> <p>A key skill in <b>leadership</b> is:</p> <ul style="list-style-type: none"> <li>• not only following through on what you'll say you'll do</li> <li>• but more importantly, doing the right thing and doing the thing right</li> <li>• leaders stand tall!</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to use my top strengths to show leadership and grit?</p> <ol style="list-style-type: none"> <li>1. </li> <li>2. </li> </ol>
<p><b>MINIFULNESS ACTIVITY:</b></p> <p><b>Colour Connections</b> – name as many objects, things, places or animals which are coloured green.</p>	<p><b>MINIFULNESS ACTIVITY:</b></p> <p><b>Colour Connections</b> – name as many objects, things, places or animals which are coloured green.</p>
<p><b>RESILIENCE BUILDER</b></p> <p>You need at least six different ways to reduce stress, eg, deep breathing, picturing a peaceful place, muscle tensioning, exercising, listening to music, sharing with an adult... With a friend brainstorm ten different coping strategies you will try when you feel stressed.</p>	<p><b>RESILIENCE BUILDER</b></p> <p>Assertive language is the most respectful and effective way to say what you need to say. There are three parts to using it. 1. When ... say your concern. 2. I feel ... say your emotion. 3. So ... say what you would like to happen. With a friend describe three examples of assertive language you have or could use.</p>
<p><b>WELLBEING TIP:</b> Try fresh fruit and vegetables at every meal; a healthy boost.</p>	<p><b>WELLBEING TIP:</b> Go for a relaxing stroll outside and enjoy the beauty of nature.</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 style="text-align: right;"><b>Character Strength Spirituality</b> www.viacharacter.org</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 style="text-align: right;"><b>Character Strength Spirituality</b> www.viacharacter.org</p>
<p><b>WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR </p>	<p><b>WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)</b> RATE YOUR WELLBEING THIS WEEK: FAIR </p>



**WEEK 35 – MIDDLE/SENIOR – POSITIVE/OPTIMISTIC THINKING**

As Barbara Fredrickson's research has informed us, it is the frequency of positive emotions, not their intensity, which builds our wellbeing. Looking at life optimistically and searching for what is good in things and right about what we are doing sees positive emotions bubbling away in us. We are striving, thriving and flourishing.

When we educate our students about the amazing benefits of adopting an optimistic outlook in their lives and introduce them to the little positive actions they can do often, they shine. Happy people enjoy better health and are more likely to achieve what they set out to do.

The alternative is to look at life pessimistically and search for what is wrong with things. Well guess what? People who adopt this negative way of thinking find plenty of things they perceive to be not right, because that is all they are on the lookout for. It's a pity they miss out on the great things that are happening and could happen. As such, they seldom have those warm feelings of gratitude and appreciation.

The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers.

*"It makes sense to me to only think optimistically."*

MW

**WEEK 36 – MIDDLE/SENIOR – BRAIN CODING EXERCISE**

To develop students' physical fitness, at least one hours pulse lifting exercise every day is essential. Their brains are no different. To build their brain's fitness and agility, they should spend a similar amount of time exercising their brains.

There are numerous ways to exercise their and our brains including thinking creatively about their interests; using Habits of Mind and Thinking Tools daily to build and strengthen their brain pathways; looking at life through their strengths for what is right about things and being grateful for what they have; playing games of strategy such as scrabble, monopoly, cards and chess; completing jigsaws, word searches, crosswords and Sudoku.

Students can also exercise their brains by using different methods to store or code what they learn in their memories so that they can access it easily; read Positive Memory Habits Are? to learn more.

They include:

- Thinking Tools
- Posters
- Repeating and Routines
- Locus Pegs
- Differing Approaches
- Graphic Organisers
- Idea Maps
- Sharing Ideas and Summarising
- Flash Cards
- Mnemonics and Acronyms
- Group Associations
- Sticky Notes/Reminders.

An excellent strategy is for us to introduce different coding exercises into our teaching so that students have a variety of techniques to use as process self-expectations in their learning.

*"From a little spark may burst a flame."*

Dante Alighieri

Wk 35
Meaning and Purpose

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**MIDDLE Student Planner** Page 96

**POSITIVE THINKING**

**Wellbeing Bank:** to build *Meaning and Purpose* by looking at life positively with hope for the future.

Every day you have a **choice** about how you are going to think:

- **Optimistically** – looking positively at the great opportunities for you to try
- **Pessimistically** – looking negatively for what is wrong with what you are doing
- describe some opportunities you have to look forward to.

---

When thinking **optimistically** you:

- focus on what's right about what you are doing and looking at
- are grateful for what you have
- look on the bright side of life
- are healthier and less stressed
- are more likely to accomplish your goals.

Optimistic thinkers' positivity is contagious and lifts others' wellbeing and efforts; growth mindsets:

- they spread positive emotions.

When thinking **pessimistically** you:

- focus on what's wrong with what you are doing or looking at
- believe you are powerless to change things; fixed mindsets.

---

**ACTIONS**

What are two things I will start doing to think more optimistically?

1.
2.

---

**MINDFULNESS ACTIVITY:**

**Character Imaginations** – if you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

---

**RESILIENCE BUILDER**

There are three types of language people use when making a point. They are *timid* – weak disinterested words, *aggressive* – forceful and strong words, *assertive* – firm respectful words. With two friends make up three examples of each type of language.

---

**WELLBEING TIP:** Set a goal to achieve such as a walk for life; train for it.

---

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

1.
2.
3.

Character Strength Leadership  
www.viacharacter.org

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**WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20)**  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

**SENIOR Student Planner** Page 96

**OPTIMISTIC THINKING**

**Wellbeing Bank:** to develop *Meaning and Purpose* through optimistic thinking.

You have basically two **choices** on how to look at life:

- **Optimistically** – thinking positively using your signature and top supporting strengths about the great opportunities on offer for you to explore.
- **Pessimistically** – thinking negatively and looking for what is wrong with what you are doing and looking at
- describe how you currently think about life.

---

**Optimistic thinkers:**

- focus on what's right about what they are doing and looking at; thrive on positive emotions
- have meaning and purpose for what they do
- do good things to feel good
- are grateful for now and hopeful for the future
- are healthier and less stressed
- are more likely to accomplish what they set out to do
- lift others' wellbeing through their contagious positivity
- are mindful of emotional thinking traps
- use positives in situations to overcome negatives.

**Pessimistic thinkers:**

- focus on the worst things they think can or might happen, called catastrophizing
- believe they are powerless to change their lives; fixed mindsets
- negatives keep piling up because that's what they are looking for.

Life is good

---

**ACTIONS**

What are two things I will start doing to think more optimistically to have more meaning and purpose in my life?

1.
2.

---

**MINDFULNESS ACTIVITY:**

**Character Imaginations** – if you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

---

**RESILIENCE BUILDER**

With a friend read the Wellbeing Builder *Self-Calmng Breathing* (see index). Take each other's pulse rate. Then spend ten minutes practising breathing in the way described. Take each other's pulse again; any change?

---

**WELLBEING TIP:** Make time to organise yourself; a daily "Things to do" list is a good start.

---

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

1.
2.
3.

Character Strength Leadership  
www.viacharacter.org

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**WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20)**  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

Wk 36
Exercise and Health

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**MIDDLE Student Planner** Page 100

**BRAIN EXERCISE**

**Wellbeing Bank:** to boost *Exercise and Health* by regularly exercising my brain.

**Thinking** to the brain, is what exercise is to the body:

- thinking exercises build strong brain pathways
- they enable neurons to fire and wire together
- keep your brain sharp through active thinking
- describe how you exercise your brain now.

---

Your brain's **fitness** develops by:

- thinking creatively about your interests
- using Habits of Mind and Thinking Tools daily
- looking for what is right in things
- practising using your top strengths to solve problems
- applying your thinking to new situations; how does this connect to what I already know?
- doing crosswords, sudoku, logic puzzles, word searches
- playing scrabble, monopoly, cards, chess
- completing jigsaws and finding patterns
- sharing jokes, humour, laughing at funny stories
- learning the words to your favourite songs
- writing creative stories
- discovering shapes in clouds.

---

**ACTIONS**

What are two things I will start doing to exercise my brain more?

1.
2.

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**MINDFULNESS ACTIVITY:**

**Body Focusing** – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

---

**RESILIENCE BUILDER**

An extension of positive self-talk is when you use assertive language with others to make your point, e.g. *When you don't listen to my opinion, I feel not valued, so please respect what I say.* With two friends make up at least five examples of assertive language you could use for different situations.

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**WELLBEING TIP:** Go for regular walks with family and friends.

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

1.
2.
3.

Character Strength Hope  
www.viacharacter.org

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**WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20)**  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

**SENIOR Student Planner** Page 100

**BRAIN CODING EXERCISE**

**Wellbeing Bank:** to boost *Exercise and Health* through exercising your brain using thinking tools and coding techniques.

**Thinking** to the brain, is what exercise is to the body:

- neuroscience has proven that you can grow your brain's abilities by trying new thinking approaches in your learning
- thinking exercises build strong brain pathways
- for you as senior students, these exercises involve using higher order thinking tools from the website and memory coding techniques
- these use both sides of your brain to enable neurons to fire together to wire together strongly
- your left brain logically sorts learnt material; formal learning
- your right brain looks for patterns and connections to what you already know; relational learning
- describe how you currently try new thinking approaches to grow your brain's abilities.

---

**Coding** techniques arrange what you learn in your brain:

- in ways that you can access easily
- read *Positive Memory Habits* to learn more.

**They include:**

- Thinking Tools
- Repeating and Routines
- Locus Pegs
- Differing Approaches
- Graphic Organisers
- Sharing Ideas and Summarising
- Flash Cards
- Mnemonics and Acronyms
- Idea Maps
- Group Associations
- Sticky Notes/Reminders

Make brain coding exercises process self-expectations.

---

**ACTIONS**

What are two things I will start doing to regularly exercise my brain using thinking tools and coding techniques?

1.
2.

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**MINDFULNESS ACTIVITY:**

**Body Focusing** – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

---

**RESILIENCE BUILDER**

With a friend read *Why Self-Calmng Strategies?* (see index). Each of you choose a different one to try for ten minutes. How did it make you feel?

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**WELLBEING TIP:** Try resistance training; it improves your posture.

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

1.
2.
3.

Character Strength Hope  
www.viacharacter.org

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**WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20)**  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT



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.



# Breast Cancer Bake Sale

**JOIN US IN FIGHTING FOR A CURE**

At Professionals, we have raised over \$3.1 million to contribute towards the goal of zero deaths from breast cancer by 2030.

Research is the only way to unlock the cure to breast cancer.

Our annual Breast Cancer Bake Sale will be held on Beaufort Street out the front of the Professionals Office.

**\*\*660 BEAUFORT STREET, MOUNT LAWLEY\*\***

Please join us in helping NBCF's team of researchers save the lives of Australian women this **Saturday (04/11/2017 - Details Below)** and buy some of our freshly baked treats made by our staff.

Find Us In Pink On Beaufort Street

All proceeds will go directly to NBCF.



**9:00AM – Until everything is SOLD | SATURDAY 4TH NOVEMBER 2017 | BEAUFORT STREET**



## January Head Start Program

Start 2018 with Confidence

Start the new year on the right foot with a Head Start program that will boost your child's confidence, enhance their learning skills and guide their transition into the new school year.



### ATAR HEAD START PROGRAM

For students going into Years 11 & 12

- The program aims to:
- > Gain an overview of the ATAR syllabus for their courses of study.
  - > Receive expert teaching by ATAR subject specialists.
  - > Preview important concepts.

We offer a wide-range of ATAR subjects as well as our popular Study Skills and Essay Writing Programs. Please visit our website to view the timetable.

January 16th - January 25th 2018

Each subject is 6 hours, 3 hours per day over 2 days  
**Venues:** Churchlands SHS (NOR) and Rossmoyne SHS (SOR)  
**Cost:** \$190 per course. 10% discount for all enrolments received and paid for by 18th December 2017.

### YEAR 7-10 HEAD START PROGRAM

For students going into Years 7,8,9 & 10

- Academic Task Force paves the way for academic success through our Middle School Head Start Program.
- With courses such as NAPLAN Preparation, Learning Skills, Maths, English, Essay Writing and our NEW GATE & Scholarship Preparation Program, our Head Start Program offers students the opportunity to equip themselves with the academic skills needed to develop their confidence, study habits and subject familiarity.

## HIGHGATE PS CHRISTMAS MARKET

2nd Dec 9am till 3pm  
on the school grounds

## Taekwondo

• Child Safety • Child Health • Peace of Mind

### TAEKWONDO for KIDS



Give your child the help they deserve to build their:

- CONFIDENCE
  - SELF ESTEEM • FOCUS • STRENGTH
  - COORDINATION • BALANCE • LIFE SKILLS
- in our specially designed **programs just for kids.**

**Help your child grow, develop and defend for themselves!**

**FREE 2 WEEK PASS**  
for you and a friend.  
**BOOK EARLY!**  
Limited Spaces

Starting from **4 YRS AND UP!**

**GIVE YOUR CHILD A KICKSTART IN LIFE! A FIGHTING CHANCE!**



**0402 144 018**  
Call ANTHONY to make your booking today!

**FORSTER PARK HALL** corner Keane Street & Abernethy Road, Cloverdale  
**WOODVILLE PAVILION HALL** corner Fitzgerald & Farmer Street, North Perth



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.



# Term 4 Swimming Lessons

## Westswim Chisholm

Monday 9 October - Saturday 16 December

Start at any time during term · 30 minute classes  
· Monday - Friday afternoons & Saturday mornings

**SPECIAL OFFER FOR MT LAWLEY PRIMARY SCHOOL**  
Enrol at [www.westswim.com.au](http://www.westswim.com.au) and use the promo code **MLPS17** to receive 2 lessons for free!

Swimming - an essential part of the Western Australian way of life

# When you are the parent or caregiver of a teenager



A seminar for parents and caregivers who want to improve their relationship with their teenagers.

Adolescence is a time of great transition and challenge for young people and their families alike. Conflict, communication difficulties and a lack of understanding may often occur. At such an important time it can be easy to lose confidence in the ability to parent successfully.

**When:** Tuesday 14<sup>th</sup> November 2017  
**Time:** 5:00 pm – 7:30 pm

OR

**When:** Thursday 16<sup>th</sup> November 2017  
**Time:** 9:30 am – 12:30 pm

Registration is 15 minutes prior to the seminar.

**Cost:** Free of charge  
**Venue:** Centrecare  
12 Brewer Place, Mirrabooka.

Bookings Necessary

For further information or to register, please call:

**9440 0400**

- This group is designed to assist you:
- > increase your understanding of adolescence;
  - > improve your relationship with your teenager; and
  - > learn new ways of communicating.



## USA CAMP JOB FAIRS

**CONGRATULATIONS YOU'RE INVITED**

**Biggest, Best & Original Australian Camp Job Fairs**

**USA...HERE I COME!**

**CANBERRA FREE BUS**  
CCUSA runs a free bus to bring participants from Canberra to Sydney for the Camp Job Fair. Seats are limited. Call the CCUSA Sydney Office today on 92 9262 2802 for further details and to reserve your seat!

**#ANADVENTURETOREMEMBER**

CALL 1300 859 040 [www.CCUSA.COM.AU](http://www.CCUSA.COM.AU)

**WIN RETURN FLIGHTS TO CAMP**

As if you needed more reasons to apply to the program! One lucky participant is going to win their return flight ticket to camp! Be on the CCUSA Camp Counsellors USA program and lay by your flights with STA Travel by 31st March and you will be in the draw to win your flights to camp and back for free! Speak to your CCUSA Rep or STA Travel at the Fair for more details and conditions.

### HOW DO I IMPRESS A CAMP DIRECTOR?

- Dress smart casual.
- Research all the camps - review their websites, profiles, positions listing for - make notes!
- Smile, turn on the Aussie charm and be confident.
- Show your enthusiasm and independence.
- A Camp Director wants to meet an adult who is adaptable and flexible.
- Know your skills and be prepared to talk about them and what you can do and teach (not what you can't do).
- Bring examples of what you can "do and teach" as camp. For example:
  - Lead video footage on your mobile device to show you in action (playing tennis, waterskiing, horse riding etc).
  - Arts & Crafts - bring your portfolio showcasing your work.
  - Music - if you play an instrument bring it with you and play a tune to impress.
  - Lifeguard - wear your uniform to stand out from the crowd and showcase your background.

### CAMP DIRECTOR Q&A SESSIONS

-- FREE - ALL WELCOME --

- Camp Directors are so proud of their camps and want to tell you all about them. Make sure you're at the Fair at the starting time so you can sit in on the Q&A session to hear all about the camps hiring and ask general questions. This session is free and open to everyone. If you've not signed up to the program prior to this, you'll have an opportunity to do so after. In this case, we suggest that you have completed the online portion of the application prior.
- Pay less and earn more! Our program fees are up to \$300 less than other camp programs and you have the potential to earn up to US\$20 more at camp with CCUSA.
  - 100% placement rate for 29 years.
  - CCUSA offer the biggest and best Camp Job Fairs in Australia.
  - Official US State Department J1 Visa Sponsor.
  - Our staff have all worked at US camps.
  - Insurance included with the program.
  - We give you in advance a full list of the camps attending our Camp Fairs and positions they are hiring for.
  - Opportunities in a wide variety of camp types, locations and activity areas.
  - Get a job on the spot - 100% available at our Fairs.
  - Proven track record with Camp Job Fairs - 22 years running here in Australia.

### WANT A VIP ACCESS PASS FOR EXPRESS ENTRY TO THE FAIR?

Getting in early has it's benefits. Gain express entry to the Fair where you will be in the first group of people to interview with the camps.

How? Apply to the Camp Counsellors USA program now by completing the online application, paying your fee and complete your CCUSA program interview. CCUSA will mail you a special VIP Access Pass to wear on the day.



VISIT [www.CCUSA.COM.AU](http://www.CCUSA.COM.AU)

CALL 1300 859 040

[www.CCUSA.COM.AU](http://www.CCUSA.COM.AU)

## HOW TO GET AN INTERVIEW WITH A CAMP DIRECTOR

- ATTEND A CCUSA INFORMATION MEETING IN NOVEMBER**  
Do you want to know more about the Camp Counsellors USA program before applying? Do you want to know more about the Camp Job Fair? Have all your questions answered at one of our FREE November Information Meetings by coming along in person or joining an online session.  
All meetings run 6:30pm to 7:30pm.  
Monday, November 6<sup>th</sup> Melbourne, STA Travel Hub at Southbank  
Wednesday, November 8<sup>th</sup> Adelaide, YHA Central  
Thursday, November 9<sup>th</sup> Perth, The Grove Community Centre  
Friday, November 10<sup>th</sup> Brisbane, Chermide Library  
Saturday, November 11<sup>th</sup> Geelong, Belmont Library  
Sunday, November 12<sup>th</sup> Cairns, Cairns Library Meeting Room at Erina Fair  
Monday, November 13<sup>th</sup> National Online Meeting  
Tuesday, November 14<sup>th</sup> Sydney, CCUSA Office  
Wednesday, November 15<sup>th</sup> Perth, The Grove Community Centre  
Thursday, November 16<sup>th</sup> Brisbane, Chermide Library  
Friday, November 17<sup>th</sup> Geelong, Belmont Library  
Saturday, November 18<sup>th</sup> Cairns, Cairns Library Meeting Room at Erina Fair  
Sunday, November 19<sup>th</sup> Perth, The Grove Community Centre  
Monday, November 20<sup>th</sup> Brisbane, Chermide Library  
Tuesday, November 21<sup>th</sup> Geelong, Belmont Library  
Wednesday, November 22<sup>th</sup> Cairns, Cairns Library Meeting Room at Erina Fair  
Thursday, November 23<sup>th</sup> Perth, The Grove Community Centre  
Friday, November 24<sup>th</sup> Brisbane, Chermide Library  
Saturday, November 25<sup>th</sup> Geelong, Belmont Library  
Sunday, November 26<sup>th</sup> Cairns, Cairns Library Meeting Room at Erina Fair
- COMPLETE YOUR ONLINE APPLICATION**  
Visit [http://ccusa.com.au](http://http://ccusa.com.au) to complete your Camp Counsellors USA 2018 application form.  
Then submit as many of the supporting items as you can. The main thing they need for now is your completed online application, a smiling headshot photo, and your payment. You've got 14 days to get all the other bits like references. If you get a job at the Fair you do not need to do your introduction video as the camps enter you in person.
- APPLY AND PAY NOW AND SAVE \$120! EARLY BIRD OFFER ENDS NOVEMBER 13TH**  
You want to save money right? Apply and pay before the close and the program will cost you just \$90! This is a major saving of \$120 off the normal CCUSA fee, and it is up to \$200 less than what some other companies charge. It all adds up to more cash to spend on your trip!
- PROGRAM INTERVIEW - SATURDAY NOVEMBER 18TH (OR EARLIER IF YOU GET IN QUICK!)**  
The interview is where we go over the finer details of the program. To fulfill visa and program regulations, you must have an interview with CCUSA before you meet and interview with the Camp Directors. As soon as you apply we'll be able to book you in for an interview. We're conducting interviews nationally on Saturday November 18th to secure one of these limited spots, you just need to do steps 2 and 3 above. If you can do them earlier, we should be able to get you an interview earlier.  
Once your program interview is complete you'll get your VIP Access Pass giving you express entry to meet the Camp Directors at the Fair.  
If you can't complete any of these steps prior to the Fair then we can't do them on the day, however they need to be completed before your camp interview with the Camp Directors and you'll need to be prepared to wait a longer.
- DO YOUR RESEARCH ON ALL THE CAMPS HIRING AT OUR FAIR.** Refer to the quick reference guide below. Then for full camp profiles and video visit: [www.ccusa.com.au/MORE-INFORMATION/Camp-Job-Fairs](http://www.ccusa.com.au/MORE-INFORMATION/Camp-Job-Fairs)

## AFTER THE INTERVIEWS

**GOT A JOB AT THE FAIR?**  
Congratulations! CCUSA will arrange your visa paperwork and start booking (no flight with STA Travel).

**NO JOB OFFER?**  
No problem! CCUSA works with 1000 other camps so we can place you at...

## WHICH US CAMPS ARE HIRING?

Camp Name	Camp Age	Minimum Months Exp	Gender	Grades	Arrival Date	Departure Date	Program Director	Job Types	Activities	Other Camp Activities
1 Aussie Camp	California	19	M	1 Jun	29 Jul	M & F				
2 Blue Star Camps	North Carolina	18	M & F	28 May	29 Jul	M & F				
3 Camp Algonquin	Wisconsin	19	M & F	4 Jun	8 Aug	F				
4 Camp Carolina	North Carolina	19	M & F	28 May	11 Aug	M & F				
5 Camp Cedar	Maine	18	M & F	15 Jun	10 Aug	M				
6 Camp Hazan YMCA	Connecticut	21	M & F	9 Jun	25 Aug	M & F				
7 Camp Horowitz	Connecticut	21	M & F	9 Jun	25 Aug	M & F				
8 Camp Krieger	Pennsylvania	21	M & F	7 Jun	19 Aug	M & F				
9 Camp Lavalin and Camp Lake Huron	Minnesota	18	M & F	2 Jun	18 Aug	M & F				
10 Camp Mountain Ho Boys	Minnesota	18	M & F	15 Jun	18 Aug	M & F				
11 Camp Mattagoin	Maine	20	M & F	15 Jun	11 Aug	M				
12 Camp Metlakula	Maine	18	M & F	14 Jun	10 Aug	M				
13 Camp Mottisquit	Virginia	19	M & F	1 Jun	18 Aug	F				
14 Camp New England	Virginia	19	M & F	18 Jun	12 Aug	M & F				
15 Camp Explorer	North Carolina	19	M & F	2 Jun	18 Aug	M & F				
16 Camp Scholastic	Pennsylvania	18	M & F	18 Jun	12 Aug	M & F				
17 Camp Tanaga	New York	18	M & F	15 Jun	17 Aug	M & F				
18 Camp Walden	Maine	18	M & F	13 May	10 Aug	M & F				
19 Camp Waukegan	Maine	18	M & F	13 Jun	11 Aug	F				
20 Camp Kinnear & Evergreen	Pennsylvania	18	M & F	4 Jun	18 Aug	M & F				
21 Catalina Sea Camp	California	19	M & F	18 Jun	12 Aug	M & F				
22 Chestnut Lake Camp	Pennsylvania	19	M & F	29 May	11 Aug	M & F				
23 Chisney Conant Camp YMCA	Massachusetts	18	F	17 Jun	9 Aug	M & F				
24 Chipmunk	New York	20	M & F	10 Jun	10 Aug	M				
25 French Woods Festival	New York	20	M & F	18 Jun	12 Aug	M & F				
26 International Sports Training Camp	Pennsylvania	21	M & F	12 Jun	26 Aug	M & F				
27 Kishwaukee Sports Academy	Illinois	18	M & F	15 Jun	11 Aug	M & F				
28 Kishwaukee Sports Academy	Illinois	18	M & F	15 Jun	11 Aug	M & F				
29 Pui Adventura	California	19	M & F	2 Jun	12 Aug	M & F				
30 Silver Lake	New York	21	M & F	3 Jun	19 Aug	M & F				
31 Summit PA	New York	20	M & F	18 Jun	20 Aug	M & F				
32 Texas Lone Camp	Pennsylvania	19	M & F	18 Jun	12 Aug	M & F				
33 Trail & End Camp	Texas	19	M & F	22 May	7 Aug	M & F				
	Pennsylvania	18	M & F	12 Jun	12 Aug	M & F				





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.

**2018 January School Holidays**  
**Year 7-10 Head Start Program** **ACADEMIC TASK FORCE**  
 Get a flying start to the year Achieve Success at School



**Early Bird Offer: 10% Discount**  
 Enrol early to secure a place!  
 If you enrol with full payment by December 18, 2017 you will save 10%!

**Year 7-10 Head Start Program**  
 6 hours per course - 3 hours a day over 2 days  
 Courses available in:

**Boost your results.**  
 Since 1986 ACADEMIC TASK FORCE has helped over 100,000 students boost their academic results.

**Experienced teachers.**  
 We have a team of qualified, experienced teachers to help you maximise your school performance.

**Get ahead in 2018**  
 Our Year 7-10 Head Start 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.

**NAPLAN Preparation**  
 Review NAPLAN questions with help from specialist teachers who will refine your child's skills and hone in on recurring problems.

**GATE and Scholarship Exam Preparation**  
 Students learn strategies and develop their skills in reading, writing, mathematics, quantitative & abstract reasoning. The course will develop student's comprehension and abilities in responding to each part of the exam with feedback on their work.

**Essay Writing**  
 Your child will learn how to write great essays for any subject and develop skills to improve their writing.

**Foundation Maths and English**  
 Recommended for students in Year 7 and 8 who would benefit from some extra help, skills development, motivation and confidence in their high school studies. The class reviews concepts learnt in early high school years.

**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.

**Learning Skills**  
 Learn study techniques, goal setting, homework strategies, time management and many more skills to improve your school work.

**Please turn over for timetable**

Enrol online: [www.academictaskforce.com.au](http://www.academictaskforce.com.au)

9314 9500  
 PO Box 627 | Applecross | WA 6953  
[learn@academictaskforce.com.au](mailto:learn@academictaskforce.com.au)

*Relationships Australia.*  
 WESTERN AUSTRALIA 1300 364 277  
[www.relationshipswa.org.au](http://www.relationshipswa.org.au)

## Kids and Today's Technology

Technology is now being used by very young children and most teenagers are proficient users of many aspects of technology. Your knowledge of what's out there, how it's being used and how you manage it in your home will have a direct impact on your kids' learning and safety.

- Highlights of this seminar will include:
- Family conversation starters around technology
  - Managing screen time
  - Cyber bullying, predatory behaviours and safety
  - Social media – how it works and control measures available
  - How to maximise many good aspects of technology
  - Staying safe in the online world
  - How to keep yourself up to date with technology

**WEST LEEDERVILLE**  
 Level 1, 22 Southport Street, corner of Cambridge Street  
**Thursday 9 November 2017**

**Fee:** \$30 per person  
**Time:** 6.30 – 9.00pm

Places are limited so please phone 6164 0200 to enrol

### Exam Revision and Prepare for 2018

#### Mathematics Tutoring by Maths Teacher



**PERSONAL INFORMATION**

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<b>Name:</b> David	<b>Address:</b> 132 Terrace Road Perth
<b>Mobile:</b> 0414 644 952	<b>Email:</b> david@financialmc.com.au

I am a qualified and experienced secondary school mathematics teacher who specializes in tutoring students at secondary school level to either catch up on their peers or work ahead in preparation. Most qualified math's tutor available in Perth.

- Key Points**
- Have a Bachelor of Education majoring in Mathematics with a Science minor
  - Have a Master's in Education
  - Have a Master's in Business Administration
  - Years of experience teaching mathematics in secondary schools for all years and levels
  - Years of experience tutoring primary and secondary students in mathematics at all levels
  - Conduct holiday 'catch up' sessions to prepare students for the coming term.
  - Teacher Registration Number: 33097588
  - Working with Children Card number: 2823381
  - National Police Clearance number: SCN2633849502

## WHICH CAREER PATH?



**FIND OUT:**

- > Who you are
- > Your strengths
- > Your passion and purpose
- > Which career path to take
- > How to make money doing what you love

Enrol online: [www.DoingWorkThatMatters.com](http://www.DoingWorkThatMatters.com)

Martin Formato is an experienced life coach who specialises in helping students decide what to do with their life after leaving school.

**You can receive 60% off if you mention Mount Lawley SHS.**

For more information please call 0417 012 274 or email [martin@doingworkthatmatters.com](mailto:martin@doingworkthatmatters.com)



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## Marine Career Scholarship Application Form

Woodside has been a supporter of the Leeuwin Ocean Adventure Foundation for many years because of a shared ambition to play a positive role in the lives of young members of our community and to help them fulfil their opportunities and potential.

This Woodside Scholarship is aimed at young people aged 14-25, who reside in WA and are interested in a career in the marine environment or the maritime industry.

The scholarship covers up to \$1,500, leaving \$800 (minimum) to be covered by the applicant or other sponsors for the complete voyage fare of \$2,300. *The cost of transport to and from the ship is not included in the voyage/scholarship amount.*

**Prerequisites - applicants must:**

- ▶ Be between the age of 14 – 25 years.
- ▶ Have an interest in a career in the marine environment or the maritime industry.
- ▶ Reside in Western Australia.

**About the Leeuwin Youth Explorer Voyages**

Sail on the *STS Leeuwin II*, Western Australia's very own tall ship, a unique three-masted 1850's barquentine. Surround yourself with active new friends, develop skills for the workplace & test your limits. The *STS Leeuwin II* is a working ship, so during the voyage you will be part of a whole heap of hands-on activities. Weather conditions, watch roster and ship positioning affects the schedule so there is never a dull moment. Find out more at [www.sailleeuwin.com](http://www.sailleeuwin.com).

**How To Apply**

- Fill in this form - ensure all aspects of the form are complete for the best possible chance of receiving the scholarship.
- Select an upcoming voyage - check online to see what is available.
- Return the completed form to [office@sailleeuwin.com](mailto:office@sailleeuwin.com).
- Download the voyage application form ready to complete if your scholarship is approved.



**1. Applicant Details**

First Name   
 Last Name   
 Date of Birth   
 Address   
 Suburb   
 State  Postcode   
 Phone number   
 Email   
 Parent/guardian Name   
 Parent/guardian Phone   
 School/Educational Institution/Work place

Please let us know why you want to take part in a Youth Explorer Voyage? (eg: skills you wish to develop/ goals you want to work on)

The scholarships are specifically aimed at young people who have an interest in a career in the marine environment or maritime industry. Can you please describe your career aspiration? (mention schools/courses/university studies you are planning to complete. For example, roles in the fishing industry, marine surveyor, marine chef, marine law, a sub sea commercial role, tugboats, water police, marine biology, marine engineer, marine architect, etc.)