



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 2 Term 1 No. 2 2018

It is already week 7 and Term 1 time is flying by and there are still a number of important events still to come including the School Ball, Progress Reporting Day, Photo Days and the Interschool Swimming Carnival. There are just two weeks until Easter and parents are reminded that the school will be closed on Easter Tuesday 3 April.

On 15 February, Year 7 parents and guardians were invited to attend the Middle School for a information session about secondary school life. Parents had the opportunity to meet with team leaders and teachers in an informal setting. Thanks to the staff involved and the Year 8 & 9 student councillors who assisted at the BBQ. The following week it was the turn of Year 10 parents to meet informally with senior school teachers at the welcome BBQ for parents /guardians.

On 21st February our school was selected as the venue for a launch of a new initiative the Ambassador Chef Program. This program is run through Hospitality Group Training and involves professional chef's visiting schools to demonstrate their expertise to Year 11 & 12 Certificate II Hospitality students. Students are able to interact with young innovative chefs and not only to observe their skills but also find out about the myriad of opportunities available in the hospitality industry. The program was jointly launched by Hon Sue Ellery BA, MLC Minister for Education and Training and Hon Paul Papalia CSC, MLA Minister for Tourism.

Another successful House Swimming Carnival was recently held at Terry Tyzack Centre. It was my first opportunity to attend the carnival and I was really impressed with the school spirit evident and the level of participation by swimmers and spectators alike. It was also pleasing to see so many parents in attendance. Congratulations to the age champions and to all staff and students involved for their fine efforts. Full details of the results are featured elsewhere in the update.

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#### CONGRATULATIONS



**Joshua 8M2** has been selected to compete in the 14 and Under Water Polo National Club Championships at the Australian Institute of Sport in Canberra over the Easter Break.



**Max 9A7 (Forrest)** has been selected to compete in the Nationals Club Championship Competition (Water Polo Australia) for the Phantoms Water Polo Club in the 14 and Under Category at the Australian Institute of Sport in Canberra over the Easter Break.



**Jay 907** is competing in the BMX Australia National Series which is a national competition occurring in seven states and territories. Jay is competing in '14 boys' category with 34 competitors racing from all over Australia, in Penrith, NSW.



**Lochan 907** attended the Li-Ning Australian Para Badminton Championships in February. He played really well coming away with a win and a loss in the Men's Singles. Lochan came up against the No. 1 seed and lost 21-19, 21-16 but played an amazing game. In the Men's Doubles, he and his partner, Grant, came away with Men's Doubles Champions trophy making them the No 1 men's team in Australia!

Recently Lochan has been selected to attend the Australian Para Badminton training camp and in November he is heading to Victoria for both the Australian and Oceanic Internationals which will run back to back. Congratulations Lochan on this outstanding achievement.



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



I have recently attended several of the parent run committees that operate under the auspices of P&C including the Language Parents Support Group, the Lawley Art Auction committee and the Gifted and Talented Committee. I thank each member of these groups for their commitment to the school as they do so much to support students and our school programs. I know each of the committees are always keen to welcome new members.

On March 7 we held the school's International Women's Day Breakfast. Thirty of our female student leaders were treated to a delicious breakfast cooked by our talented Hospitality students. Thanks must go to Josie Baljic, Janice Gunn, the Home Economics staff and Catherine Smith for organising this special event. The students also had the opportunity to hear from our special guest Dr Jenny Fay, Chair of the School Board who spoke about her career, family and community service.

The P&C has recently conducted its AGM and we welcome John Pryor back as the president for 2018 and I thank him and the new and continuing committee members who are working hard for the benefit of all students in the school. Please visit the school website where you will find information about the various ways you can assist the P&C as this support ultimately benefits your children.

Interim Reports have been mailed out and the first Progress Reporting Day for the year will be held on Thursday 22 March from 1pm to 7pm. Parents will be able to book appointments with teachers by going online from 8am on Monday 19 March.

It is most important that we are kept up to date about any changes to contact details including address, phone numbers and email addresses. If there is an emergency we need to be able to contact parents as a matter of urgency.

This is a very busy school with activities occurring almost every day. Parents/guardians are reminded that a good way to keep abreast of what's happening is to download the school phone app, *Mount Lawley Senior High School*, which is available for all phone platforms (Apple, Windows, Android) and to visit the school website.

**Lesley Street, Principal**

## REMINDER SCHOOL CLOSED OVER EASTER

Mount Lawley Senior High School will be  
**CLOSED during EASTER Tuesday 3rd April**

### WHERE ARE OUR ALUMNI? WHAT ARE OUR PAST STUDENTS DOING?

Some of you will remember the wonderful Braye Dial from the Class of 2005.

I am happy to report his big break in a Netflix series called *Damnation*, premiering recently.

He was in the first intake of SVAPA students and is now based in Canada. He has been working in the industry with enthusiasm and persistence since graduating, so stay tuned for what's to come from this fine, young talent.

*Ms Natalie Diggins.*



### ALUMNI INFORMATION

If you know of any past Mount Lawley Senior High School students' achievements our school is keen to hear from you. We are currently updating our database as the school is in the process of producing an Alumni Newsletter.

Please contact Andrew Paul via email  
[Andrew.Paul@lawley.wa.edu.au](mailto:Andrew.Paul@lawley.wa.edu.au)

### 2018 SECONDARY ASSISTANCE SCHEME YEARS 7 TO 12

*Do you hold a Centrelink health care card, Centrelink pensioner concession card or Veterans Affairs pensioner concession card?*

YOU MAY BE ELIGIBLE FOR UP TO:  
\$350 towards school expenses.

Applications Open Wednesday 31st January 2018

**Close Friday 13 April 2018**

ASK THE FINANCE OFFICER FOR MORE INFORMATION  
Phone 94710302

**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.**

**HANNAH 12M1 - PIAF ARTS AMBASSADOR FOR PIAF (PERTH INTERNATIONAL ARTS FESTIVAL)**

**YOUNG CREATIVE FOR THE PIAF**

This year I have been selected as one of 7 Young Creatives for the Perth International Arts Festival. The selection process included an online application and then a round of interviews to determine the final 7 students to take part. As a Young Creative I have the opportunity to see over 30 PIAF shows and also have chances to speak one on one with people in the arts industry, go backstage, help with the set up of shows and so experience much more. This opportunity has already undoubtedly enriched my arts experiences and broadened my knowledge of everything creative, and it's only the second week! I can't wait to jump right into every opportunity that this program has to offer me and I encourage young people interested in any aspect of the arts to apply to be a Young Creative next year, you will definitely not regret it.



"Ana Victoria Neves graduated from Mount Lawley SHS in 2010 and moved on to study a Bachelor's Degree in Writing after extensive international travel.



She is currently attending WA Screen Academy (WASA) to attain her Masters in Screen Studies with a focus on writing and directing. Recently she directed her first play – a Directorial debut with a play written and directed by Ana entitled "SOUP".

It has successfully played for the Perth Fringe Festival, 2018 and garnered 4 star reviews. A huge achievement for another successful Mount Lawley graduate. Ana hopes to move into writing and directing for television programs. So we wait to see her name in the credits..." Mrs Lynne Noack

**REACHOUT!**

Please visit this website for some useful resources from ReachOut.com.

Student Services highly recommend this website for young people.

<https://au.reachout.com/>





## 2018 HOUSE SWIMMING CARNIVAL

The annual House Swimming Carnival at Terry Tyzack Aquatic Centre was swum and won on Wednesday 28 February. It was a fantastic day which showcased Mt Lawley Senior High Schools swimming talent, participation and school spirit to the community. I would personally like to thank all the staff, students and parents/guardians for making the day such a positive one and big congratulations to O'Connor for winning their first House Swimming Carnival in over a decade!



### Records

*Year 7 Girls 50m Backstroke*

**Sophie, O'Connor 39.13s**

*Year 7 Boys 50m Freestyle*

**Thomas, Murdoch 34.24s**

*Year 12 Girls 50m Breaststroke*

**Kiah, Murdoch 35.14s**

Results are as follows:

#### Middle School

Year		Champion	Runner Up
7	Girls	Sophie	Tui
	Boys	Cronan	Thomas
8	Girls	Allegra	Heidi
	Boys	Mitchell	Will
9	Girls	River	Bella
	Boys	Tony	Max

Position	House	Points
1	O'Connor	1016
2	Hackett	841
3	Forrest	809
4	Murdoch	669

#### Senior School

Year		Champion	Runner Up
10	Girls	Imogen	Ella
	Boys	Jack	Matthew
11	Girls	Kiara	Zoe
	Boys	Noah	Daniel
12	Girls	Kiah	Emily
	Boys	Henry	Matthew

Position	House	Points
1	O'Connor	603
2	Murdoch	559
3	Hackett	510
4	Forrest	384

#### Overall

Position	House	Points
1	O'Connor	1619
2	Hackett	1351
3	Murdoch	1228
4	Forrest	1193





### HOSPITALITY AMBASSADOR PROGRAM

Hospitality Ambassador Program On Wed 21 Feb this year Mount Lawley Senior High School was the first school to take part in the launch of 'Hospitality Ambassador Program', a program funded by Tourism WA.

The Minister for Education and Training, the Hon Sue Ellery and the Minister for Tourism, Hon Paul Papalia, as well as other invited guests attended. It was a fantastic morning showcasing pathways into Hospitality and hands on access to a professional chef for our students to watch and ask valuable questions.

A qualified chef designed some recipes for some of our Year 11 and 12 Certificate II in Hospitality students. The students really seemed to enjoy the opportunity, asking questions and getting to taste some great WA produce. It was so well liked by the students the hospitality teachers ran similar repeat sessions to the 2 other classes who were unable to attend on the day.

A hospitality student wrote:  
*'In todays lesson a chef from HGT named Chef Sean came in and introduced a new program to our class. Chef Sean was accompanied by the Minister of Tourism and the Minister of Education Our class learnt an easy and healthy way to make a Bruschetta roll and a beautiful kangaroo steak in a bun. The techniques,*

*personal stories and experiences Chef Sean told and demonstrated to us such as the squishing of the limes and his stories of travelling to Korea personally gave me even more interest and passion towards hospitality. Overall it was an unforgettable experience due to the amazing food and amazing company of Chef Sean.'*



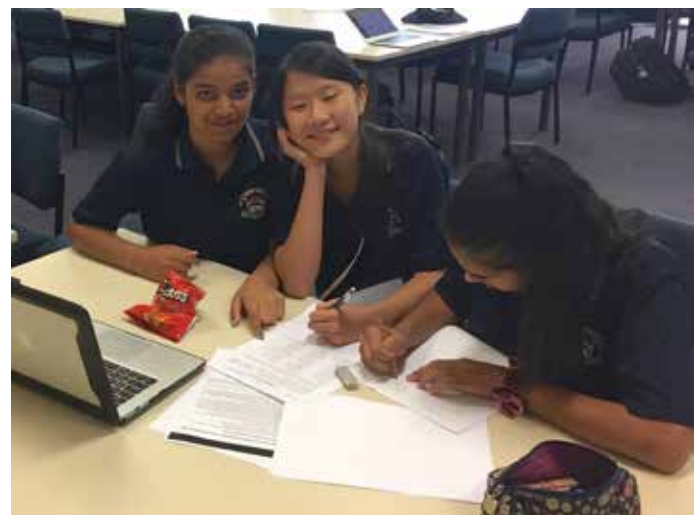


### LANGUAGES OZCLO

Have you heard of some of the following languages - Kaytetye, Chalcatongo Mixtec or Sinhala? These were some of the languages the Year 9 and 10 Chinese and Italian GAT students worked to decipher in Round 1 of the Australian Computational and Linguistics Olympiad (OzCLO) held on Wednesday 7th March at Mount Lawley SHS.

The Online competition saw students work for 2 solid hours solving a mix of challenging puzzles that aimed to put their reasoning and analytical skills to the test. Whether pizza enhances 'brainpower' is yet to be decided but students did enjoy a pizza lunch while tackling the complexities of the scientific study of language and its structure.

*Ms Sonia Hatzis, Languages.*





## GOLD COAST TRAGEDY + FILMING AND SHARING ILLEGAL CONTENT ON SOCIAL MEDIA

Tragic events at a school on the Gold Coast on Wednesday this week, saw a number of students deliberately take a drug they had purchased online, at school and film the subsequent rush to post to Snapchat.

In the film clips shared with their friends, students included the label and the dosage of the drugs they took, showed the effect and shared it to Snapchat. The effect was not what was expected.

While there are many things to say about the circumstances of this event, there are issues surrounding filming on school grounds, and uploading these to Snapchat and with the current media focus on these Gold Coast students, it is an excellent time to open a discussion with the children in your care about the legalities around filming.

What is filmed and where it is filmed are pertinent issues to raise.

Additional concerns involve the digital footprint created by children, and how this can have a lasting effect on their future prospects.

### Digital Footprints

The internet is forever. Anonymous apps and disappearing clips are not as secure as they claim to be eg Snapchat.

Everything is able to be screenshot and recorded and potentially used against you at a later date.

Employers already search individuals social media as a resource to determine the character of the individual they are considering hiring.

As time goes on, this type of digital reference check will become very common.

Sexting videos, comments on posts, affiliations with unpleasant groups online, illegal activities – all these things are searchable. You need to be careful and considered in all online activities.

It is vital to understand that nothing done online is private. Correct security settings will assist you, but these do nothing if they are not turned on.

Filming oneself and friends taking drugs illegally imported and banned in the country while at school is not an act that should be widely broadcast.

This could be immensely damaging to the digital footprint of those students involved and may have unexpected legal consequences.

### Filming on a device - Consent, privacy, content and distribution

When an individual makes films on a smartphone concerns arise about consent and privacy. This is a very blurry area of the law, which has not yet caught up with social media, and

it pays, for now, to be careful and ask if an individual minds you either filming them in the first place and then posting it online. Short films and videos made using mobile devices is an increasingly common activity. Issues arise as people can be recorded without their consent and this is illegal in a number of circumstances.

In all states and territories, there is a specific prohibition on using such a device to record a private conversation or activity without the consent of the individuals filmed. A recording is viewed as unauthorised when there is no explicit consent. This law usually restricts publishing such recorded information, and in this instance, publishing includes uploading to Snapchat.

Consent theoretically ended in the Gold Coast circumstances when the content was sent to a friend. Sharing the image with others once it is received, is viewed as publishing without consent. So there is a need to stop and think before sharing clips/images onwards

### Where are you filming? Private vs Public places

The legal definition of a private place is one where the owner can set rules and restrict entry. This applies to schools and their grounds when they apply policy and procedure to students around mobile device usage and filming.

The legal definition of a public place is one where it is accessible to all. Unless you are filming in an offensive or annoying way – which can be a crime, you are able to take images and clips without express permission.

As a private place under law schools have policy and procedure documents that almost always include restrictions on device usage. These apply particularly when the device or camera is used:

- To interfere with the learning environment or the efficient operation of the school
- In a way that threatens or is likely to threaten another individual
- To film fights or criminal behaviour ( taking drugs) taking place at the school, during school hours and on the way to / or from the school
- To Bully, intimidate or otherwise harass (sextortion)
- In breach of any law ( taking illegal drugs)

In any of the circumstances above, the school discipline and welfare policy will be applied.

**Don't be a hero**





Even if you are filming an event to endeavour to help, if that act is illegal or in contravention of school policy you can get in trouble.

You are violating the right to privacy of all those involved in the situation should you film and share an illegal act, and are liable to make matters worse by spreading it across inappropriate channels. So please don't.

Should your device contain such footage it is best to go to a responsible adult such as the school principal or a carer and allow them to determine if and how they report it to the police. It is best not to film anything at all, while you are at school on your personal device even if your intentions are good.

### Content

Posts from mobile devices often contain sexts, which depending on the ages of the participants, can fall under State and Federal law pertaining to child pornography. These laws are vital for a teen to understand as a child pornography caution should be avoided at all costs.

Filming criminal activity, such as individuals taking drugs is not risk-free in Australia. Complicity (being an accessory to a crime), and incitement (urging someone to do something illegal) are charges that can be attracted depending on the exact circumstance. Complicity is a complex matter in the law, but in essence, if an individual knew a crime is being committed, was going to be committed and still filmed it they themselves are committing a crime in their failure to notify police.

Incitement is a charge that pertains to filming in public when an individual seeks or encourages someone to commit a crime. Determining a location, confirming a time or encouraging others to join in could fall under this offence.

In the case of the Gold Coast students, it is possible, they could be charged with instructing an audience about a crime, promoting a crime or inciting others to commit a similar crime by uploading their drug taking videos to Snapchat.

### To summarise very simply

The law surrounding filming on school grounds is complex, and charges will depend on the nature of the content being filmed.

When filming on private property such as a school, consent from others is always necessary and recording an illegal act can make you eligible for prosecution in many circumstances.

If you have any questions please get in touch: [wecanhelp@safeonsocial.com](mailto:wecanhelp@safeonsocial.com)



You may have seen the dolphins around the city recently,

They are a Part of The Big Splash Project and so is our school. Look out for our beautiful dolphin when he returns to school, the kids did such an amazing job of decorating him.

Our students have been a part of this fantastic art & education project to raise awareness of child & adolescent mental health for the Perth Children's Hospital Foundation. Our dolphin mascot will rejoin its 'school' of 35 dolphins at The Big Splash WA Farewell Event, at the Perth Convention Centre, on Sunday 18th March. There will also be the chance to view all the large The Big Splash WA Art Trail dolphins. Tickets are now on sale and will raise vital funds for children's mental health services at PMH. We hope you can attend and be part of a positive ripple effect to help our kids when they are out of their depth.

More info can be found on website.

We have can have access to the resources too if anyone would like to view them.

<http://www.thebigsplashwa.com.au/about/>





**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 5 – MIDDLE/SENIOR – PLAGIARISM**

When someone creates new and original materials they are called their Intellectual property (IP). These include writings, artistic works, musical compositions, inventions, designs, images, symbols and names, computer generated images students use to add meaning and colour to their work. Any time students use other people's IP in their work they must acknowledge and reference who created it. They do this by citing the materials they used in a bibliography (see index).

Plagiarism is using others people's intellectual property without acknowledging that is someone else's. Pretending that they created it is both unethical and unfair. Today it is quite a simple process to check for plagiarism by doing a google search.

It will benefit students' progress and wellbeing to teach them ways to avoid plagiarising which include:

- *paraphrasing – using different words to express the meaning of the author and listing his/her name;*
- *citing – listing other authors' names and publication years of sources used;*
- *quoting – using the exact author's words in quotation marks and listing his/her name;*
- *referencing – under the heading references, describe in alphabetical order each source used and the authors' names; and*
- *summarising – using your own words to describe main points listing the author's name.*

"What you are speaks so loudly, they can't hear what you say."

**Ralph Waldo Emerson**

**WEEK 6 – MIDDLE / SENIOR – SOCIAL MEDIA & NETWORKING**

Today in the 21st Century it seems as though communication done via electronic social media seem to have really overtaken face to face personal conversations. Students in particular crave social media acceptance from their peers. For example, they thrive or feel down on the number of Likes they receive on what they post; it has become a compulsive obsession for many of them.

Social media and networking include mediums such as texting, Snapchat, Facebook, Evernote, Instagram, Kik, Google Drive, Slack and Skype. They enable students (and us) to be connected 24/7 to friends, family and multiple audiences. The digital world is an effective and instant way to share all sorts of information with others locally, nationally and globally.

There are both acceptable and unacceptable ways to use social media. Students understand the rights and wrongs but to remain socially connected may ignore them. For example, **Fear Of Missing Out (FOMO)**, has become an incredibly powerful magnet pulling students to 24/7 connection. Yet, 60% are unhappy and exhausted with this situation, but they still stay connected. It is important to enable students express to each other their dissatisfaction with this to appreciate they are not alone in their thinking; these conversations just don't happen.

"If you don't know where you are going, every road will get you nowhere."

**Henry Kissinger**

<p><b>Wk 5</b> Meaning and Purpose</p>	<p><b>Wk 6</b> Exercise and Health</p>		
<p><b>MIDDLE Student Planner Page 32</b></p> <p><b>OWNING YOUR TIME</b>  <b>Wellbeing Bank:</b> to add to my Meaning and Purpose by taking ownership of my time to create a Personal Timetable.</p> <p>Taking responsibility for how you use your time:</p> <ul style="list-style-type: none"> <li>• provides you with a meaning and purpose for what you do</li> <li>• your Personal Timetable is a contract with yourself, which</li> <li>• organises you to avoid time wasters</li> <li>• enables you to practise building fast brain pathways</li> <li>• describe how do you currently organise your time.</li> </ul> <p>See sample timetable (page 167) for ideas and the number of home learning sessions. Put in:</p> <ul style="list-style-type: none"> <li>• your musts and options on blank timetable</li> <li>• when you will do your learning sessions</li> <li>• revising for 10 minutes in each subject weekly</li> <li>• one hour daily for exercise</li> <li>• a copy on the fridge for your parents.</li> </ul> <p>Home Learning sessions strengthen your brain pathways:</p> <ul style="list-style-type: none"> <li>• set something to achieve in each one</li> <li>• put when to begin and end in your phone</li> <li>• finish with a 5 minute revision.</li> </ul> <p>» See Timetable sheets on pages 166 &amp; 167.          » Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>          What are two things I will start doing to create and follow a Personal Timetable?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> <p><b>MINDFULNESS ACTIVITY</b>  <b>Holiday 1.</b> You are going on a holiday to Hawaii, name ten articles of clothing you would take and what you would need to organise.</p> <p><b>RESILIENCE BUILDER</b>          In your teens, emotions can also strengthen to become more intense. With a friend, describe five situations which can cause your emotions to increase in intensity from mild to very strong. List the emotions as they become more intense, for example, happy, delighted, ecstatic from the List of Emotions.</p> <p><b>WELLBEING TIP</b>          Find a higher purpose to have in life to aim for; say no to mediocrity.</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><b>Character Strength Perspective</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>  <b>MOVE MORE – Actively Actives (p.19)</b></p>	<p><b>SENIOR Student Planner Page 32</b></p> <p><b>TIME OWNERSHIP</b>  <b>Wellbeing Bank:</b> to strengthen my Meaning and Purpose through being in charge of my own time. Nobody ever found time for anything, they purposefully made time for it:</p> <ul style="list-style-type: none"> <li>• scheduling your <i>Musts</i> and <i>Options</i> and <i>Home Study Sessions</i> on the blank timetable is personally empowering</li> <li>• for senior students three hours daily for home study</li> <li>• <i>Home Study Sessions</i> enable you to achieve what you need to do</li> <li>• and practise what you have learnt to build strong brain pathways</li> <li>• they are one hour process self-expectations you set</li> <li>• describe how you currently manage your study time.</li> </ul> <p>When creating your personal timetable:</p> <ul style="list-style-type: none"> <li>• see sample timetable for ideas</li> <li>• fill in your <i>musts</i> and most favoured <i>options</i> on the blank timetable</li> <li>• arrange the suggested number of home study sessions</li> <li>• equal time for all subjects and start with hardest ones</li> <li>• if difficult to fit everything in leave out an option</li> <li>• if you borrow time from a study session replace it</li> <li>• include revising for 45 minutes in each subject weekly</li> <li>• a copy on the fridge will keep your parents supportive</li> <li>• ensure you schedule exercise and leisure</li> <li>• spend 20 minutes on Sunday night prioritising the week ahead.</li> <li>• See Blank Personal Timetable on website and planner/journal.</li> </ul> <p>» Complete Visible Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>          What are two things I will start doing to create and use my personal timetable?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> <p><b>MINDFULNESS ACTIVITY</b>  <b>Holiday 1.</b> You are going on a holiday to Hawaii, name ten articles of clothing you would take and what you would need to organise.</p> <p><b>RESILIENCE BUILDER</b>          Imagine a successful senior student. What five Character Strengths would you expect this student to have? Use the Learning Jigsaw Thinking Tool to describe five behaviours and the body language you would see from your senior student. Summarise your thoughts in the class section.</p> <p><b>WELLBEING TIP</b>          Find a higher purpose to have in life to aim for; say no to mediocrity.</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><b>Character Strength Curiosity</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>  <b>MOVE MORE – Actively Active (p.19)</b></p>	<p><b>MIDDLE Student Planner Page 34</b></p> <p><b>SELF-CALMING BREATHING</b>  <b>Wellbeing Bank:</b> to develop my Exercise and Health by regularly practising self-calm breathing to relax.</p> <p>When you feel anxious or tense use deep breathing:</p> <ul style="list-style-type: none"> <li>• do it for ten minutes to calm yourself</li> <li>• nobody knows you are doing it</li> <li>• describe how you currently use deep breathing.</li> </ul> <p>Square Breathing is a type of deep breathing:</p> <ul style="list-style-type: none"> <li>• it distracts your mind from issues</li> <li>• it increases your oxygen intake and blood flow to the brain which clears your mind.</li> </ul> <p>Slowly count to five and repeat each step:</p> <ol style="list-style-type: none"> <li>1. inhale and exhale through your nose only</li> <li>2. pursing your lips as if to whistle inhale through your mouth and exhale with your lips relaxed through your mouth</li> <li>3. inhale through your nose and exhale through your mouth</li> <li>4. pursing your lips inhale through your mouth and exhale through your nose.</li> </ol> <p>Increase the count to breathe deeper and deeper.          » See Self-Calm Breathing Strategies activity sheet on page 141.          » Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>          What are two things I will start doing regularly to practise self-calm breathing?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> <p><b>MINDFULNESS ACTIVITY</b>  <b>Leaves.</b> Go outside and pick up as many different types of leaves as you can in five minutes. Go back inside and describe how each of them feels, how many lines they have on them, how they smell and anything else you notice about each one.</p> <p><b>RESILIENCE BUILDER</b>          Select three emotions which grow in intensity, for example, edgy, agitated, frantic – do this four times. When you experience intense and complex emotions, as we all do, describe the positive things you could do using your top five strengths to calm yourself. Who could you turn to for support if needed?</p> <p><b>WELLBEING TIP</b>          To focus on the wonders of life spend more time outdoors in parks, at rivers, lakes and the beach.</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><b>Character Strength Curiosity</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>  <b>AIMLESS WRITING – Opening Floodgate (p.19)</b></p>	<p><b>SENIOR Student Planner Page 34</b></p> <p><b>SELF-CALMING BREATHING</b>  <b>Wellbeing Bank:</b> to develop my Exercise and Health through regularly practising self-calm breathing to mindfully connect with myself to relax.</p> <p>When you will feel under pressure, often your body responds with tension in your neck and back, quickened/shallow breathing, a hot face and anxious thoughts flooding through your mind. Concentrating to breathe deeply for ten minutes:</p> <ul style="list-style-type: none"> <li>• reduces your pulse rate and anxiety to self-calm yourself</li> <li>• your breathing puts you in charge of you and nobody knows you are doing it</li> <li>• describe how you currently self-calm yourself when under pressure.</li> </ul> <p>Square Breathing is an effective form of deep breathing:</p> <ul style="list-style-type: none"> <li>• it has four parts which you continue to repeat breathing more deeply.</li> </ul> <p>Sit with your hands on your lap and feet flat on the floor. For a slow count of five on each:</p> <ol style="list-style-type: none"> <li>1. inhale and exhale through your nose only</li> <li>2. pursing your lips as if to whistle inhale through your mouth and exhale with your lips relaxed through your mouth</li> <li>3. inhale through your nose and exhale through your mouth</li> <li>4. pursing your lips as if to whistle inhale through your mouth and exhale through your nose.</li> </ol> <p>» See Self-Calm Breathing Strategies activity sheet in Positive Education.          » Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>          What are two things I will start doing regularly to develop self-calm breathing exercises?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> <p><b>MINDFULNESS ACTIVITY</b>  <b>Leaves.</b> Go outside and pick up as many different types of leaves as you can in five minutes. Go back inside and describe how each of them feels, how many lines they have on them, how they smell and anything else you notice about each one.</p> <p><b>RESILIENCE BUILDER</b>          People with fixed mindsets tend to set performance goals; they believe their potential can be measured. People with growth mindsets tend to set process learning goals; they believe through sustained effort they can achieve mastery. Set three process learning goals for this term in the Personal Learning Goals section. Complete a Goal Action Plan for each of them.</p> <p><b>WELLBEING TIP</b>          To focus on the wonders of life spend more time outdoors in parks, at rivers, lakes and the beach.</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><b>Character Strength Curiosity</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>  <b>AIMLESS WRITING – Opening Floodgates (p.19)</b></p>



**WEEK 7 – MIDDLE/SENIOR –ESTEEM AND FOCUS**

To build the wellbeing fitness of the whole school community there needs to be a shift in our thinking from what at school is broken, why it happened and what are the consequences for the erring student? Adding to this, was a violation of our trust committed? Did it adversely affect relationships? How can students use their strengths to make things right for others and act more positively from now on? Doing this promotes growth mindsets to ensure others matter; because they do. The traditional approach leaves one base uncovered; what has to happen to make things right and how will it be done. Asking students in this situation to complete the Restoring Esteem and Focus activity from the website also assists. Doing the Positive Strengths Behaviours activity (see website) for the weekly character strength is a powerful schoolwide wellbeing fitness booster.

Howard Gardner, the creator of Multiple Intelligences and Five Minds sums it up beautifully when he said, *“I have nothing against excellence, but at the end of the day, the world doesn't need more of the brightest and the best, but more of those of good character.”* This is an influential growth mindset when the entire school population believes this in their hearts.

*“When you are face-to-face with a difficulty, you are up against a discovery.”*  
**Lord Kelvin**

**WEEK 8 – MIDDLE / SENIOR – –PART-TIME JOBS**

Many students work part-time jobs to gain some financial independence to spend on things of their own choice. Also, they provide an excellent opportunity for students to experience firsthand what certain jobs entail. In combination with formal Work Experience programs, part-time jobs enable students to learn to work collaboratively and interdependently with others.

Students' part-time employment will occur at a variety of times throughout the week, as such it is essential that they put it on their Personal Timetables.

There are aspects of part-time jobs which can seriously impact on students' progress at school and life balance. Firstly, any more than 10 to 12 hours per week is going to put pressure on the time available for students to do the things they want to do and have to do such as exercise, study, home learning and quality family and leisure time which young people thrive on. Secondly, working can be extremely fatiguing, adversely affecting their health and making effective learning very difficult.

A balanced approach to part-time employment is a must. The teenage years are a formative period to be enjoyed and lived to their fullest. No one aspect of their lives should be allowed to negatively impact on other ones.

*“If you think education is expensive, try ignorance.”*  
**Derek Bok**

<p><b>Wk 7</b> Strengths and Emotions</p>	<p><b>Wk 8</b> Skills and Achievement</p>								
<p><b>MIDDLE Student Planner Page 36</b></p> <p><b>BELIEVING IN YOURSELF</b>  <b>Wellbeing Bank:</b> to build my Strengths and Emotions by developing my self-belief.                  A healthy sense of self-belief is:                  • valuing your self-worth as a person who matters                  • accepting that it's natural to sometimes feel angry, sad, disappointed or anxious                  • looking for what is right in things through your strengths                  • describe how you currently believe in yourself.</p> <p>Self-belief builders include:                  • writing down three good things which happened, why they happened and how you can make them happen again                  • tackling the Wellbeing Fitness Challenges                  • regularly thinking about your greatest achievements.                  When you experience self-doubts:                  • use your strengths to look for positives                  • share them with your family or trusted adult.                  Act immediately if you notice yourself:                  • not looking on the bright side of life                  • not trying new things                  • blaming others for what you do                  • feeling that your best isn't good enough                  • preferring to be alone often.                  See Becoming Your Best Possible You activity sheet on page 11.                  Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                  What are two things I will start doing to boost my belief in myself?                  1. _____                  2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Gratitude Check.</b> It doesn't matter what time of day it is. Think of and write down as many things that have happened today that you are thankful for and why you are.</p> <p><b>RESILIENCE BUILDER</b>                  Stronger emotions are felt in conflict and disagreement situations. While it is important for you to recognise and understand your own emotions, it is important that you have empathy for the needs and feelings of others involved. Describe what empathy means to you and a time you have shown this quality to a friend or family member. What did you do?</p> <p><b>WELLBEING TIP</b>                  Every day use the 5 to 1 ratio; look for 5 positives for every negative.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____</p> <p><b>WELLBEING FITNESS CHALLENGE</b>                  GRATITUDE LETTER – Being Thankful (p.19)</p>	<p><b>SENIOR Student Planner Page 36</b></p> <p><b>PERMISSION TO BE HUMAN</b>  <b>Wellbeing Bank:</b> to build my Strengths and Emotions through accepting how my emotions effect my best possible self.                  A healthy state of wellbeing doesn't mean the absence of negative emotions:                  • at times, it is natural to feel angry, sad, jealous, disappointed and anxious                  • don't pretend they are not real and don't ignore or suppress them                  • recognise and accept that it's part of being human                  • allow yourself to feel the full range of emotions, both positive and negative                  • this takes courage, and sometimes you may need to ask for help should they intensify                  • describe how you currently handle negative emotions.</p> <p>To become your best possible self:                  • believe in your self-worth as a person                  • learn from negative feelings and experiences to build your resilience                  • use positive self-talk to start looking for what is right                  • journal the three things you are most looking forward to each day                  • enjoy the positive emotions of tackling the Wellbeing Fitness Challenges.                  With the intensity of study and social interactions ever present, sometimes it is perfectly natural to experience self-doubts:                  • use internal control to set new two week process self-expectations                  • mentally revisit your greatest achievements.                  Acknowledgement: Tai Ben-Sharar                  Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                  What are two things I will start doing to become and inspire my best possible self by giving myself permission to be human?                  1. _____                  2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Gratitude Check.</b> It doesn't matter what time of day it is. Think of and write down as many things that have happened today that you are thankful for and why you are.</p> <p><b>RESILIENCE BUILDER</b>                  With a friend or group choose the ten most important Positive Descriptors that you think are essential to being a successful Senior Student and why. Use the Positive Descriptors List (refer to index or website).</p> <p><b>WELLBEING TIP</b>                  Every day use the 5 to 1 ratio; look for 5 positives for every negative.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____</p> <p><b>WELLBEING FITNESS CHALLENGE</b>                  GRATITUDE LETTER – Being Thankful (p.19)</p>								
<p><b>Wk 7</b> Strengths and Emotions</p>	<p><b>Wk 8</b> Skills and Achievement</p>								
<p><b>MIDDLE Student Planner Page 38</b></p> <p><b>CORNELL NOTE TAKING</b>  <b>Wellbeing Bank:</b> to build my Skills and Achievement by improving my note taking in class.                  Your brain has two sides, left and right:                  • left listens to what's taught                  • right looks for what you already know about it                  • describe how you currently take notes?</p> <p>The Cornell Note Taking Process uses both sides to build strong brain pathways:                  • break up your page like below and follow the process.                  Use the 80/20 principle:                  • 80% listening, 20% note taking. Think, then write.</p> <table border="1"> <tr> <td><b>Questions:</b> How does it connect to what you already know? During class record any questions you have.</td> <td><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</td> </tr> <tr> <td><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</td> <td><b>Reflect:</b> after class think about how you can apply your notes to new situations.</td> </tr> </table> <p><b>Review:</b> at home summarise your notes for five minutes in each subject. Spend ten minutes weekly revisiting them.</p> <p>Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                  What are two things I will start doing to improve the way I take notes?                  1. _____                  2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Positive Emotions.</b> For the next week choose two Positive Emotions you will feel for each day. Think about what body language you will show for each of them.</p> <p><b>RESILIENCE BUILDER</b>                  Reflect on a conflict situation you have been involved in. Describe the other person's wants, needs, emotions and their intensity and the body language they showed. How were your own wants, needs, emotions and intensity similar?</p> <p><b>WELLBEING TIP</b>                  Google "superfoods" to learn about amazing vegetables from around the world to improve your health.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____</p> <p><b>WELLBEING FITNESS CHALLENGE</b>                  PHOTO 7 – Gratitude Pics (p.19)</p>	<b>Questions:</b> How does it connect to what you already know? During class record any questions you have.	<b>Record:</b> record what's taught in your own words; use short phrases, not sentences.	<b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.	<b>Reflect:</b> after class think about how you can apply your notes to new situations.	<p><b>SENIOR Student Planner Page 38</b></p> <p><b>CORNELL NOTE TAKING</b>  <b>Wellbeing Bank:</b> to improve my Skills and Achievement through effectively using Cornell Note Taking.                  Your brain has two hemispheres, left and right:                  • left listens to and looks for logical step-by-step instruction from teachers                  • right looks for patterns and connections to what you already know and frames questions to ask.                  The Cornell Note Taking Process uses both sides of your brain to build strong brain pathways:                  • divide up your page like below and follow the process                  • describe how you currently take notes.</p> <table border="1"> <tr> <td><b>Questions:</b> How does it connect to what you already know? During class, record any questions you have. Draw pictures if you like.</td> <td><b>Record:</b> record what's taught in your own words; use short phrases, not sentences.</td> </tr> <tr> <td><b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.</td> <td><b>Reflect:</b> after class, think about how you can apply your notes to new situations.</td> </tr> </table> <p><b>Review:</b> at home, summarise your notes for five minutes in each subject. Spend ten minutes weekly revisiting them.</p> <p>Always use the 80/20 principle. 80% engaged listening, 20% note taking. Think first, then write.                  Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                  What are two things I will start doing to improve my understanding using the Cornell Note Taking process?                  1. _____                  2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Positive Emotions.</b> For the next week choose two Positive Emotions you will feel for each day. Think about what body language you will show for each of them.</p> <p><b>RESILIENCE BUILDER</b>                  ISMART targets are goals set out in manageable steps. Think about three of your goals for this year and use the Goals, Targets and Strategies Plan and the information on ISMART targets (refer to the index and website) to analyse and break up each of your chosen goals.</p> <p><b>WELLBEING TIP</b>                  Google "superfoods" to learn about amazing vegetables from around the world to improve your health.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                  1. _____                  2. _____                  3. _____</p> <p><b>WELLBEING FITNESS CHALLENGE</b>                  PHOTO 7 – Gratitude Pics (p.19)</p>	<b>Questions:</b> How does it connect to what you already know? During class, record any questions you have. Draw pictures if you like.	<b>Record:</b> record what's taught in your own words; use short phrases, not sentences.	<b>Recite:</b> after class, not looking at your notes, attempt to answer your questions.	<b>Reflect:</b> after class, think about how you can apply your notes to new situations.
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**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.

# Understanding Stepfamily Relationships

- Are you...* a member of a stepfamily, or blended family?
- Do you...* want to strengthen the stepfamily relationships you possess, and learn to better discipline and understand the needs of children?
- If so...* this weekend course is for you!

We, at Relationships Australia, appreciate that stepfamilies and blended families operate in a different way to intact biological families. The dynamic of a stepfamily is more complex and there is a need for special understanding and management from biological parents and step-parents working together, for healthy stepfamily growth to happen.

*This weekend course will explore:*

- the proven strategies deemed helpful and unhelpful for stepfamilies;
- how to best grow a strong and loving couple relationship;
- how to manage discipline and understand the needs of children; and
- Having an opportunity to address particular issues within the group.

**Where:** Relationships Australia West Leederville – 22 Southport Street, West Leederville

**When:** Friday 16, Saturday 17 & Sunday 18 March 2018

**Times:** Fri 6:30pm – 9:00pm, Sat 1:00pm – 5:30pm, Sun 10:00am – 1:00pm

**Fee:** \$75.00 per person / \$120.00 per couple

Places are limited - please contact (08) 6164 0200 to register today!

For more detail about our courses and seminars, click [here](#) or visit [www.relationshipswa.org.au](http://www.relationshipswa.org.au)

*It would be great to see you!*



*Relationships Australia*

**waapa**  
West Australia Academy of Performing Arts

# ATLAS

**16 - 22 MARCH**  
TRICYCLE THEATRE  
Mount Lawley SHS

Concept and Direction by  
**Sam Chester**

Devised and Performed by  
2nd Year Acting students

Box Office: 9370 6895  
[waapa.ecu.edu.au](http://waapa.ecu.edu.au)

miadecro

**Floreat Athena**  
NPL Under 16s Vacancies

FREE REGISTRATION for 2018 Season

Email: [academy@floreatathenafc.com.au](mailto:academy@floreatathenafc.com.au)

**ROYALS 2018 WOMEN**

**PLAYERS WANTED**

**YOUTH GIRLS**  
AGES 15-17 (YEARS 10-12)

**COME 'N' TRY! OR REGISTER INTEREST AT**  
[secretary@eastperthwfc.com.au](mailto:secretary@eastperthwfc.com.au)

**TRAINING: TUE/THU 6PM @ ALTONE PARK**



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APRIL MIDDLE SCHOOL REVISION PROGRAM

FAQ

How can students be assured that what they have learnt at school will be addressed in the ATARget Program? The answer to this important question is really quite simple.

- ✓ The foundation of our revision classes is the Western Australian curriculum which is the same syllabus guide-lines used by the school.
- ✓ ATARget keep their classes small which allows students access to more one-on-one time with their teacher.
- ✓ We also send out a questionnaire to all families participating in the program before the classes begin, to find out exactly what topics and texts students have been studying, and this information is forwarded to the ATARget teachers for inclusion in their programs.
- ✓ This questionnaire also asks families to alert us of any specific weaknesses in the student's knowledge that may have been identified by the school or the student so that specific area can be re-taught by the ATARget teacher.

2018 COURSE DATES

**Middle School Master Classes Term 2**  
5/05/2018 to 27/06/2018

**July Revision Program**  
2/07/2018 to 6/07/2018

**October Revision Program**  
24/09/2018 to 28/09/2018

ENROL NOW

Enrol on-line at [www.atarget.com.au](http://www.atarget.com.au)

By phone on 9486 1377

Or simply by completing this enrolment form and posting it to:

**ATARget Education**  
P.O. Box 1734, West Perth 6872

Phone: 9486 1377 Mobile: 0488 102 907  
Email: [admin@atarget.com.au](mailto:admin@atarget.com.au)

[www.atarget.com.au](http://www.atarget.com.au)

APRIL 2018 REVISION PROGRAM

MIDDLE SCHOOL

For students in Years 7, 8 and 9

- ✓ Subject Revision
- ✓ Naplan Preparation
- ✓ Study Skills
- ✓ Essay Writing

APRIL REVISION PROGRAM

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By phone on 9486 1377

Or simply by completing this enrolment form and posting it to:

**ATARget Education**  
P.O. Box 1734, West Perth 6872

Phone: 9486 1377 Mobile: 0488 102 907  
Email: [admin@atarget.com.au](mailto:admin@atarget.com.au)

[www.atarget.com.au](http://www.atarget.com.au)

APRIL 2018 REVISION PROGRAM

SENIOR SCHOOL

For students in Years 10, 11 and 12

- ✓ Subject Revision
- ✓ Study Skills
- ✓ Essay Writing
- ✓ First Semester Exam Preparation



PREPARE TO DO BETTER.



PREPARE TO DO BETTER.



APRIL MIDDLE SCHOOL REVISION PROGRAM

STRUCTURE

The Middle School Revision and Skills Development Program consists of:

- ✓ 5 hours of Study Skills broken up into one hour a day for the five days. It consists of units such as time management, goal setting and learning strategies and aims to improve the consistency and efficiency of students' study time.
- ✓ 10 hours of subject revision broken up into two hours a day for the five days. These classes aim to repair any weaknesses that a student has and create a firm foundation of knowledge that will facilitate success in the new term.
- ✓ 10 hours of Maths and English extension focusing on Problem Solving and Creative Writing. Just like our revision classes these are teaching programs and capable students are encouraged to enrol.
- ✓ Naplan Preparation.

NAPLAN

Naplan is an on-line national assessment program evaluating literacy and numeracy standards for students in years 7 and 9. The test commences on Tuesday 15 May 2018. ATARget's comprehensive Naplan preparation program will revise the structure, format and content of these tests and better prepare students for success.

A SUCCESSFUL PROGRAM

Students attending holiday revision classes report that they feel more confident engaging in class room discussions and achieve more success in assignments and assessments.

To view the students' evaluations of our previous programs please consult the ATARget web site: [www.atarget.com.au](http://www.atarget.com.au)

ENROL TODAY



CHRIST CHURCH GRAMMAR SCHOOL

Middle School Revision and Skills Development Program

Monday 16 April to Friday 20 April

Choose one subject per time-slot

Time: 9.30am to 10.30am (5 hours of teaching)

- Study Skills Year 7
- Study Skills Year 8
- Study Skills Year 9

Time: 10.40am to 12.40pm (10 hours of teaching)

- Naplan Preparation Year 7
- English Year 8 - Revision
- English Year 8 - Extension & Creative Writing
- Mathematics Year 9 - Extension & Problem Solving
- Mathematics Year 9 - Revision

Time: 1.10pm to 3.10pm (10 hours of teaching)

- Naplan Preparation Year 9
- English Year 7 - Revision
- English Year 7 - Extension & Creative Writing
- Mathematics Year 8 - Revision
- Mathematics Year 8 - Extension & Problem Solving

Time: 3.20pm to 5.20pm (10 hours of teaching)

- Mathematics Year 7 - Revision
- Mathematics Year 7 - Extension & Problem Solving
- English Year 9 - Revision

APPLICATION:

Student's name: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Year in 2018: \_\_\_\_\_

Postcode: \_\_\_\_\_

Parent/Guardian's email: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

(mobile) \_\_\_\_\_

I enclose/authorise full payment of

\$260 per subject – 10 hours of revision

\$130 for the Study Skills – 5 hours of teaching

OR A cheque/money order is enclosed.

EFT Account name: ATARget Education  
BSB: 306 044  
Account No.: 0447183  
Description: Revision, student's last name.

OR

Please debit my Visa/Mastercard.

Card type: Visa  Mastercard

Cardholder's name: \_\_\_\_\_

Card number: \_\_\_\_\_

Signature: \_\_\_\_\_ Expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_



APRIL REVISION PROGRAM

A SUCCESSFUL PROGRAM

Students attending holiday revision programs report that they feel more confident tackling assignments and are better prepared to sit their exams.

PROGRAM INCLUDES:

**Study Skills:** This program contains 5 hours of teaching broken up into one hour a day for the five days. It focuses on units such as exam techniques, stress management, goal setting and time management.

**Essay Writing:** The essay writing program consists of five hours of teaching broken up into one hour a day for the five days. It teaches students the structure of a critical essay and reinforces the importance of constructing a sound thesis and topic sentences, and revises how to include evidence to justify these claims.

**Subject Revision:** These classes consist of ten hours of teaching broken up into two hours a day for the five days. The program consists of re-teaching and revision, and is designed to reveal to students how the work they have learnt in term 1 will be assessed in first semester exams.

EXAM PREPARATION

The classes focus on specific topic revision followed by a discussion on how this material is assessed in exam style questions. There is sufficient time within the ten hours for teachers to model how to answer exam questions successfully as well as time for students to independently practice constructing their own answers. All our senior school teachers have significant marking experience and know what needs to be addressed to ensure students succeed in exams.

ENROL TODAY

CHRIST CHURCH GRAMMAR SCHOOL

ATAR Revision and Exam Preparation Program

Monday 16 April to Friday 20 April

Choose one subject per time slot

Time: 8.30am to 9.30am (5 hours of teaching)

- Study Skills Year 10
- Study Skills Year 11
- Study Skills Year 12

Time: 9.30am to 10.30am (5 hours of teaching)

- Essay Writing Year 10
- Essay Writing Year 11
- Essay Writing Year 12

Time: 8.30am to 10.30am (10 hours of teaching)

- Accounting Year 12
- Maths Applications Year 11
- Maths Applications Year 12
- Politics & Law Year 12
- Psychology Year 12

Time: 10.40am to 12.40pm (10 hours of teaching)

- Chemistry Year 12
- English Year 12
- Geography Year 12
- Human Biological Science Yr 12
- Mathematics Year 10
- Maths Applications Year 12
- Maths Methods Year 12
- Physics Year 12

Time: 5.10pm to 8.10pm (10 hours of teaching)

- Chemistry Year 12
- English Year 10
- English Year 11
- Human Biological Science Yr 11
- Maths Applications Year 12
- Maths Methods Year 12
- Maths Specialist Year 12
- Modern History Year 12
- Physics Year 11

Time: 8.20pm to 10.20pm (10 hours of teaching)

- Biological Science Year 12
- Economics Year 12
- English Year 11
- English Year 12
- Literature Year 11
- Literature Year 12
- Maths Specialist Year 11
- Physical Education Studies Yr 12

Time: 3.20pm to 5.20pm (10 hours of teaching)

- Biological Science Year 12
- Economics Year 12
- English Year 11
- English Year 12
- Literature Year 11
- Literature Year 12
- Maths Specialist Year 11
- Physical Education Studies Yr 12



APPLICATION:

Student's name: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Year in 2018: \_\_\_\_\_

Postcode: \_\_\_\_\_

Parent/Guardian's email: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

(mobile) \_\_\_\_\_

I enclose/authorise full payment of

\$260 per subject – 10 hours of teaching

\$130 for the Study Skills – 5 hours of teaching

\$130 for the Essay Writing – 5 hours of teaching

OR A cheque/money order is enclosed.

EFT Account name: ATARget Education  
BSB: 306 044  
Account No.: 0447183  
Description: Revision, student's last name.

OR

Please debit my Visa/Mastercard.

Card type: Visa  Mastercard

Cardholder's name: \_\_\_\_\_

Card number: \_\_\_\_\_

Signature: \_\_\_\_\_ Expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Maths Tutoring by Maths Teacher



PERSONAL INFORMATION

Name: David Address: Level 5, 231 Adelaide Terrace Perth

Mobile: 0414 644 952 Email: [david@financialmc.com.au](mailto: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