



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 3 Term 2 No. 1 2018

The annual Anzac Day Assembly was held on Thursday 12 April and we hosted many special visitors including representatives from the Ex-POW Association of WA, War Widows Guild, and the Mount Lawley Society. We were also joined by Simon Millman, MLA as well as Arthur Leggett one of our Lawley Legends and John Schnaars, President Honouring Indigenous War Graves Inc who was presented with a gift acknowledging his outstanding work. Our Chaplain Andrew Paul put together a wonderful and moving audio visual presentation and for the first time the official party was led in by teacher Rob Reeves playing the bagpipes. Our school choir and the Senior School Band superbly performed the traditional hymn *Abide With Me* and played the National Anthem while prefects, councillors and other students played major roles in the ceremony.

Having attended many ANZAC services in schools over the last thirty years I can only say how impressed I was with the efforts of all the students who took part in the ceremony and those who made up the audience. Their demeanour and behaviour were exemplary. Well done to the staff who organised and the students who contributed to this wonderful event.

Almost 80 students did not spend the Term 1 holidays at home but instead were lucky enough to travel overseas to represent the school. Three different groups headed off to various cities around the world. The SVAPA tour visited London and Berlin, two cities renowned as hubs of artistic endeavour. These students had the opportunity to take part in workshops, tour the National Gallery, visit the Globe Theatre, attend West End performances and take in cultural and historical sights in both cities.

Twenty Chinese Language students from Years 9-11 visited the cities of Beijing, Shanghai, Hangzhou and Xian to learn about the culture and history. As well as they also had the unique opportunity to attend classes at our sister school in China and also stay with a host family for a couple of days. The third study tour comprising 28 students was to

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

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

**MIDDLE SCHOOL (YRS 7-9)**  
PHONE: 08 9471 0350 FAX: 08 9471 0338

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

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

#### CONGRATULATIONS



**Kiah 12M2** At the recent Interschool B Division State Schools WA Champion Schools Swimming Carnival, Kiah broke a record from 1994, the Year 12 & Over Girls 50m Breaststroke SSWA record with a time of 34.22s.



**Max 9A7 (Forrest)** was 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.



**Alannah 12F1** was one of 10 finalists in the West Australian Young Travel Writers Competition. She won a digital SLR camera, and a writing & photography workshop at Kings Park and Botanic Gardens to enable Alannah to further her passion for photojournalism. More information in the following pages of this update.



**Felicity 1003** has been selected to represent Australia in the World BMX Championships in Baku, the capital of Azerbaijan at the end of this month. Felicity is participating in two BMX classes, *15 years girls* and *13-16 Cruiser*. We wish her all the best in her upcoming world competition overseas.

There is a link below for further information and funding support:

<https://www.gofundme.com/felicity-to-the-bmx-world-titles>



#### **Ruth Staer (Class of 2017)**

Ruth was selected as one of 14 girls from across WA recently to attend a Air Force Flight Camp for Young Women. This event was held at the RAAF Base Pearce. Ruth currently attends ECU Joondalup studying Aviation and her aspirations are become an air force pilot. See inside update for further details.  
(Courtesy of The Advocate, Community News)

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)



Italy and students visited Rome, Venice, Florence, Siena and Pompeii. As well attending Italian language classes and taking part in 'no English' days the students visited cultural sites, took part in cooking classes and learnt first hand about Italian life and culture.

We are introducing a better way to communicate with all students and parents. As a school we are working this term to induct all staff in how to use *Connect*. *Connect* is the Department's secure online environment for use by staff, students and parents. Some teachers are already using *Connect* to communicate with students and parents but by the end of Term 2 all staff will be using the system. More information about *Connect* appears later in the update.

Term two is a busy one for staff, parents and students alike and in addition to examinations for Years 10,11 and 12 students Year 12 General students will be sitting for the Externally Set Tasks. Year 7 and 9 students will be undertaking NAPLAN tests, Music students will be going to camp and performing at their Concert and Recital Nights, Languages Week will be held in June and the Drama students will perform a *Midsummer Night's Dream* from 25 to 27 June. Other students will be involved in a variety of excursions and incursions.

On Monday 7 May from 7pm to 9pm a Parent Pathways Information talk will be held for Years 9 and 10 parents. This evening will have various representatives from the universities in attendance to talk about post compulsory options. It will be held at ECU in the Education Lecture Theatre 17.157. Later in the term on Wednesday June 6 the Year 10 Parent Information Evening will be held at the same venue from 7pm to 9pm. This evening is an opportunity for parents to come to hear about subject selection and course requirements for Senior School.

**Lesley Street, Principal**

### 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)

### SCHOOL BOARD ELECTIONS

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

*Parent Representative:* Ms Jane Forward  
*P&C Representative:* Mr Randal Wells  
*Staff Representative:* Mr Michael Camilleri  
*Year 10 Student Representative:* Miss Emily  
*Community Representatives:* Dr Jenny Fay (Chair)  
 Mr Ron Banks  
 Mr Cameron Brook

The Chair of the Board for 2018 is Dr Jenny Fay who was re-elected unopposed. Thanks to Dr Fay for continuing this significant role within the school community.

### INTRODUCING CONNECT

By now you've probably heard others in our school community talking about the introduction of the online environment called *Connect*.

*Connect* is a secure online environment developed by the Department of Education for staff, students and parents in public schools. It will give our teachers a tool to deliver content to the students via an online classroom. This means your children will be able to share with you what they are learning about, submit assignments and discuss issues together online anywhere, anytime.

For parents, *Connect* provides easy access to information relevant to your child's classes and learning such as assessments, teacher feedback and attendance data.

Schools can use *Connect* to keep you updated with important information. Things like up-coming events, excursions, classroom activities, photos and stories can be sent to you via email.

*Connect* also supports phone push notifications through *Connect Now* available from the Apple App Store or Google Play store.

You will soon receive your secure login information to *Connect* via the email address we have on file for you. If you have recently changed your email address, please let us know by phoning 94710300 or email [enquiries@lawley.wa.edu.au](mailto:enquiries@lawley.wa.edu.au) or use the phone app, go to eForms then use *Change of details form* so we can update our details.

To find out more about *Connect* - Check out the short video clip on *Connect* at <https://vimeo.com/connectwa/welcome>.

**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.**



## YEAR 12 EALD (English as an Additional Language or Dialect) EXCURSION

To mark the International Day for Elimination of Racial Discrimination, more than 300 high school students from across Perth explored the role of cultural diversity in Australia, at the annual Harmony Week debate, hosted by the Office of Multicultural Interests (OMI).

The topic 'Is cultural diversity a threat to the Australian way of life?' was debated by two teams made up of WA university students before being discussed by the high school audience who informally voted for the winning team. A panel of judges from academia provided a formal vote on the outcome. Our students were fortunate to go to the debate and they also went to Kings Park for a BBQ lunch.

*The harmony debate excursion was astounding and inspiring! My favourite part was the Noongar representative Mr Barry McGuire (who is a Mount Lawley alumni) playing the traditional indigenous instrument and telling us his story of having both Irish and Indigenous heritage. From Mr McGuire, we got to learn the importance of keeping cultural heritage.*

### **Jane**

*It was absolutely fascinating! Both debate teams have prepared to a high extent and even though they had to perform in front of a full auditorium at the Subiaco Arts Centre, they did not stutter, kept eye contact and interacted with the crowd.*

### **Donat**

*I enjoyed going on the walk in King's Park. We got to see the DNA tower which is really cool. I printed photos of the day for our classroom. It will be a lasting memory for me of studying at Mount Lawley.*

### **Wendy**

*I learnt lots of skills of debate from the excursion and I realised we need to prepare a lot of information to answer the questions from audiences. Furthermore, I had not been Kings Park so I felt that place was legendary and something I could never see in Korea. Despite the heat on that day (it was 38 degrees), the fresh air made me very energetic.*

### **Andrew**

*Amazing debate, absolutely eye-opening arguments and refreshing perspectives from the candidates.*

### **Ivan**

*It was a fantastic day. I appreciated spending the whole day with all of my friends and teacher in celebration of Harmony Day. It was exhausting to walk around 3 kilometres in Kings Park, but it was fun and memorable.*

### **Tran0**

*The harmony debate was intriguing. Two teams arguing for or against cultural diversity being a threat to the Australian way of life and they presented very clear and well thought-out arguments. Surprisingly, the team that argued that diversity is a threat, won the debate. The team flipped the argument completely and argued that the Australian way of life should be challenged because it is an inherently western and white construct, so diversity should be something embrace as it forces us to challenge this way of life. This not only caught the audience out but also baffled the judges. This lead to their victory and a great piece of learning on Australian identity and culture.*

### **Roger**

*The excursion was wonderful, I was so excited that I was out of the school and listened to an amazing debate, which was dramatic that the negative team finally win the debate. What I really enjoyed on that day was the barbecue in Kings Park, and we got to walk to the DNA tower after lunch. It was such a fun day, I wish we could have another excursion again!*

### **Rachel**

*I felt very impressed by both debate teams. They had great arguments and debate skills. However, this year's topic wasn't a great question. We had a great time in King Park with a delicious BBQ and culturally diverse friends sitting together, talking and sharing. It was really enjoyable.*

### **Cam**

*It was a very exhausting day, but it made a profound and significant impact on me. I learned a lot of English debating skills from the experience. I really appreciated that my teacher and my school provided this excursion for us.*

### **DENNIS**







**YEAR 10 COMMERCE :  
PERSONAL FINANCIAL  
MANAGEMENT**



- Superannuation
- Online shopping
- Online identity theft

Global Money Week (developed by not-for-profit Child and Youth Finance International), is an international financial awareness campaign built to inspire youth about money matters and entrepreneurship.

All students were fully engaged and participated well in her discussion of the various topics during the lesson. A big thank you must go to Jodi Carle for giving up her time to come and talk to the Commerce class.

**Grace Zaffino, Commerce Teacher**

As part of its contribution to Global Money Week, the MMFA (Mortgage & Finance Association of Australia) has developed resources for its members to present one-off financial literacy sessions to school aged children.

On Thursday 1 March, Jodi Carle from Sterling Finance was invited to come and talk to the Year 10 Commerce class on all things "money". During the 50-minute session Jodi presented to the student's information on a variety of topics, some of which we as a class had already been discussing as part of the Commerce course this term.



The interactive presentation included discussion points on:

- Needs and wants
- Setting up a bank account
- Online banking
- Saving
- Budgeting
- Credit and debt
- Reading a payslip





### MOUNT LAWLEY SENIOR HIGH SCHOOL INTERSCHOOL SWIMMING COMPETITION

A successful House Swimming Carnival led to a strong Interschool Swimming team being selected for the B Division SSWA Champion Schools Swimming Carnival. The event was held at HBF stadium in Mount Claremont on Tuesday the 13th of March and saw Mount Lawley SHS up against the likes of Willetton, John Curtin and Darling Range to name a few. Willetton were the clear leaders from the outset with John Curtin and MLSHS fighting it out all day for second position and promotion to A Division in 2019. Unfortunately, Mount Lawley SHS fell agonisingly short of second place to John Curtin. The School points were as follows;

Willetton	1027	John Curtin	881
MLSHS	812	Darling Range	685
Como	484	Comet Bay	437
Woodvale	382	Leeming	318

Our athletes represented the school with pride and competed hard all day despite a packed schedule. Congratulations to the following athletes that earned Individual Champion awards for their respective divisions;

<b>Name</b>	<b>Division</b>	<b>Position</b>
<b>River</b>	Year 9 Girls	3rd
<b>Jack</b>	Year 10 Boys	1st
<b>Imogen</b>	Year 10 Girls	2nd
<b>Kiah</b>	Year 12 & Over Girls	1st

A special mention needs to go to Kiah who broke the Year 12 & Over Girls 50m Breaststroke SSWA record with a time of 34.22s.

Finally, thank you to the parents who came down to support the school, the staff who supported both Swimming events and of course the athletes who worked tirelessly throughout the day. The Health & Physical Education department looks forward to your continued support in 2019.

**Mr Adam Zen**



A special mention to Kiah Year 12 who broke a record from 1994!

*(Photo from School Sport Western Australia Inc.)*



**Mount Lawley Senior High School Interschool Swim Team 2018**



### ACTION AGAINST BULLYING

On the 16th of March, National Day of Action Against Bullying, the Student Wellbeing Committee held an event open to the whole school in which students and staff were invited to "Chalk the Walk" and write and draw messages of encouragement and support across the inner quadrangle of the school. The result was a sprawling arrangement of hope, positivity and uplifting notes scrawled in chalk.

This was the most successful Wellbeing Committee event ever so far, and I am very excited for future activities this year.

**Davis Burke - Chair of the Student Wellbeing Committee**





## Y12 HIGH ACHIEVERS BREAKFAST

On Thursday the 15th of March, 2018, eighty five Year 12 ATAR (university bound) and VET (Vocational Education and Training) Students were invited to attend a breakfast to acknowledge their continued achievement in their courses of study and certificate courses. Our Principal, Ms Lesley Street, as well as other senior staff and a number of Year 12 teachers also attended.

Our guest speaker was Daniel Todd, a Curtin University Student Ambassador who is currently studying a degree of Electronics and Communications Engineering and is now in his final year.

Daniel spoke to the students about his memories of Year 12 and provided study tips and some insights into surviving this special year.

He gave a realistic and positive view of life at university and the importance of a work/study/life balance.

Daniel also spoke about the importance of volunteering and the associated benefits to the community.

The students then moved to the Hospitality Room, where the Year 12 Certificate II in Hospitality students served a delicious breakfast. The Hospitality students had planned the menu and cooked the food as part of their certificate course.

It was a very successful celebration with two more High Achievers' Breakfasts planned for 2018.

**Ms Catherine Smith**







**YEAR 11 OUTDOOR EDUCATION SAILING EXPEDITION  
SWAN RIVER (MARCH 22 & 23)**

Our Year 11 Outdoor Education students participated in a two-day sailing expedition on the Swan River. We were fortunately blessed with fantastic weather, which provided the perfect opportunity for some outstanding sailing.

Under the watchful eye of Alvaro Proieti, Senior Instructor at the State Sailing Centre, our students performed exceptionally well demonstrating tacks, gybes and close haul sailing skills. For 2018 our "Sailors of the Expedition" were Olivia Barsley and Jackson Kemp. Congratulations for demonstrating excellent skills and assisting our members of the group to develop their skills.

Our over night stay was at the Nedlands Yacht Club, which also involved cooking food on the Trangia stoves, a night walk, a debriefing session and finally sleeping in tents, much to the delight of our happy group of sailors. NYC provides an excellent facility for our students to enjoy a positive first experience at a yacht club and we can't thank them enough for looking after us.

Once again, thank you to Alvaro at the WA State Sailing Centre and the fantastic crew at the Nedlands Yacht Club for allowing us to participate in this terrific sailing expedition opportunity.

**Steve Tipping HPE – Outdoor Education Teacher**





**WHERE ARE THEY NOW?  
CLASS OF 2017**

Thank you to Community Newspapers, *The Advocate News*, we have discovered what one of our alumni is up to after school.

**'Community News**  
*April 19th, 2018, 09:00AM* Written by  
*Lauren Pilat, The Advocate News*

**HAZELMERE TOP GUN RUTH FEELS  
THE NEED FOR SPEED**

LIKE Tom Cruise's character Maverick in *Top Gun*, Hazelmere resident Ruth Staer has the need for speed.

Reminiscent of scenes from the 1986 film, Ruth last week pulled on an iconic army green jumpsuit before getting in the pilot seat of fast planes.

The ECU Joondalup aviation student was one of 14 girls from across the state who took part in the Air Force Flight Camp for Young Women.

Held at the RAAF Base Pearce in Bullsbrook, the camp was designed to give young women between 16-24 an opportunity to explore aviation and technical trade careers with the air force.

Ruth (18), who aspires to become an air force pilot specialising in VIP passengers or fast jets, said the camp was an incredible experience that gave her the chance to fly at fast speeds and experience what wearing a G-force suit actually felt like.

"I got to fly the PC/9 and also be a part of a group expedition on the C-27J Spartan," she said.

"One of the major challenges I faced during the camp was mentally telling myself not to get sick when I flew and pulled 5G on the PC/9 for the first time, since it's normal to feel nauseated when pulling G."

Flight camp officer-in-charge squadron leader Jacqueline Killian, from the ACT, said the camp encouraged young women to consider employment in military and aviation.

"Currently less than 13 per cent of the aviation roles are filled by women, and the camp gives us an opportunity to show them that there are so many interesting and exiting jobs out there for them," she said.

"It's great to give them a positive experience and show the great opportunities the air force can provide in a career."

***Courtesy of The Advocate.'***



*Ruth Staer (17) of Hazelmere at the Air Force Flight Camp for Young Women at RAAF Base Pearce.*



*Flight Sergeant Michelle Snape, Ruth Staer, Jessica Read, Jorja DeMamiel, and Squadron Leader Jacqueline Killian at the Air Force Flight Camp for Young Women at RAAF Base Pearce.*



### ANZAC CEREMONY



This year's ANZAC ceremony, at the end of last term was another very special and emotionally stirring event. Adding to the significance of this event in Australia's history was the presentation a very special gift to a great friend of our school and Vietnam War Veteran, Mr John Schnaars.



Mr Schnaars is a proud Noongar man who served in Unit 1 ATF Detachment, 1st Forward Delivery Troop during the late 1960s. He was presented with a military beret from his old Troop by Lawley Legend Mr Arthur Leggett.

Some of Mr Schnaar's achievements included:

- \* Gunner Signaller in the inter-agency Task –Force Detachment
- \* 10th Light Horse Regiment Memorial Troop
- \* Member of the Honouring Indigenous War Graves Incorporated
- \* President of the Veteran's Support Group 2002 – 2004
- \* Fundraiser for Little Athletics (*top grandad from all accounts*)
- \* International Volunteer for the Department of Veterans Affairs
- \* Senior Male Citizen of the Year at the NAIDOC Awards and has been a Leading figure and former coordinator, advisor, driver of the Commemoration of Indigenous War Veterans held at Kings Park every May.

Mount Lawley SHS plays an important role at this service which includes our AEP students laying a wreath and our junior band and junior choir playing/singing the "National Anthem" and "Abide with me".

We congratulate Mr Schaars for his service to our country and his support of our school.

**Dr Phil Paioff, AEP Coordinator.**



## ITALY STUDY TOUR 2018

The 2018 Italy Tour was a packed itinerary from the moment of departure until return back to Perth. Students were immersed in the language, sights and smells of the fabulous culture 24 hours a day. The Tour began with two night in beautiful Sorrento in the south of Italy, this also included a day trip to Pompei followed by a lesson on Italian cuisine which included them making their own Dinner.



Other significant sites were Rome, Florence and Venice. With a 'must see' stop to Pisa (Leaning Tower) and Verona (Romeo and Juliet fame). Of course when in Venice a Gondola ride was in order along with Gelato and loads of fresh pasta and pizza.

Students gained a lot from the tour for those studying ATAR Italian as this Tour gave them the opportunity to converse, eat and tour prominently using the language which should aid their future studies.



### Italy Tour Staff.





## CHINA STUDY TOUR 2018

The 24th of April saw the successful completion of the 2018 China Tour. Sixteen Chinese Language students and 1 parent accompanied by 4 teachers travelled to Beijing, Xian, Shanghai and finally Hangzhou.

Students visited some of China's most iconic and significant historical/cultural sites. These included The Great Wall, Tiananmen Square, The Terracotta Warriors and The Temple of Heaven. Students were fortunate enough to witness the contrasts between these ancient sites and China's rapidly developing economy. This was particularly obvious in Shanghai when students visited the special development zone and went up the world's second tallest building.

The tour also provided students with an opportunity to home stay with our sister school students from Hangzhou No.14 Middle School. For three nights students were spoiled by our home stay parents eating both local cuisines and popular western restaurants (Pizza Hut was a favourite). While communication was an obstacle it provided a valuable opportunity for students to use their Chinese language skills. The home stay concluded with students experiencing the busy study lifestyle of their counterparts at Hangzhou No.14 Middle School.

**Mr Rafie Dobbs.**





## SVAPA TOUR

This April, 29 Specialist Arts students journeyed to lively London and vibrant Berlin for two weeks of artistic, creative and cultural immersion.

Sunny weather held most of the time and a common day consisted of a quick hop, skip and a jump to the tube or ubahn, the train hurtling it's way down the tunnel so we could meet our morning workshops. A gallery and exhibition in the afternoon, people watching in some park or cafe, then a performance at night to round it off.

In London and Berlin, we were privileged to hold workshops with the Royal Shakespeare Company, Frantic Assembly and the Komische Oper. We saw shows at the Globe Theatre, Barbican, West End, Sadler's Wells, The Swan in Stratford upon Avon, The Berlin Philharmoniker, Cabaret and Barber of Seville. The groups participated in backstage tours of the National Theatre, Komische Oper and Berliner Ensemble. The students viewed and discussed incredible pieces of traditional and contemporary art works, ranging from Michelangelo to Banksy. We visited the Tate Modern, Victoria and Albert, Saatchi, Mein Blau, KW Institute of Contemporary Art, Berlinsche Gallerie and Urban Nation in order to cover a wide variety of art making.

Not only did the students feast on the arts, they took in the sights, sounds and histories of their locations. Tours of the east and west end of London, the Berlin Wall and the Holocaust Museum were undertaken so they could breath context into their experiences.

***Ms Moya Thomas***

***Specialist Visual and Performing Arts Coordinator***





## THE WEST AUSTRALIAN YOUNG TRAVEL WRITER FINALIST

Year 12 student **Alannah Horton 12F1** was one of 10 finalists in the West Australian Young Travel Writers Competition. She won a digital SLR camera, and a writing & photography workshop at Kings Park and Botanic Gardens, conducted by the West Australian. This will enable Alannah to further her passion for photojournalism.

For the competition Alannah had to submit an original 300-400 word story about her local, interstate or overseas travel experience or destination. Include a title for her story and include two of Alannah's original photographs with a caption for each photograph.

Alannah chose a family holiday where her brother Reece Horton was celebrating his Year 12 graduation from Mount Lawley in 2017 where he was also one of the students inducted into the 90s club.

Below is her submission.

### 'Vanishing Venezia by Alannah Horton

*With the tides rising, who knows how long we have left. How long we have to stroll the electrifying streets of Venice, packed with colour. To be mesmerised by the reflective Murano glass sending its graceful rays towards the passersby. To watch the gondoliers in their classic striped shirts with red ribbons, beaming at those on the bridges watching in awe.*

*My trip to Europe was one of the most astonishing experiences, but Venice's vibrancy and golden atmosphere truly highlighted the welcoming Italian culture. To celebrate my brother's graduation, my parents booked the trip of a lifetime, and it really was a magnificent experience. Every coffee shop owner beamed at us through the shop windows, showcasing what seemed like hundreds of flamboyant desserts. Stained glass sculptures hung from every corner, sending dancing colours into frenzies on the ground. We welcomed the warming sun on our skin through the biting winter breeze.*

*One of the most popular places to visit in Venice is the Piazza San Marco, a vast square in front of Saint Mark's Basilica. The Basilica ceiling is completely enveloped in 8000m<sup>2</sup> of golden glass mosaics, seemingly incandescent, depicting Roman-Catholic figures and creating a remarkable example of Italo-Byzantine architecture. Outside, the piazza houses hundreds of pigeons, cooing and fluttering quietly, until someone brings out some bread, or an excited child runs through the mob, grinning from ear-to-ear, and the soaring mayhem begins. Then, there is the monumental Doge's Palace, a magnificently ornate building housing gothic architecture, ancient prison cells and armoury tours. The Rialto Bridge is also a must-see, providing an unlimited view of Venice's grand canal, lined by a rainbow of stores and houses on either side, leading off into the deep turquoise lagoon. But it is not only the big tourist attractions that add to Venice's charm. By walking the narrow streets, you can't help but to stumble upon a tiny coffee shop, a beautiful store, or a charming little café where you can meet some of the locals.*

*At night I walked the cobblestone streets under the dark blue blanket of the sky, speckled with tiny bright diamonds, listening to the hum of the people around me. So many people were out for evening strolls, hand-in-hand, enjoying the atmosphere provided by the dim and dainty fairy lights wrapped around almost every tree in sight. There were voices in every direction, echoing the roaring Italian conversation with the occasional outburst of side-splitting laughter. The locals seem to be able to bring a smile to anyone's face. The moment I stepped into a store, I was greeted by a rather chatty Venetian woman, who after her initial "Welcome, come in!", wanted to know everything about me and if I was enjoying my holiday. In the 3 short days I was in Venice, I met many more personalities like this.*

*My experience in Venice is one I will never forget, and one I highly recommend. It is an absolutely alluring and charismatic place, and is a perfect travel destination for people of all ages.'*



Venice's Grand Canal, flowing into the Venetian Lagoon



Venice, the vibrant canals spreading throughout the town



**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 9 – ACTIVE CONSTRUCTIVE RESPONDING**

Parent Wellbeing: Failing well, accepting that mistakes are part of life, forgiving yourself for making them and learning new approaches from them are valuable skills to develop. Describe a time you have done these to succeed.

Due to electronic devices, there has been a significant decline in face to face conversations over the last decade with students' skills in interpreting and sending appropriate body language messages reduced. This leads to a key social-emotional resilience skill, showing empathy, being adversely affected. Consequently, the building of high quality relationships suffers

Showing empathy has been the social glue that has enabled communities to thrive and flourish for centuries. To develop students' self-awareness of how to overcome this:

- they need learn how to use active constructive responding in the face to face conversations they have
  - it is about enthusiastically encouraging others to share their stories and asking tell me more
  - doing this, fills both of you with uplifting spirals of positive emotions
  - it is the only proven way of listening and responding which builds relationships
  - an important aspect to emphasise is aiming to say five positives for every negative
- Other ways of listening and responding which have an adverse effect on relationships include:
- passive constructive: listening respectfully, but without any interest, energy or enthusiasm
  - passive destructive: showing little interest in listening to them to learn their story
  - active destructive: dismissing their story with disrespectful body language and changing the subject.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." **John Quincy Adams**

**WEEK 10 – MIDDLE / SENIOR – BRAIN PATTERNS AT HOME**

Parent Wellbeing: Another component of Self Determination Theory (SDT) is autonomy, the feeling you have a choice in what you do. Describe a time you have felt autonomous and how it motivated you.

Extending students' learning beyond the classroom, builds their independence, brain pathways and growth mindsets to explore and learn. One of these learning environments is at home

- a special place to study is highly desirable
- this area should be predominantly used for that purpose
- over time their brains will build patterns that associate that place with study, thus developing it as a habit and reducing barriers to getting started.
- plenty of colour in this area stimulates students' brains

Many families find space a problem and a special study area very difficult to provide:

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

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

"Be the change you want to see in the world." **Gandhi**

**Wk 9 Relationships and Optimism**

MIDDLE Student Planner Page 40	SENIOR Student Planner Page 40
<p><b>ACTIVE CONSTRUCTIVE RESPONDING</b>  <b>Wellbeing Bank:</b> to raise my Relationships and Optimism by actively and positively listening and responding.                      Active Constructive Responding (ACR) is when listening to someone sharing their good news with you:                      • you listen enthusiastically, make eye contact and use positive gestures so that they feel valued                      • they know that you think they matter                      • they have an opportunity to relieve their positive emotions while telling you their story                      • asking them to tell you more creates further positive feelings                      • active constructive responding is the best way to build relationships.                      Other ways of responding which are not effective are:                      • passive constructive: listening without any energy or enthusiasm                      • passive destructive: showing little interest in them or their story                      • active destructive: dismissing their story and changing the subject.                      When positives outweigh the negatives in conversations more than the ratio 5 to 1, relationships flourish.                      See ACR activity sheet on website in Positive Education.                      Acknowledgement: Shely Gable                      • See Active Constructive Responding activity sheet on page 135.                      • Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                      What are two things I will start doing to practise using ACR when I'm listening to others?                      1. _____                      2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Birds.</b> Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.</p> <p><b>RESILIENCE BUILDER</b>                      Describe a time when you saw one of your friends upset. How did they express their feelings to you verbally and what did their emotions and body language tell you about how they felt? What did you say to help them sort through their emotions and find a solution?</p> <p><b>WELLBEING TIP</b>                      What are the five most important values in your life? Write them down and live by them.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                      1. _____                      2. _____                      3. _____                      Character Strength <b>Leadership</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>                      LOOKING FORWARD – Positively Focused (p.19)</p>	<p><b>ACTIVE CONSTRUCTIVE RESPONDING</b>  <b>Wellbeing Bank:</b> to boost my Relationships and Optimism through actively and constructively listening.                      How do you respond to others who want to share their good news with you?                      • do you ask them to tell you their story and enthusiastically listen with your eyes, ears and heart?                      • called Active Constructive Responding (ACR); valuing them and showing they matter                      • or do you listen quietly and courteously without energy or enthusiasm?                      • called Passive Constructive Responding; tolerating them without appreciation                      • or do you quietly turn the focus onto things you have done that you are interested in?                      • called Passive Destructive Responding; showing little interest in them or their story                      • or do you dismiss their story with energy as unimportant and change the subject?                      • called Active Destructive Responding; not valuing them or their story.                      ACR is the only responding style which builds healthy relationships and involves:                      • making eye contact and using supportive and welcoming body language                      • them reliving and savouring their experience and their positive emotions again                      • ask them to tell you more.                      When positives outweigh the negatives in conversations more than the ratio 5 to 1 relationships flourish.                      • See ACR activity sheet on website in Positive Education.                      Acknowledgement: Shely Gable                      • Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                      What are two things I will start doing to practise using ACR when I'm listening to others to build flourishing relationships?                      1. _____                      2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Birds.</b> Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.</p> <p><b>RESILIENCE BUILDER</b>                      Achieving your goals requires you using positive self-talk to maintain your focus to keep lifting your efforts to overcome challenges. Positive self-talk is continually encouraging yourself to push on to learn what you need to learn. Select five examples of positive self-talk you can use. If you need some ideas refer to the Positive Self-talk page (refer to index or website).</p> <p><b>WELLBEING TIP</b>                      What are the five most important values in your life? Write them down and live by them.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                      1. _____                      2. _____                      3. _____                      Character Strength <b>Leadership</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>                      LOOKING FORWARD – Positively Focused (p.19)</p>

**Wk 10 Positive Engagement**

MIDDLE Student Planner Page 42	SENIOR Student Planner Page 42
<p><b>HOME BRAIN PATTERNS</b>  <b>Wellbeing Bank:</b> to increase my Positive Engagement by using a home learning area to create patterns for my brain.                      A home learning area will help you get started:                      • it creates patterns for your brain                      • most families find space a problem; discuss it together                      • describe where you currently do your home learning.                      Suitable conditions include:                      • low lighting; bright lighting stresses your eyes                      • comfortable seating, warm and well ventilated                      • quiet and away from distractions such as TV                      • neat, tidy and well resourced                      • colourful posters of your goals a little higher than eye level; colours stimulate your brain.                      At your learning area:                      • wear warm loose fitting clothes and socks                      • sip water                      • move your arms and legs to maintain blood flow                      • no heavy beat music; your brain tunes into the beats.                      Don't study on your bed:                      • your brain relates bed to sleep, not learning                      • it will disturb your sleeping patterns.                      • Complete Wellbeing Reflection sheet on website.</p> <p><b>ACTIONS</b>                      What are two things I will start doing to create and use a home learning area?                      1. _____                      2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Areas.</b> In your classroom or bedroom, look at each of the walls and break them down into how many square metres there are on each wall. To concentrate even more, don't count the doors and windows.</p> <p><b>RESILIENCE BUILDER</b>                      After completing the VIA Character Strengths survey at <a href="http://www.viacharacter.org">www.viacharacter.org</a>, list your top five strengths, which are called your signature strengths. Name another three Character Strengths you would like to develop and why.</p> <p><b>WELLBEING TIP</b>                      Try to not only "do the right thing" but also "do the thing right".</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                      1. _____                      2. _____                      3. _____                      Character Strength <b>Perseverance</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>                      MATTER VIDEOS – Sharing Happiness (p.19)</p>	<p><b>BRAIN PATTERNS AT HOME</b>  <b>Wellbeing Bank:</b> to increase my Positive Engagement through focusing positively on my home study area.                      Your brain is always looking for patterns:                      • using a home study area daily creates strong brain patterns                      • it makes getting down to study easier                      • and broadens your engagement with what you are studying.                      Beneficial features include:                      • low lighting; brightness stresses your eyes                      • comfortable seating, warm and well ventilated                      • minimal noise, distractions and interruptions                      • neat, tidy and well-resourced                      • decorate your study area with colourful posters                      • on them have your goals written                      • key points, quotations and formulae for your subjects                      • have them a little higher than eye level                      • your brain is stimulated by colour                      • describe where you currently study at home.                      When using your study area:                      • keep yourself warm with socks and loosely fitting clothes                      • drink warm milk or soup                      • sip water while studying, it assists brain functioning                      • have snacks ready to graze on                      • if you like music while studying make it soft                      • heavy beat music distracts your brain from study                      • avoid studying in bed; your brain relates bed to sleep                      • move your body to maintain blood flow to your brain.                      • Complete Wellbeing Reflections sheet on website.</p> <p><b>ACTIONS</b>                      What are two things I will start doing to build brain patterns by using a home study area?                      1. _____                      2. _____</p> <p><b>MINDFULNESS ACTIVITY</b>  <b>Areas.</b> In your classroom or bedroom, look at each of the walls and break them down into how many square metres there are on each wall. To concentrate even more, don't count the doors and windows.</p> <p><b>RESILIENCE BUILDER</b>                      Do you feel like you run out of time? Or feel time pressured? Do you really know how you use your available time? For three days use the Time Understandings Thinking Tool to investigate what you do and how long it takes. Do any activities surprise you as time wasters? What can you do to reduce them? Read up on Prioritising (refer to index or Website).</p> <p><b>WELLBEING TIP</b>                      Try to not only "do the right thing" but also "do the thing right".</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b>                      1. _____                      2. _____                      3. _____                      Character Strength <b>Perseverance</b>  <a href="http://www.viacharacter.org">www.viacharacter.org</a></p> <p><b>WELLBEING FITNESS CHALLENGE</b>                      MATTER VIDEOS – Sharing Happiness (p.19)</p>





**WEEK 11 – MIDDLE/SENIOR – ACTS OF KINDNESS**

Parent Wellbeing: Plato and Aristotle shared the importance of developing three wills: intellectual will – mind, emotional will – spirit, physical will – body. Describe how you could develop each of them further.

Studies have shown that:

- it is the frequency of position emotions, not their intensity, which builds students' and our wellbeing most effectively
- this effect is multiplied when it involves doing good for others to feel good
- these actions are called acts of kindness
- these shows a willingness to reach out for social connectedness, a key skill of social-emotional resilience

The most important point for us to impress upon students is that:

- acts of kindness don't have to be big things, but rather regular little positive actions lift others' and consequently, their wellbeing also
- such as, a smile, making an effort to say good morning, a wink and asking how they are feeling

We all have millions of mirror neurons:

- which copy the expressions and moods of those around us
- we all can remember being around miserable negative people who pulled us down with them
- happiness and kindness are also contagious, lifting everyone's spirits and wellbeing

An effective strategy to develop student's self-awareness of giving and receiving acts of kindness is for them to:

- write down in their planners/journals what they felt or what they did
- this will also build their self-regulation to be on the lookout for opportunities to be kind.

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

**WEEK 12 – MIDDLE / SENIOR – ACTIVE AND THRIVING**

Parent Wellbeing: Gratitude connects you to things outside of yourself, such as others and nature. Describe times you have used gratitude to connect with things outside of yourself.

A balanced student lifestyle places an equal emphasis on all of their elements of wellbeing; they work together, like their signature and top supporting strengths as a family, to build the student's wellbeing. To ignore any of these, adversely affects the others. This is particularly so if the Skills and Achievement element is pushed too hard and the Exercise and Health element is not also focused on. Our young people are becoming increasing obese with the onset of diabetes occurring earlier. Active and positive people are more likely to achieve what they set out to do and are healthier.

All students' Personal Timetables should include:

- an hour of pulse lifting exercise every day
- quality outdoor leisure activities with friends and family which are light and bright
- frequent opportunities to have fun and laugh with others to experience positive emotions
- plenty of timeout from electronic pursuits; try brain leisure activities such as reading, chess, board games cards, Sudoku

Happy students enjoy and flourish on their school journey

"The three words of success – Care, Share and Dare."  
**Saying**

**Wk 11** **Meaning and Purpose**

**MIDDLE Student Planner** Page 44

**KIND ACTIONS**  
Wellbeing Bank: to add to my Meaning and Purpose by looking for opportunities to do kind things for others.  
When you do kind actions to make others' lives better:  
• you are filling both them and yourself with positive emotions  
• which makes both of you feel happy  
• most people are happier giving than receiving kind actions  
• the key is to do good to feel good  
• it's about doing little things which add up to make a big difference to your and others' wellbeing  
• describe some kind actions you have done or received.

At times, all of us can become self-centred:  
• the best way to overcome this is to look for opportunities to do kind actions for others  
• famous eye surgeon Fred Hollows lived by a Ralph Waldo Emerson poem, which finished with ... 'to know even one life has breathed easier because you have lived, this is to have succeeded.'  
• See Acts of Kindness activity sheet on page 138.  
• Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
What are two things I will start doing to do kind actions for others?  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**  
**Keyboard Keys.** You are not allowed to count! Concentrate hard on your keyboard to see patterns as to how many keys there are on the board; it's about seeing how the keys build up.

**RESILIENCE BUILDER**  
Describe how each of your top five strengths contributes to your ability to set ISMART goals and to feel socially confident and capable in your life. How does completing your goals make you feel? Does that feeling encourage you to set and achieve future goals, keeping the positive momentum going?

**WELLBEING TIP**  
Good fats in nuts, oily fish and avocado help the body burn fat and absorb vitamins and minerals.

**WHAT WENT WELL THIS WEEK AND WHY?**  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
**Character Strength Kindness**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE**  
THINKING SPOTTING – Habits of Mind (p.19)

**SENIOR Student Planner** Page 44

**ACTS OF KINDNESS**  
Wellbeing Bank: to add to my Meaning and Purpose through purposefully looking for opportunities to do kind things for others.  
As you go through life you will have many kind things done for you by others:  
• and you will also do likewise for them  
• it's not about doing big things, but rather doing little things  
• which add up to make a big difference to your and others' wellbeing  
• describe several acts of kindness you have done or received

When you do acts of kindness to make others' lives better:  
• the flow on effect is that you experience positive emotions  
• which make you feel happy and fulfilled  
• research has shown that people are happier giving than receiving  
• the key is to do good to feel good; not vice versa

Be on the lookout for opportunities to give of yourself for others:  
• recognise acts of kindness you receive by saying thank you  
• beware of becoming self-centred and only focusing on yourself  
• famous eye surgeon Fred Hollows lived by a Ralph Waldo Emerson poem, which finished with ... 'to know even one life has breathed easier because you have lived, this is to have succeeded.'  
• See Acts of Kindness activity sheet in Positive Education.  
• Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
What are two things I will start doing to do kind things for others?  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**  
**Keyboard Keys.** You are not allowed to count! Concentrate hard on your keyboard to see patterns as to how many keys there are on the board; it's about seeing how the keys build up.

**RESILIENCE BUILDER**  
With a friend share a strategy you have used to overcome something that you usually procrastinate on and how it made you feel. Together come up with ten things you regularly put off doing and what you can do to overcome procrastination for each of them.

**WELLBEING TIP**  
Good fats in nuts, oily fish and avocado help the body burn fat and absorb vitamins and minerals.

**WHAT WENT WELL THIS WEEK AND WHY?**  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
**Character Strength Kindness**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE**  
THINKING SPOTTING – Habits of Mind (p.19)

**Wk 12** **Exercise and Health**

**MIDDLE Student Planner** Page 46

**ACTIVE AND THRIVING**  
Wellbeing Bank: to increase my Exercise and Health by exercising and enjoying leisure activities every day.  
Exercising actively for an hour every day:  
• keeps your mind and body in good shape  
• helps you avoid diabetes and obesity  
• gives you personal timeout  
• plan what, when and where you'll exercise  
• put these on your Personal Timetable  
• describe how you currently exercise.

Exercise and leisure have many forms:  
• a brisk walk, run, swim or bike ride  
• yoga, aerobics, pilates, gym workout, surfing, skateboarding, bush walking, playing sport, zumba or dancing  
• outdoor activities enable you to enjoy nature  
• surprise yourself by trying something new.

Enjoy quality active time with family and friends to:  
• experience positive emotions together  
• enjoy feel good brain chemicals  
• improve fitness, flexibility and body tone  
• clear your mind by reducing tension and anxiety  
• increase your oxygen intake and endurance  
• improve your sleeping patterns  
• learn new skills through different leisure activities.  
• Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
What are two things I will start doing to plan and make the most of exercise and leisure activities?  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**  
**Garden Beds.** Go outside and look at a garden bed. Don't look for what's wrong with it, but look for at least five things that are good about it.

**RESILIENCE BUILDER**  
With two friends discuss the relative effectiveness of each Character Strength in your lives and each come up with your top five for people of your age group and your reasons why.

**WELLBEING TIP**  
The kilos usually aren't in the food; they are in the way they are cooked and the sauces and toppings you add.

**WHAT WENT WELL THIS WEEK AND WHY?**  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
**Character Strength Hope**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE**  
ADVENTURE EAT – Variety Tasting (p.19)

**SENIOR Student Planner** Page 46

**ACTIVE AND ALIVE**  
Wellbeing Bank: to increase my Exercise and Health through exercising and leisure activities to build my state of wellbeing.  
There are no shortcuts to doing the recommended hour's exercise every day:  
• your mental and physical health relies on it  
• prioritise exercise on your Personal Timetable.  
Exercise and Leisure activities will enable you to:  
• lift your heart rate to burn excess kilos  
• enjoy uplifting spirals of positive emotions  
• be in charge of your breathing  
• provide relationship building time with others  
• clear your mind with private me time.  
Some quality ones include:  
• a brisk walk, run, swim, bike ride, yoga, aerobics, pilates, gym workout, tai chi, zumba, dancing, gymnastics, resistance training, surfing, skateboarding, bushwalking, playing sport, vibrating board, treadmill  
• washing and polishing the family car  
• surprise yourself by trying something new  
• describe what you currently do for exercise and leisure.

Exercising will also benefit your wellbeing by:  
• releasing feel good brain chemicals called endorphins  
• improving your fitness, flexibility and body tone  
• increasing your oxygen intake and endurance  
• reducing tension and anxiety  
• improving your sleeping patterns  
• focusing your breathing to find calmness.  
• Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
What are two things I will start doing for an hour's exercise activities every day?  
1. \_\_\_\_\_  
2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**  
**Garden Beds.** Go outside and look at a garden bed. Don't look for what's wrong with it, but look for at least five things that are good about it.

**RESILIENCE BUILDER**  
With a friend discuss and describe five examples of assertive and positive self-talk you can use to overcome procrastination. How would growth mindsets assist you to beat procrastination?

**WELLBEING TIP**  
The kilos usually aren't in the food; they are in the way they are cooked and the sauces and toppings you add.

**WHAT WENT WELL THIS WEEK AND WHY?**  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
**Character Strength Hope**  
www.viacharacter.org

**WELLBEING FITNESS CHALLENGE**  
ADVENTURE EAT – Variety Tasting (p.19)

**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.

*Relationships Australia*  
WESTERN AUSTRALIA

1300 364 277  
[www.relationshipswa.org.au](http://www.relationshipswa.org.au)

# Mentoring Adolescents

This is a course for teachers and others who work with adolescents.

## Course Aims:

Adolescence can be a difficult path for many young people as they attempt to find their own identity in an ever changing and challenging world. Based on recent research, this course updates participants' understanding and provides practical and creative ways that teachers and mentors can seamlessly integrate assistance to adolescents within their day- to- day roles.

The course focuses on practical application - teachers will learn strategies aimed to help adolescents improve their mental wellbeing and build healthy self-esteem. Although this course aims to empower and up-skill the individual teacher, a number of simple and effective strategies and tools could be adopted by whole of school with a view to healthy self esteem culture.

## The course covers:

- How to assess what's going on for the adolescent while establishing an alliance with them.
- How we can roll with the student's resistance to engaging with us.
- Ways of working with adolescents who are depressed, angry, disengaged or emotional.

## Highlights will include:

- Understanding what happens in the adolescent and adult brain that makes changing some of our patterns difficult but not impossible.
- Ways that people enter change via the 'Change Triangle'.
- How to identify 10 Unhelpful Thinking Styles that appear in the language of young people and how to respond supportively.
- Gaining a deeper understanding of anger and learn 4 strategies that young people use to mismanage their anger that can keep them stuck in feelings of low self worth.
- Learning fun psychological strategies that help us defuse from the unhelpful 'stories' that our minds create that cause us stress and unhappiness.
- Active listening skills and empathic responding. Experience through activities why these often neglected aspects of communication are vital to connecting with an adolescent.

### **WEST LEEDERVILLE**

Level 1, 22 Southport Street,  
corner of Cambridge Street

**Tuesday 8 May 2018**

Time: 9.30am - 4.30pm

Fee: \$220 - includes a light lunch

Places are limited so please book now on [6164 0200](tel:61640200)



## COMMUNITY NOTICES

The following information is presented as a service to parents/guardians, however

# Parenting in West Leederville

*Are you...* experiencing challenges in one, or a number of your relationships?

*Do you...* want to strengthen, nurture and sustain the relationships you share with those special to you?

*If so...* then these workshops/courses may be for you.

We, at Relationships Australia, are proud to offer the following short courses and seminars, to the community of West Leederville and surrounds!

*Fathering After Separation* Tuesday, 8 May - 6.30-9pm \$30pp  
*Dads Raising Boys* Tuesday, 15 May - 6.30-9pm \$30pp  
*Parent-Child Connection x 4* Thurs 17 May-7 June - 6.30-9pm \$50pp  
 For parents with primary children. Learn new skills to feel better about your parenting.

*Building Stronger Families x 6* Thurs 17 May-21 June-6.30-9pm \$80-\$120  
 For adults and their children over 10 years. Families will learn about cooperation, relating respectfully and solving problems.

*Mums Raising Boys* Tuesday, 22 May - 6.30-9pm \$30pp  
*Parent-Teen Connection (DAY)* Saturday, 26 May - 9.30am-4.30pm \$50pp  
 This course teaches parents how to communicate, negotiate and minimise conflict.

*Emotion Coaching* Tuesday, 29 May-6.30-9pm \$30pp  
 Learn ways of responding to your child to assist them to learn how to regulate their emotions.

*Mums Raising Boys (DAY)* Thursday, 31 May-10am-12.30pm

*Where:* Level 1, 22 Southport Street, West Leederville

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

For more info click [here](http://www.relationshipswa.org.au) or go to [www.relationshipswa.org.au](http://www.relationshipswa.org.au)





**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.

### How to Install The Skoolbag App

Instructions for parents installing Skoolbag

SEARCH FOR MOUNT LAWLEY SENIOR HIGH SCHOOL (Full Name)

For Apple Users

1. From your iPhone/iPad, click on the "Download on the App Store" button above or open the Apple App Store and search for "SkoolBag"
2. Download the free SkoolBag app
3. Opening the app, and add your school(s) and you're ready to go!

For Google Android Users

1. From your Android device, ensure you have an account in the Google Play Store
2. Click on the "Get it on Google play" button above or go to the Google Play Store and search for "SkoolBag"
3. Download the free SkoolBag app
4. Open the app, add your school(s) and you're ready to go!

For more info visit [skoolbag.com.au](http://skoolbag.com.au)

Don't forget to download our school's SkoolBag app to ensure that you are kept in the loop on:

- \* School newsletters
- \* Notices
- \* Events
- \* Cancellations
- \* Reminders
- \* ...and more!

INSTALLATION INSTRUCTIONS

Just search for our FULL school's name in the App Store on your phone and download our app!



## Term 2 Enrolments now open High School Tuition Help

**Tuition Help for Years 7 - 12**

Various classes available Saturday and Sunday from 9am up to 2pm

- An affordable way for students to access top quality and highly qualified tutors throughout the term who have proven success in improving student's school achievement.
- Individualised help according to the learning needs and academic goals of each student
- Students receive help on their specific needs, clarify problem areas and can supplement learning with additional worksheets and questions.
- Students will build their skills and understanding in a small group environment (3 - 6 students).

**Venues:** Churchlands Senior High School, Perth Modern School and Rossmoyne Senior High School.

**ATAR Master Classes for Year 11 & 12**

Classes available Sundays and afternoons after school

- Specialised classes that help students maximise their grades and strive for top marks
- Each week, the teacher will focus on a particular topic in the syllabus, students will get in-depth explanations, examples and questions to practice.
- Receive expert coaching and individual feedback from one of WA's top ATAR teachers.
- Ideal for students seeking higher achievement and advanced insights.

**Venues:** Perth Modern School and our Applecross Office.

CHECK TIMETABLE DETAILS ONLINE

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

1. Once online - Go to *Our Programs* and select year level
2. Click on the program you wish to enrol in
3. Select the *Enrol Today* button to view timetable and enrol



For a brochure visit [www.academicgroup.com.au](http://www.academicgroup.com.au) or speak with your Year Coordinator.

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learn@academicgroup.com.au

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

## Parenting between Cultures

- Working with migrant and refugee families

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

*Activities -*

Identifying and exploring issues that impact on parenting including:

- the refugee experience
- shift in gender roles
- parenting practices
- intergenerational conflict

*Reviewing our own practice and developing an enhanced response -*

- Analysing case studies reflecting situations that workers may encounter.
- Reflecting on resilience and the factors that support successful settlement.
- Examining Strength Based Practice - how to identify and build on family strengths.

*Where:* Level 1, 22 Southport Street (corner Cambridge Street) West Leederville

*When:* Monday, 11 June 2018

*Fee:* \$220.00 per person     *Time:* 9.30am-4.30pm

Places are limited - please contact (08) 6164 0239 to register today!

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

