



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 1 Term 1 No. 1 2019

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Western Australia 6050 ABN 47 842 936 866

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PHONE: 08 9471 0350 FAX: 08 9471 0338

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www.lawley.wa.edu.au
mountlawley.shs.enquiries@education.wa.edu.au

Principal's Report

I welcome all families to the 2019 school year. It has been a busy and productive start to the year with a record enrolment of 1818 students which includes 372 Year 7 students which is the largest cohort ever to enter the school.

As you all know the school is a very busy place and there is always a lot happening. As a result of your feedback we have, over the last year or so tried to make sure we keep parents better informed about what is happening at the school in a more timely manner. To support this we have rolled out the use of a number of communication strategies including Connect, Skoolbag and SMS absentee messaging. We have recently introduced Consent2Go for excursion and incursion information and online payments. It is inevitable that there will be teething problems with new systems so we ask for you to advise us if there are problems so we can rectify them quickly. You can call the school on 9471 0300 or send an email to mountlawley.shs.enquiries@education.wa.edu.au.

We have also partnered with Family Zone, to provide cyber safety for our students using computers onsite. We were able to negotiate for the company to provide families with a free Family Pack so they can opt in to use the app to cover 3 children & up to 6 devices at home. If you have not yet activated your account refer to the email from Family Zone or contact the support team on 1300 398 326 or <https://www.familyzone.com/lawley-wa>

Over the holiday break we were able to undertake a number of new projects including the refurbishment of the Year 7 quadrangle, the modification of two blocks to create additional classroom spaces as well some painting and general maintenance around the school.

This year we have had 15 new staff join us. Some are to replace staff on leave and some are new appointments including Mrs Renae Hill who joins us as Associate Principal for Year 9 & 10. I encourage you to make contact with your child's teachers so we can work in close partnership to help them achieve their potential.



This year we have arranged a visit by Dr Justin Coulson, a leading parenting expert who will not only work with all

CONGRATULATIONS



Grace 9F7
Charles 10F3

Two talented and dedicated students have won the parts of Rebecca and Wally in Black Swan State Theatre Companies, production of Our Town.



Dunja 10F1

Dunja has been selected to represent WA in the U17 Beach Volleyball State Team. She will be competing in the National Championships to be held in Bunbury during April.

Riley Billyeald, Millie Lee & Georgia Sealey Class of 2018



Riley and Georgia have both been accepted into the highly competitive Stage Management and Props and Scenery course at WAAPA. Only around 10 people are accepted into this course from around Australia, so it is a fantastic achievement.



Lauren McDonald Class of 2018

Our Head Girl Lauren has been chosen to perform in the 2019 Year 12 Perspectives Concert. This concert show cases the top performers in the state in their genres. Lauren is a passionate music student who is a fantastic contemporary singer which was reflected in her exceptional final course mark. Well done to Lauren and all the incredible music staff that contributed to her success.



Lily Baitup Class of 2014

Lily is now a member of the Youth Advisory Panel, part of WAYTCO's (WA Youth Theatre Company Devisers Club, and participating for the third time in the WAYTCO ensemble. She has since been accepted into WAAPA and is now performing and assistant directing for WAYTCO's sell-out award winning show, REST.



students over his two day visit but also with parents. He will be hosting two sessions at the ECU Lecture at the Mount Lawley campus on Wednesday 7 February and Thursday 28 February from 7pm to 9pm. He will discuss how to ensure ensuring your child has a healthy digital diet and is safe online.
<https://screensandyourteens.eventbrite.com.au>

I look forward to meeting you at his presentation and at other events during the year.

Lesley Street, Principal



REMINDER
FIRST P & C MEETING
 Monday 25 February 7PM
 Main Admin Office upstairs
 &
HOUSE SWIMMING CARNIVAL
COMING SOON!
 Wednesday 6 March 8.30am -3.00pm

SCSA Subject Certificate of Excellence Awards 2018 (Students in the top 0.5% state)



Daisy Alps
English



Oscar Kaspi-Crutchett
Economics & English



Isabel Mountain
Psychology



Valerie (Van Quynh) Do
(English)

SCSA Certificate of Distinction Awards



Brooke
Birch



Max
Bostock



Sessina
Figueiredo



Alannah
Horton



Ivan
Kalinkin



Oscar Kaspi-
Crutchett



Donia
Lal



Thomas
Louth



Samuel
Marcus



Isabel
Mountain



Megan
Nguyen



Soraya (Nik)
Suzaimi



Shannon
Radcliffe



Bojana
Vladic



Tony (Zitianyu)
Wang



Walid
Yaqub



SCSA Certificate of Merit Awards



A'Yeen Arcilla, Nel Arseven, Mikayla Bowen, Ava Breton, Shabah Bunthawee, Elisabeth Campbell, Thaddeus Chai, Jonathon Chua, Sofia Di Chiera, Valerie (Van) Quynh Do



Katherine Esensoy, Shaina Jones, Tully Jones, Eric Jong, Soham Joshi, Chelsea Kim, Jason Kim, Shadi Kolahdouzan, Henry Lake, Mary Leong



Zoe Lim, Charlotte Mackiewicz, Emily Mayhew, Lauren McDonald, Caprice McEntyre, Peter McGirr, Mohamed Faizon (Fathima) Thabiya, Shania Moore, Keith Mwathi, Chanel Nguyen



Diana (Nik) Suzaimi, Connor O'Hara, Andrew Parry, Gemma Sabbadini, Alana Sigismondi, Erynn Simcock, Michael Simons, Amy Thai, Callum Webster, Alyssa White

NEW STAFF 2019



Back Row L-R : Mr Stuart Fox (Business), Ms Sonia Hatzis (Languages), Mr Joe Iannitelli (Languages)
Front Row L-R : Ms Siobhan Galavan (HASS), Mr Tomas Mawer (Drama)



Back Row L-R : Ms Kelly Ngatai (Visual Arts/D&T), Mr Liam Clarkson (Health & Phys Ed), Mr Thomas Meagher (Maths), Ms Julie-Anne Ogilvie (Visual Arts/D&T)
Front Row L-R : Ms Kristy Hackford (English Literacy Support), Ms Amy Blitvich (English), Ms Diane Caligaro (HASS), Mr Hayden Craig (Maths)
Insert: Ms Lateifa Adams (Maths)



2018 Inductees to the Mount Lawley Senior High School 90's Club

CHINESE
NEW YEAR
CELEBRATIONS





HEALTH CENTRE



I am the School Nurse at Mount Lawley SHS this year and my name is Mary Keeley. The Health Centre is located in Student Services; Monday to Friday and I am usually available form 8 00 am, although I often have meetings to attend off school campus. I have an open door policy and students and care givers are welcome.

The role of the School Nurse includes promoting health and well being and helping students learn about their health and to care for themselves. In partnership with the student’s family, the nurse will encourage self care so that by the end of Year 12 students will be confident to

- Be able to recognise and attend to minor health issues before they come to school/work and see to

these issues themselves

- Recognise the normal and when and how to seek medical advice if they are concerned that something is not normal
- Have their own GP; someone they trust and who bulk bills.
- Make their own appointments with GP, dentists and other health professionals and have the confidence to seek a second opinion if they are still concerned.

Parents/Caregivers are an integral part of their child’s journey of health and wellbeing and the nurse is there to support you in this task.

In case of an emergency, the school will not hesitate to call an ambulance for your child and so it is recommended that you have ambulance cover.

I look forward to working with students this year

ROAD SAFETY

Parents are reminded of the speed restrictions around the school and to take special care of the pedestrians. There is drop off bay which has been designed by the City of Stirling for parents/ carers of the school.

Additionally parents/guardians are reminded that the Woodsome Street Staff Car Park **SHOULD NOT be used as a drop off point for students**, especially during the busy periods of the day. Nor should students be dropped off or picked up from Stancliffe Street near the roundabout or the school gate.

Discuss with your child alternative locations, such as opposite Hamer Park, entry from Second Ave, or Learoryd Street, ECU side. The safety of students is paramount.

Thank you for your support.





ELEVATE SKILLS PROGRAM

On Friday the 15th of February, Elevate Study Skills came to our school. This study skills session was really good because it taught us how to take notes and read texts properly and effectively and these skills will obviously be needed throughout high school. We first started with "Dynamic Reading" this taught us how to read texts and how to find the key points in each piece of information. After "Dynamic Reading" we did "Formatting Your Notes" this taught us how to take effective notes for the best results, she told us that using your own words, using "trigger words" (abbreviations, smaller words etc) and using colour will help us memorise notes for the big test, she also told us using pictures and diagrams will make your brain remember even more. Over all I think the experience was great, it was interactive and it will actually help us in life. Thank you so much Elevate you taught us lots. **Isabella Year 7**



effort on school work while earning the best grades possible.

-Ashanti Year 7

I truly believe that the Elevate's skills course, that I participated in, was extremely worthwhile. My version of study initially, proved ineffective and monotonous, making me not look forward to study sessions in the future. Elevate created a simple yet effective plan that used three key components, read, notes, memorise. When I first applied this method almost instant improvements were made. Using these techniques saved me copious hours of sleep at night and my weekends, increasing my productivity during the day. Elevate's idea to use young presenters for our school was genius. The students and presenters were able to interact on one level which made things so much more fluent in how the lesson ran. Elevate's lesson was extremely educational, and for all those Year Sevens coming in to high school for the first time, a lifesaver. Elevate is simply ingenious and saves time and

I would say the study session was very useful and the instructor connected with the audience and had a sense of humour. The session taught us different strategies and ways on how to study and how to study better. They gave us very useful tips and the session helped me a lot. **Jonathon Year 7**

On Thursday last week, Elevate came to our school to teach the year 7's how to study. Elevate is a company that focuses on getting students to where they wanna be, easily. Our presenter was young and bright, and kept us from falling asleep by making the lesson fun and interesting and we all had a good time. Our presenter told us they looked at how successful year 12's studied





ELEVATE SKILLS PROGRAM CONT.

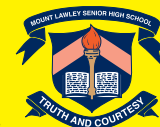
so we could study like them and hopefully be successful too! Some main things we learnt was how to read properly by looking at key information, and how to take notes by using key words in a way we could look back and remember what they meant. This was all done in a booklet we got to take home for future references. In the end I was glad to have learnt these useful hacks and I hope all the other year 7's did too, because it was most certainly not a waste of time. **Alyssa Year 7**

I thought this introduction to Elevate was good. The class taught me useful ways to study, which was good as I haven't really studied before. The lady that we had was nice and funny. She made learning the study techniques fun, and the worksheets were understandable and made a lot of sense. **Ella Year 7**
Eladia.

On Tuesday the 12th of February, a representative from Elevate Education came to give a seminar to the Year 7 GAT and AE classes. Eliza, the presenter, gave us each a booklet and told us about lots of different strategies to assist us in studying and note taking efficiently, such as colour coding, mind mapping and finding trigger words. Another tip Eliza gave us was to rewrite sentences into our own words so that it made sense to us, using an electrical pipeline for an example. Eliza explained very clearly that to study well and get good grades, you don't have to stay hunched over a laptop for weeks at a time. You need to find a way to study that is easy for YOU - be that colour coding, flash cards, writing stuff down in your own words, or, I don't know, standing on your head facing a brick wall and mumbling the abcs. She told us that it is really important to try to find a way to study that works for you, to maximise your potential and balance your schoolwork with your life outside of school. The session gave us all some very good ideas for how to work smart, not hard, and to make sure that we have a life outside of school! **Eladia Year 7**



OUTSIDE APPOINTMENTS DURING SCHOOL TIME



If a student has an appointment (e.g. Doctor or Dentist) during the day, the procedure is as follows:

- **BEFORE SCHOOL** the student **MUST** report to Main Office reception with a note from parent/guardian.
- The student will be issued with a green '**Leaving Early**' slip that will allow them to leave the class at the stated time to meet the parent/guardian in Main Admin Office.

PLEASE NOTE STUDENTS WILL NOT BE ALLOWED TO LEAVE CLASS WITHOUT A GREEN SLIP.

- Before leaving school the student signs the exit diary at the student attendance desk in the Main Administration Office and returns the green early leaving slip.

A Department of Education Leave pass will then be issued to the student for leaving the site.

- If returning the same day the student completes the entry diary at the student attendance desk.

Please note it can be difficult to collect students from class when this procedure is not followed, therefore a delay can be expected.

2019 SECONDARY ASSISTANCE SCHEME Applications close 12 April 2019

The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs.

To be eligible for the allowance the parent/guardian must hold a Department of Human Services (Centrelink) or Veterans' Affairs card that represents a statement of income for the family. The allowance consists of two components: \$115 Clothing Allowance paid directly to the parent/guardian or the school. \$235 Educational Program Allowance paid directly to the school.

ELIGIBILITY CRITERIA

- Parent or Guardian must hold one of the following cards:
- Department of Human Services (Centrelink) Health Care Card
 - Department of Human Services (Centrelink) Pensioner Concession Card
 - Veterans' Affairs Pensioner Concession Card

Secondary assistance forms are available for completion at the Finance desk in Main Administration Office.



TRIPLE P SEMINAR FOR PARENTS

On Wednesday evening, Iva Filipovska (School Psychologist) and Mary Keeley (School Nurse) conducted the first of three parenting seminars in the school's library.

These sessions are free to all parents/carers and are standalone so if you missed the first one, you can still attend any of the two sessions coming up. Information regarding dates and times are opposite.

Wednesday's session was well attended by parents/carers of students from Year 7 to Year 10. The seminar's focus is to provide parents/carers with strategies for managing the challenging behaviours that some teenagers display.



Positive Parenting Program SEMINAR SERIES TEEN
Term 1 2019
Mount Lawley Senior High School



Parents/carers/grandparents are invited to attend free parenting seminars to learn practical, positive and effective ways to strengthen bonds with their teenagers, encouraging them to develop the skills to become independent and to successfully connect with the wider community.

The seminars are standalone and parents may choose to attend one, two or all three of the seminars. However, it is best to attend all three to get the full benefit of the program. The seminars are a presentation style format rather than fully interactive. However, there is a question and answer opportunity in the last 15 minutes of the seminar. At each seminar you'll be given a tip sheet to take home to remind you of the great ideas you've heard.

- | | | | |
|---------------|--|-----------------------|--------------------------------------|
| When: | Wednesday 20 February | Seminar One: | Raising Responsible Teenagers |
| | Wednesday 27 February | Seminar Two: | Raising Competent Teenagers |
| | Wednesday 6 March | Seminar Three: | Getting Teenagers connected |
| Time: | 7:00pm – 8:30pm | | |
| Venue: | Mount Lawley Senior High School Library | | |
| Cost: | Free – however bookings are essential. | | |

Parents of children in Years 6, 7, 8 and 9 are welcome to attend. This is an adult only event, so please do not bring your teenager or younger children along.

For more information, or to register to attend a free parenting seminar please:

Visit the EventBrite page to register online (<https://teenpositiveparentingprogram.eventbrite.com.au>)
If you wish to attend all three seminars, you have to register for each seminar separately online.

We look forward to seeing you at the seminar.

Iva Filipovska (School Psychologist) and Mary Keeley (School Nurse)

NB: These seminars focus on strategies for supporting very low level challenging behaviours that teenagers display. For more in-depth parent support and complex presentations, the Group Teen Triple P would be a suitable option. You can check when and where this program is offered on the following website - <https://www.triplep-parenting.net.au/>



NATIONAL YOUTH SCIENCE FORUM

During the Summer holidays, two Mount Lawley students received the chance to attend the National Youth Science Forum's Year 12 program in Brisbane and Canberra. The forum runs 3 sessions every year, each with 200 students from around Australia and from external countries including Germany and Singapore. The participants are all united in their passion for science and spend 12 days staying on a university campus and exploring new areas of science. During the program, the students are divided into interest groups of chemistry, physics, computer science, health sciences, biology and ecology. The students attended lab and site visits in their area of interest and also had the chance to attend selective visits and specialist lectures in other areas. Alongside science, the forum fostered personal development and increasing leadership, communication and presentation skills with a number of lectures and workshops on critical thinking, goal setting and getting through year 12. The students also each presented solo speeches and group presentations to further these skills.

NYSF's primary partner is Rotary, supporting the program on it's mission in inspiring and empowering young scientists. Rotary conducts interviews for the program, supports the programs activities and during the program the volunteering rotarians assist with organisation and the practical aspects of the 12 days. The Rotary club of Mount Lawley sponsored and endorsed both students in getting to the forum.



Jasmine:

I attended the NYSF Year 12 Program in Canberra, where we stayed in ANU accomodation and despite the summer heat, we walked throughout the campus to lecture theatres and labs for experiments, activities and workshops. I was part of the sustainability and ecology interest group and had the chance to attend Canberra's waste and recycling centre and landfill where we learnt about the recycling process, waste and sustainability as well as travelling to a fossil dig site in NSW for the day where we spent the

morning splitting rocks and searching for fossils (our group ended up finding fish fossils from over 370 million years ago) and later visiting a museum where the initial fossils from that site were displayed and learning more about them, then continuing on to a tour of a few farms learning about salt salinity in the agricultural sector.

Throughout the 12 days I also attended a biomedical workshop where we learnt about hydrogel and other biomaterials which are used to repair damaged brain tissue and then went

on to make our own, attended a lecture on climate change by professor Mark Howden, took part in a deep space research simulation with ADFA, participated in a workshop which looked into the links between STEM and dance, did a number of group experiments and attended some very engaging lectures on different areas of science.

However the program was not just about science, there were also a lot of chances to have fun and make friends with the quiz night, trip to Questacon, concert night, sport activities, swing dancing lessons and disco night for which each interest group came in a themed costume. The program also gave us the chance to learn more about universities around Australia with our partners expo day and to hear first hand from a range of people pursuing a career in STEM with the speed dating session. We also received a guided tour of Australia's parliament house which introduced us to the intertwining nature of science and politics.

The program was an amazing experience in which I developed life long friends from all around Australia, learnt about the wide range of careers available in STEM, developed my leadership and communication skills and had a whole lot of fun in the process.

Michael:

I attended session B in Brisbane, staying for 12 days in the University of Queensland. Overall, the session was filled with social events that brought all two hundred of us students much closer, with leaving the session feeling like leaving family. It was also jam packed with STEM visits that left many of us more aware of the applications of science, technology, engineering and maths in the real world. Overall, the time on the National Youth Science Forum was one of the best times of my life, although you may struggle to get your seven hours of sleep per night, the days are full of enjoyable activities that I know will forever impact my life, now having a greater understanding of what kind of a career I would like to pursue in science, having enjoyed the forum so much, and having developed more as a person.





BBQ WELCOME TO YEAR 7 COMMUNITY

On Thursday afternoon parents/carers of Year 7 students were invited to the school for an informal BBQ where they were able to meet the teachers of Year 7 and give them a 'sense of how the school works for their child, as stated by Mr Stephen Raphael, Assistant to the Associate Principal Middle School'

The gathering started in the Middle School Quad where parents/carers were able to visit their child's community and listen to a short presentation by the Community Leader who introduced the teachers within the community. Then it was time to move to the Internal area outside the Tricycle Theatre where the Year 7 and 8 Councillors under the leadership of Mr Hudson and his team from Student Services, had the BBQ ready for parents/carers and family to enjoy sausages, and drinks. The sausages and onion for the BBQ were prepared by the Home Economics students and during the BBQ parents/carers could meet the teachers informally and discuss their child's progress.

The gathering was able to see our Music Department in action with students providing an example of their skills throughout the afternoon and the Middle School Associate Principal Michael White addressing the parents/carers. This was a relaxed way of meeting the teachers and having an insight into the Middle School Community.





BBQ WELCOME TO YEAR 7 COMMUNITY





**INTERSCHOOL CRICKET REPORT |
GRAEME WOOD SHIELD 2019**

Game 1 MLSHS V John XXIII College | 13th February,
Hamer Park ,Mount Lawley

The first match of the year started well for Mount Lawley, the JTC openers were under pressure early as making runs against the opening pair of **Daniel** and **Jack** was proving difficult. A steady fall of wickets and minimal partnerships led to JTC finishing at 8/85 off their 20 overs.

Captains and openers, **Lachy** and **Nick**, got the chase off to a great start scoring 22 and 24 respectively before both falling with the score on 56. The loss of the leaders and the introduction of leg spin from JTC, sparked a mini collapse of the Mount Lawley SHS middle order falling to 5/74. Year 11 students **Saul** and **Jack** steadied the ship to complete the win in the 16th over still 5 wickets down.

Man of the match | Jack
2/6 (3.0) and 6no

*Mr Zen, Health & Physical
Education Program
Coordinator*



Back Row: (L-R) Samarth Gulati, Jack Corbett, William Donegan, Hunter Thompson, Saul Montgomery, James Cooke, Lachlan Gordon, Adam Zen
Front Row: (L-R) Charlie Gordon, Hamish Lisk, Dashiell Green, Jo Nagarchi, Spiro Kalafatas, Vasille Yiannakis, Nicholas Tolhurst.



SCHOOL HOUSE COMPETITION : CURLING



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 2 – THE CHANGING BRAIN

Parent Wellbeing: Draw an outline of your body and on it write down the warning signs you feel on different parts when you are becoming stressed or angry. Be on the lookout for them and use deep breathing to self-calm yourself.

WEEK 1 – FIGHT, FLIGHT OR FREEZE

Parent Wellbeing: The best way to build your wellbeing and personal growth is through contributing to make a positive difference to others' lives; doing good to feel good and feeling good to do good. Describe three times you have done this and the emotions you felt.

Students' thinking is influenced by two competing parts of their brains, the amygdala and the prefrontal cortex.

- The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight, flight or freeze reactions, depending on the intensity of the positive or negative emotions produced (also called fast track responses).
- The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make better decisions (also called slow track responses). It not fully developed till they reach their early twenties, meaning their responses to what they experience may vary considerably.

When their amygdalas are in charge of their feelings, good decision-making is difficult; often called emotional hijacking. The key is to raise their self-awareness of this, so that they are able to self-regulate their emotions. Cultivate this by:

- initiating discussions about positive, negative, mixed and hidden emotions and their intensity
- helping them create their own positive coping and self-calming strategies to reduce emotional intensity
- exploring common thinking traps each week (see website)
- learning how to use assertive and positive self-talk to combat hijacking
- doing Mindfulness Activities each week to distract their amygdala to put their prefrontal cortex back in charge (see website).

Most parents and teachers encourage students to practise and apply what they learn in class to other situations after school. Any push back from students is part of adolescence, but if they knew how their brains learn new things to build habits, they might well be more open-minded.

Neuroscience has shown that their (and our) brains rewire themselves when they experience new things; called Neuroplasticity. Their brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often they repeat something, the stronger these pathways become and the faster the messages travel down them. Their brains love searching for patterns and deliberately practising creates patterns which become their habits.

But on the other hand, when these pathways aren't used they wither and die. That is why learnt material needs to be revisited for the brain pathways to strengthen. Study and practise develop the brain pathways in their memories to remember things. Practising at the same level will improve their reliability, but will not result in personal or academic growth. To achieve this, they need to increase the difficulty of what they practise and the character strength perseverance is an effective one to action to use.

"To make headway, improve your head." B.C. Forbes

"By constant self-discipline and self-control you can develop greatness of character." Grenville Kleiser

WEEK 1

MIDDLE PLANNER

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SENIOR PLANNER

PAGE 22

STRENGTHS AND EMOTIONS

FIGHT, FLIGHT OR FREEZE

Wellbeing Bank: to develop my Strengths and Emotions by being aware of my feelings.

When you experience something which may be disturbing, your eyes send a message to your amygdala, which is the part of your brain which naturally creates your feelings and how strong they are. Your brain's response to the message may be either fight, flight or freeze. Fight is to stand up to a perceived threat. Flight is to not deal with or ignore it. Freeze is to be overcome and overwhelmed.

Your amygdala is well developed and is often called the primitive brain. The good decision-making part of your brain, the prefrontal cortex, also receives the message, but doesn't process it as quickly. Which means that your fight, flight or freeze feelings can control your thoughts, words and actions. Your prefrontal cortex is still developing, so give it time to make good choices. When you feel fight, flight or freeze, STOP and breathe deeply for a minute before you speak or act.

Describe how you currently control your feelings.

> Website: Thinking Traps, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to be aware of my feelings and fight, flight or freeze?

1.
2.

MINDFULNESS ACTIVITY

Five Senses – think of two of your greatest achievements and describe what you experienced for each of your five senses.

RESILIENCE BUILDER

Since the beginning of time, when humans have looked at something, our main focus has been to look for what is wrong with it. From now on, let's start looking for what's right with things. Look around your classroom and come up with ten good things about it.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

STRENGTHS' BOOSTER

STRENGTHS SPOTTING (see pages 8-9)

CHARACTER STRENGTH SELF-REGULATION
www.viacharacter.org

STRENGTHS AND EMOTIONS

FAST AND SLOW TRACK RESPONSES

Wellbeing Bank: to boost my Strengths and Emotions through regulating my emotional responses.

Having the ability to self-regulate the intensity of your emotions and how you respond to situations are gateways to personal and academic growth. There are essentially two ways you respond, those being fast and slow track. They are also sometimes described as downstairs and upstairs responses.

Fast track responses are when the primitive part of your brain, the amygdala, which strengthens emotions, is in control. Your thinking becomes hijacked by your emotions, resulting in fast unconscious fight, flight or freeze responses and poor decision making.

Others also find it more difficult to understand you. (Google rider and the elephant to learn more.) Slow track responses are when the good decision making part of your brain, the prefrontal cortex, which regulates your emotions, is in control. Your thinking is more rational and you analyse, problem solve and understand experiences.

Describe how you currently self-regulate your emotions.

Being able to keep your finger on the pulse of your emotions, will assist you to understand the connections between your thoughts, feelings and actions.

> Website: Thinking Traps, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to be more aware to self-regulate my emotions by using the slow track?

1.
2.

MINDFULNESS ACTIVITY

Five Senses – think of two of your greatest achievements and describe what you experienced for each of your five senses.

RESILIENCE BUILDER

Throughout Years 9 and 10 you have had to build your skills in preparation for Years 11 and 12. With a brand new transition ten challenging situations you will need to overcome to inspire your best possible self to shine in the senior years. Who could you ask to assist you for each of them and what emotions could you feel?

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

HOW DID YOU FEEL THIS WEEK?



WEEK 2

MIDDLE PLANNER

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SENIOR PLANNER

PAGE 24

POSITIVE ENGAGEMENT

THE CHANGING BRAIN

Wellbeing Bank: to build my Positive Engagement by practising to grow strong brain pathways.

After every experience you have your brain rewrites itself to create new or strengthen existing brain pathways. This is called neuroplasticity and continues throughout your life.

In your brain there are millions of nerve cells called neurons, which process and send electrical messages from neuron to neuron around your body to create your every thought, word and action.

Your brain loves looking for patterns and the more you do something, the faster the messages travel and the more automatic they become which is how you create your habits.

Deliberately practising any activity and gradually increasing its level of difficulty, will create strong brain pathways in that area.

Describe how you currently practise to build stronger brain pathways.

To develop positive habits, make them easy to do. To avoid negative habits, make them difficult to do.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to grow my brains abilities?

1.
2.

MINDFULNESS ACTIVITY

Life's Backpack – think of all the people, places, pets and things that are important to you and why. Then pack your imaginary life backpack and carry it around with you everywhere you go.

RESILIENCE BUILDER

Discovering your top character strengths and then using them in your every thought, word and action will see you live a really positive life with a healthy sense of wellbeing. Go to website www.viacharacter.org to complete the Youth Survey to identify your own top strengths.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

WELLBEING FITNESS CHALLENGE

THINKING OF OTHERS (see pages 10-11)

CHARACTER STRENGTH CREATIVITY
www.viacharacter.org

POSITIVE ENGAGEMENT

BRAIN GROWTH ABILITIES

Wellbeing Bank: to develop my Positive Engagement through learning new more difficult approaches to enable brain growth.

In your brain there are millions of nerve cells called neurons, which connect together to process and send information electrically from neuron to neuron to create brain pathways. For many years it was thought that our brains' abilities were fixed and unable to change. But neuroscience has now proven that our brains rewire themselves after every experience we have, creating new brain pathways and strengthening links between neurons. This process continues throughout life and is called neuroplasticity.

Practising the same level learning processes, enables the neurons to become more strongly connected, creating your habits and making them more reliable. But it doesn't improve your brain's abilities. Whereas, doing more difficult processes, creates new brain pathways to stretch and grow your brain's abilities.

Describe more difficult processes you could learn.

For you as a student, this provides you with a choice. Make the effort to deliberately learn more difficult processes, to experience personal and academic growth, or keep doing the same level processes and experience no growth?

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to practise learning more difficult processes to grow my brain's abilities?

1.
2.

MINDFULNESS ACTIVITY

Life's Backpack – think of all the people, places, pets and things that are important to you and why. Then pack your imaginary life backpack and carry it around with you everywhere you go.

RESILIENCE BUILDER

There are certain character strengths and positive personal descriptors which will provide you with the self-determination to strive, thrive and flourish in the senior years. In pairs choose five helpful strengths and five descriptors (see index) and why you chose them.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

HOW DID YOU FEEL THIS WEEK?





WEEK 3 – FAMILY, FRIENDS AND GRATITUDE

Parent Wellbeing: The shadow side of a strength is when you underuse, misuse or overuse it. For three of your strengths describe a time you used them on the shadow side.

When students enjoy honest and caring relationships with their families and friends, they are happy in themselves and able to look for the good things they are doing. This puts them in a position to make the most of teamwork and feel socially connected with a sense of belonging.

Well-functioning families and friendship groups look for what they are doing well. A great exercise to support this, is to do the free Character Strengths Survey at www.viacharacter.org Then each person will know their top strengths, which will enable conversations of how they can use their strengths together to achieve what they set out to. Doing this creates growth mindsets to become their best possible selves.

Receiving and accepting developmental, non judgemental feedback from family and friends on how they are travelling enables students to use their strengths to self-assess and then set process self-expectations to live by.

The adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up. As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them, which often leads to any feedback being seen by students as criticism.

"A loving heart is the truest wisdom." Charles Dickens

WEEK 4 – CHOICE, PRACTICE AND EFFORT

Parent Wellbeing: What you focus on grows. To develop your top strengths, create habits and rituals to action them and consciously celebrate with yourself when you do. Describe a habit or ritual you can develop for each of your top strengths.

Many students don't realise that they have many choices in what they do. When we encourage students to choose to adopt a positive mindset about how they approach their learning, academic and personal growth nearly always result. Making the choice to prioritise what they need to get done in a logical order, enables students to have more time to use more intelligent learning processes.

Prioritising is a self-regulation skill and strength which enables them to use their time more effectively by organising what needs to be done in order of importance under Musts and Options. Doing this broadens their attention and engagement with what they need to do.

Musts and Options, Time Understandings and Urgency versus Importance are effective Thinking Tools to provide students with valuable perspectives on the activities they participate in which may include:

- Sport training and part-time jobs
- Study, reading and deliberate practice
- Networking with friends
- Watching TV and playing games
- Family commitments
- Daily exercise and leisure activities.

Learning to prioritise provides students with the tools to develop growth mindsets to overcome setbacks and challenges which inevitably crop up. Most students find it very difficult to apply themselves to Home Learning/ Study unless it is planned ahead of time.

"I do the very best I know how, the very best I can; and I mean to keep doing it to the end." Abraham Lincoln

WEEK 2

MIDDLE PLANNER PAGE 24	SENIOR PLANNER PAGE 24
<div style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> <h2 style="margin: 0;">POSITIVE ENGAGEMENT</h2> </div> <p style="text-align: center; font-weight: bold; color: #FFD700;">THE CHANGING BRAIN</p> <p>Wellbeing Bank: to build my Positive Engagement by practising to grow strong brain pathways.</p> <p>After every experience you have your brain reviews itself to create new or strengthen existing brain pathways. This is called neuroplasticity and continues throughout your life.</p> <p>In your brain there are millions of nerve cells called neurons, which process and send electrical messages from neuron to neuron around your body to create your every thought, word and action.</p> <p>Your brain loves looking for patterns and the more you do something, the faster the messages travel and the more automatic they become which is how you create your habits.</p> <p>Deliberately practising any activity and gradually increasing its level of difficulty, will create strong brain pathways in that area.</p> <p>Describe how you currently practise to build stronger brain pathways.</p> <p>.....</p> <p>To develop positive habits, make them easy to do.</p> <p>To avoid negative habits, make them difficult to do.</p> <p>> Website: Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to grow my brains abilities?</p> <p>1.</p> <p>2.</p> <p>MINDFULNESS ACTIVITY</p> <p>Life's Backpack – think of all the people, places, pets and things that are important to you and why. Then pack your imaginary life backpack and carry it around with you everywhere you go.</p> <p>RESILIENCE BUILDER</p> <p>Discovering your top character strengths and then using them in your every thought, word and action will see you live a really positive life with a healthy sense of wellbeing. Go to website www.viacharacter.org to complete the Youth Survey to identify your own top strengths.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> CHARACTER STRENGTH CREATIVITY www.viacharacter.org </p> <p style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> WELLBEING FITNESS CHALLENGE <small>THINKING OF OTHERS (see pages 10-11)</small> </p>	<div style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> <h2 style="margin: 0;">POSITIVE ENGAGEMENT</h2> </div> <p style="text-align: center; font-weight: bold; color: #FFD700;">BRAIN GROWTH ABILITIES</p> <p>Wellbeing Bank: to develop my Positive Engagement through learning new more difficult approaches to enable brain growth.</p> <p>In your brain there are millions of nerve cells called neurons, which connect together to process and send information electrically from neuron to neuron to create brain pathways.</p> <p>For many years it was thought that our brains' abilities were fixed and unable to change. But neuroscience has now proven that our brains rewrite themselves after every experience we have, creating new brain pathways and strengthening links between neurons. This process continues throughout life and is called neuroplasticity.</p> <p>Practising the same level learning processes, enables the neurons to become more strongly connected, creating your habits and making them more reliable. But it doesn't improve your brain's abilities.</p> <p>Whereas, doing more difficult processes, creates new brain pathways to stretch and grow your brain's abilities.</p> <p>Describe more difficult processes you could learn.</p> <p>.....</p> <p>For you as a student, this provides you with a choice. Make the effort to deliberately learn more difficult processes, to experience personal and academic growth, or keep doing the same level processes and experience no growth?</p> <p>> Website: Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to practise learning more difficult processes to grow my brain's abilities?</p> <p>1.</p> <p>2.</p> <p>MINDFULNESS ACTIVITY</p> <p>Life's Backpack – think of all the people, places, pets and things that are important to you and why. Then pack your imaginary life backpack and carry it around with you everywhere you go.</p> <p>RESILIENCE BUILDER</p> <p>There are certain character strengths and positive personal descriptors which will provide you with the self-determination to strive, thrive and flourish in the senior years. In pairs choose five helpful strengths and five descriptors (see index) and why you choose them.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> CHARACTER STRENGTH PRUDENCE www.viacharacter.org </p> <p style="text-align: center; background-color: #FFD700; color: white; padding: 5px;"> WELLBEING FITNESS CHALLENGE <small>TELL ME MORE (see pages 10-11)</small> </p>

WEEK 4

MIDDLE PLANNER PAGE 28	SENIOR PLANNER PAGE 28
<div style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> <h2 style="margin: 0;">SKILLS AND ACHIEVEMENT</h2> </div> <p style="text-align: center; font-weight: bold; color: white;">MINDSET AND CHOICE</p> <p>Wellbeing Bank: to strengthen my Skills and Achievement by choosing to have a growth mindset.</p> <p>From Journey of Mindsets, on page 18, you learned that your mindset changes for different activities you are involved in.</p> <p>For some, you strive hard to grow your abilities through effort to learn more difficult things; while for others, you don't try because you think you don't have the ability to master them.</p> <p>A difficult task to master, which gives you choice in what you do, is prioritising. It is doing the things that you need to do in a logical order to ensure they get done on time.</p> <p>Describe how you currently prioritise what you need to do.</p> <p>.....</p> <p>Musts and Options on the website (or page 157) enable you to organise what you need to do:</p> <ul style="list-style-type: none"> • Musts: are things you have no choice in • Options: are things that you have a choice in. <p>> Website: Musts and Options Thinking Tool, Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to learn how to prioritise well to have choice?</p> <p>1.</p> <p>2.</p> <p>MINDFULNESS ACTIVITY</p> <p>Favourite Song – in your mind mentally sing your favourite song while at the same time writing out all of the words and describe what they mean to you and how they make you feel.</p> <p>RESILIENCE BUILDER</p> <p>With two friends describe the types of things that would and wouldn't happen if there were no classroom expectations, which some people call rules. Brainstorm to come up with at least five main areas you think there needs to be shared class expectations.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> CHARACTER STRENGTH PRUDENCE www.viacharacter.org </p> <p style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> WELLBEING FITNESS CHALLENGE <small>TELL ME MORE (see pages 10-11)</small> </p>	<div style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> <h2 style="margin: 0;">SKILLS AND ACHIEVEMENT</h2> </div> <p style="text-align: center; font-weight: bold; color: white;">CHOICE, PRACTICE AND EFFORT</p> <p>Wellbeing Bank: to add to my Skills and Achievement through using effort more intelligently to prioritise.</p> <p>When you combine choice, practice and effort, personal and academic growth nearly always result, except when effort is used to do same low level processes. Focus on how you learn, not what you learn.</p> <p>A more intelligent and effective learning process is to prioritise what you need to get done and doing this turns good intentions into positive actions.</p> <p>Describe how you currently prioritise what you need to accomplish.</p> <p>.....</p> <p>To prioritise, break up what you need to do into Musts and Options.</p> <p>Musts are things you are committed to do, including family responsibilities, school, training, part-time jobs. Beware of the time lost between them.</p> <p>Options are things that you have a choice in, including texting/phone calls, TV/videos, social networking and socialising.</p> <p>Use the <i>Time Understandings, Musts and Options and Urgency versus Importance Matrix</i> Thinking Tools on website to assist you to complete a detailed daily list of your Musts and Options to create a clear time usage picture.</p> <p>Reward your good efforts with quality activities after you have accomplished something, not before.</p> <p>> Website: Wellbeing Builder Reflection.</p> <p>ACTIONS</p> <p>What are two things I will start doing to learn more intelligently by prioritising?</p> <p>1.</p> <p>2.</p> <p>MINDFULNESS ACTIVITY</p> <p>Favourite Song – in your mind mentally sing your favourite song while at the same time writing out all of the words and describe what they mean to you and how they make you feel.</p> <p>RESILIENCE BUILDER</p> <p>The senior years are also times to share special experiences with friends and classmates in social situations and other places. With a friend brainstorm ten of these experiences and the positive emotions you could feel (see index).</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> CHARACTER STRENGTH PRUDENCE www.viacharacter.org </p> <p style="text-align: center; background-color: #0070C0; color: white; padding: 5px;"> WELLBEING FITNESS CHALLENGE <small>TELL ME MORE (see pages 10-11)</small> </p>



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.

Dads Raising Boys

2019

For a boy a close relationship with his father is like gold. A father is like an anchor for a son. A dad is one constant in life who models what they become as an adult.

All boys benefit from a strong male figure in their lives and it's a father's greatest privilege to be the man that not only gets to enjoy "tearing up the grass" with his sons but also to teach them how to become good men.

Boys whose dads are involved with them from a young age do better in lots of ways – academically, emotionally and socially. Well-fathered boys show the positive effects years later with an improved capacity for empathy and the health of their social relationships.

While very small boys often express a preference for their mother over their father, this often alters between the ages of two and four when Dad suddenly becomes the main attraction. It's at this age that little boys get excited about cars, boats, tools and tractors, and as Dad increasingly becomes their partner in play, being just like him becomes their mission.

This workshop will discuss:

- The importance of the role Dad's play in the development and nurture of boys
- The importance of play with your son
- Helping your son build self-esteem, a healthy identity and resilience
- How to manage difficult behaviour

We strongly recommend all Dads going through the separation process attend our course "Survival Kit for Separating Dads" prior to any other parenting courses.

Where: MIDLAND – 27 The Crescent
When: Tuesday 26 February
Time: 6.30pm – 9.00pm Cost: \$30 per person

Bookings are required. Please phone 6164 0200 to enrol.

For more information about our courses and workshops, please click [here](#) or visit www.relationshipswa.org.au

Relationships Australia

Parenting in March at West Leederville

2019

Parent-Teen Connection

Saturday 9 March \$50pp/\$75pc
We know that adolescence can be a time of turmoil and change – for both children and their parents. This course will provide you with a practical 'how-to' guide to help you understand their behaviour and show you some skills to manage their behaviour effectively.

Bringing Up Great Kids NEW

Mondays 11 Mar to 8 Apr \$60pp
This five week course will help you develop strategies to manage your parenting approach despite the mounting pressures on your time and role. This is a reflective parenting program developed by the Australian Childhood Foundation.

Understanding Stepfamily Relationships

Saturday 16 March \$60pp/\$75pc
This one day workshop is based on research that highlights some of the more helpful ways of forming and living in this new family. Learn some useful strategies around how to parent and maintain healthy relationships in this context.

Emotion Coaching Your Child

Tuesday 19 March \$30pp
Every parent wants to do the best for their child. This means helping your child to recognise what they are feeling and why. We explore the most helpful way of responding to a child to help them to learn how to regulate their own emotions.

Mums Raising Boys

Tuesday 26 March \$30pp
Mums play a vital role in developing their son's identity, including their ability to be nurturing. This session includes building confidence and competence in sons and setting boundaries.

Rock and Water

Saturday 30 March \$70 per pair
The 'Rock and Water' Program for the family is facilitated by an accredited Rock and Water trainer. The program leads from simple self-defence, boundary and communication exercises to a strong notion of self-confidence.

Where: Level 1, 22 Southport Street, West Leederville To enrol: Please call (08) 6164 0200

For more information about our courses and workshops, please click [here](#) or visit www.relationshipswa.org.au

Relationships Australia

Accidental Counsellor

Do you find others (clients, customers, colleagues, friends, children) often open up to you and share their problems, sometimes distressing situations, and ask you what you think they should do?

Would you like to be clearer about what to say or do to really help them?

This one day workshop will:

- Define the role of Accidental Counsellor.
- Explore the differences between supporting, helping and rescuing.
- Explore the significance of self-awareness, emotions and empathy.
- Look at the desirable traits required to help.
- Practise appropriate skills to help in a safe way.
- Consider referrals.
- Look at self-care strategies.

Where: WEST LEEDERVILLE - Level 1, 22 Southport Street
When: Tuesday 7 May
Time: 9.30am – 4.30pm
Cost: \$220 per person

Bookings are required. Please phone 6164 0200 to enrol.

For more information about our courses and workshops, please click [here](#) or visit www.relationshipswa.org.au

Relationships Australia



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ROWING PROGRAM FOR HIGH SCHOOL KIDS



If your child is interested in learning a new sport, he or she can join other Mt Lawley Senior High School students from Years 7 to 12 who row at the ANA Rowing Club in Bayswater. The club's junior rowing program runs every Monday, Wednesday and Friday afternoons (participants can choose either all days or just one or two, depending on their schedules). Participants develop a range of skills and disciplines from maintaining and caring for the boats, to team work and precision timing as they learn to row. Above all they have huge amount of fun on and off the water. As kids develop their skills they have the option to compete in regattas during the year, including the annual All Schools Regatta.

No experience is necessary but must be 12 years or over and be able to swim 100 metres.

For more information please call Michelle Kiddie on 0439 931 162 or email michellekiddie1@dodo.com.au



Yr 7 - 12 TUITION

Yr 11 & 12 ATAR & Yr 7 - 10 English, Maths & Science

We are High School Tuition Specialists

Receive one-on-one support from qualified teachers to improve school results.

With our premium tuition you will receive:

- ✓ Personal and affordable access to expert high school teachers.
- ✓ Be in a class of 1 to a max of 4 students.
- ✓ Targeted and individualised help to ensure you develop your skills each term
- ✓ Tuition aligned with the WA syllabus to ensure your child achieves improvement where it counts; at school and in their assessments.

Why choose Academic Task Force tuition

1. No big groups - 1 to 4 students max
2. Parents receive feedback on their child's progress
3. Learn with the support of your peers

Venues: Churchlands SHS, Rossmoyne SHS and Perth Modern School

ATAR MASTER CLASSES

Specialised courses that will help you maximise your grades and strive for the elite A and A+ scores.

- ✓ WA's top ATAR teachers
- ✓ In-depth syllabus teaching
- ✓ Academic extension
- ✓ Weekly coaching
- ✓ exam preparation & strategies
- ✓ Interactive classes



Venues: Academic Group Applecross Office and Perth Modern School

Check timetable and enrol online:

www.academicgroup.com.au

1. Click on 'Our Programs'
2. Select 'Year Level - Tuition or Master Classes'

Enrol online:

www.academicgroup.com.au

9314 9500
learn@academicgroup.com.au



2019

Sees Como Secondary College celebrate its

50th Anniversary

A function for staff past and present is planned for

**Saturday 23 March 2019
6-9PM at the college**

We would love you to celebrate with us

Food & entertainment provided
Bar operated by P&C

Tickets \$20

RSVP By Friday 08 March 2019

For tickets & enquiries please contact the college
Tel: 9365 2000 or Como.SC.50th@education.wa.edu.au

18+ Only Event

Como Secondary College
20 Bruce Street
Como WA 6152
www.como.wa.edu.au