



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 2 Term 1 No. 2 2019

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Principal's Report

The term is flying by and we have already conducted a number of important events including the very successful House Swimming Carnival, the Bush Cadets WA camp at Wellington Dam, OLN testing, the Year 12 Drama Production and Homework Classes to name just a few. When I look at the school calendar I am struck by how many activities, training sessions and opportunities there are for students and parents. One of the activities we ran last year for students in Years 11&12 was the Wolfpack Program. This 8 week program is continuing this term with almost 30 students taking part. If you would like to know more about it please visit www.alphamotivation.com.au and view the video of our students from last year's cohort talking about how valuable they found the program.

This term we had the pleasure of hosting Dr Justine Coulson who worked not only with the students but also ran workshops on two nights for parents about ensuring children are safe online and have a healthy digital diet. The workshops were very well received and he will be returning in October to engage with our staff. I also hope he will be able to run another parent workshop in the evening on a different topic. As soon as I have more information I will let you know so you can 'save the date'.

I recently hosted the second annual International Women's Day breakfast at the school for female student leaders. It was a wonderful morning and we had the pleasure of hearing from Dr Mandie Shean, retiring School Board member who spoke about her journey to leadership. Her presentation was very engaging and was extremely well received. Mandie stayed after her talk and answered questions and offered the girls the opportunity to keep in contact with her in the future.

We are aware of the need to promote positive mental health in the school and have a number of initiatives in place. We recently ran a program for all Year 10 students titled Teen Mental Health First Aid. The program, run over three weeks, gave our students some skills to help their friends who are struggling with any mental health

CHRISTCHURCH TRAGEDY

We were all shocked by the recent tragic events in Christchurch and I am sure we have members of our school community with friends and relatives who have been touched by these terrible events. As a school community we would like to express our condolences to those directly affected and to the people of Christchurch as they come to terms with this senseless act of violence. Here at Mount Lawley Senior High School we pride ourselves as being a harmonious, multicultural and multi-faith school community. We must continue to be respectful and inclusive of all and ensure that we come together to support each other and never tolerate racist, religious, or ethnic slurs in any form.

On page 15 you will find some expert advice on talking to children about such incidents.

REMINDER

PROGRESS REPORT PARENT EVENING

28 March 1-7pm

&

CAREERS EXPO

2-6pm

Senior School Building

Meet

Industry, Employers, TAFEs, Universities

CONGRATULATIONS



Samuel 10F2

Samuel has been selected to represent Western Australia in the U15 State Hockey Team. He will compete at the national championships in NSW during mid April. We wish him all the success with his competition.



concerns to access adult support. The feedback was very positive from both students and parents. The program is run in 25 countries and has an extensive research base. For the Year 9 students we partnered with Youth Focus who recently presented a workshop on understanding mental health.

The School Board recently conducted elections for the position of staff, parent and student representatives. I am delighted to announce that Mrs Nicole Jolly is the new parent representative, Sebastian Hensley is the student representative and Ross Oakes is the new staff representative. We welcome their participation in this significant body. As we go to the expense of posting home the ballot papers to each household I was disappointed that less than 10% of our parent body voted in the election. The School Board is the peak governance body for the school and it would be beneficial if more parents took the opportunity to support the school through participation in the elections.

At the recent AGM Dr Jenny Fay, long standing chair of the board, announced that she was stepping down as chair. On behalf of the school community I would like to thank her for her outstanding service to the school both as board member and chair. She has made a lasting contribution to school governance and has ensured the focus is always on what is best for students. I am very pleased she has agreed to remain as a board member. I would also like to thank retiring board members Adam Miles, Mandie Shean, Alice Sun and Anne Gilchrist for their significant contribution to board deliberations.

The P&C also recently conducted its AGM and we welcome back John Pryor as the president for 2019. I appreciate John's ongoing commitment to the school and thank him for his effective leadership of the P&C and his support of many subcommittees that fall under the auspices of the P&C. I also would like to pay tribute to the other committee members who are giving up their time for the benefit your children. Each year the P&C provides significant additional resources that are greatly appreciated.

Lesley Street, Principal

ARE YOU INTERESTED IN JOINING THE LAWLEY ART AUCTION COMMITTEE ?



The Lawley Art Auction is the major fundraising event for the Specialist Visual and Per-forming Arts (SVAPA) and Music programs at MLSHS. Funds raised enable before-school workshops, in-house artist residencies, state of the art musical instruments, stage equip-ment and access to performing arts expertise to better equip our students to become the talented artists and performers of tomorrow.

For one night in June, the auction sells stunning pieces of art from established and emerging WA artists and is an exciting and fun event held in the Senior school building. With a solid reputation as the premiere school art auction in Perth, it relies solely on parent volun-teers to make it happen.

The Lawley Art Auction Committee is a great and friendly team to join. No matter what skills or contacts you may have, we welcome all new parents. You don't have to know any-thing about art to help out, just a desire to be involved and to contribute to your child's learning opportunities. Whether small or large, all participation is embraced and each year we look forward to meeting new parents on the committee.

You can find the schedule for the Lawley Art Auction Committee meetings on the school calendar online.

For updates, please follow us on the Facebook group www.facebook.com/MLshsArtAuction and check out our website www.lawleyevents.com.

You can also email us on chair@lawleyevents.com to ask any questions or flag your interest

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.



THE 2019 GENDER EQUITY INSIGHTS REPORT : BREAKING THROUGH THE GLASS CEILING INTERNATIONAL WOMENS' DAY EXCURSION

The Gender Equity Insights series 2019 by the Bankwest Curtin Economics Centre and the Workplace Gender Equality Agency launched its fourth report in the BCEC|WGEA Gender Equity series with special guest speaker, the Hon Julie Bishop MP on 1st March 2019 at Hyatt Regency, Perth. The event was attended by industry leaders and our school was one of the three schools invited to participate in the event. Year 12 and Year 11 Economics students Olivia, Kosara, Jasmine, Grace, Anne, Regine and Ella Mae attended the event.



The aim of the event was to extend and strengthen the evidence base around gender equality throughout Australian workplaces and its changes over the last five years as well as to profile gender pay gaps across occupations and industry sectors.

The esteemed panel for the afternoon consisted of : the Hon Julie Bishop MP, Libby Lyons, Director, Workplace Gender Equality Agency (WGEA) and Rowan Munchenberg, Managing Director, Bankwest, with BCEC Director Professor Alan Duncan and BCEC Principal Research Fellow Associate Professor Rebecca Cassells.

Professor Alan Duncan and Associate Professor Rebecca Cassells presented an insightful report about how the balanced workforce is in our country in terms of men and women. The report found that parity could be 'closer than we think' and that women are progressing into management jobs faster than men. However, unfortunately we will not see an equal balance of women in Chief Executive positions until the next century!

The guest speaker Hon. Julie Bishop gave a talk on her experience as a woman being a politician and how she was the

'first woman' to do many things in her job.

Our students got an opportunity to ask the panel, "What can young women do to ensure that they break the glass ceiling barrier?" Ms. Cassells hoped that in future the concept of "glass ceiling" would become redundant by then. The sentiment was echoed by Mr. Munchenberg that in future organisations would make conscious decisions to ensure more equity particularly for top positions. Ms. Lyons encouraged young girls to undertake more "challenging courses" so as to enhance their growth and to engage in meaningful dialogues with their families and create a work-life balance and work together towards a shared aspiration. Ms. Bishop reflected on her journey and gave the girls an advice that she chose for

herself and that is "not to let my gender define me" and it is not a "constraint" but to embrace it as women add much value to any organisation.

The students got an opportunity to interact and discuss their aspirations with the panel members after the event as well. It was an amazing experience for our young girls who are just coming to grips with the world we live in and feel privileged gain valuable insights that the seminar provided.

Our students were greatly impressed by this event. As Regine, Year 11 Economics student, felt, "The Gender Equity Insight talk has been an eye opener for me as it has exposed me to the importance of the issue on women in the workforce and the pay gap as a problem in society. Although it may seem like women are more represented in the workforce than before, it does not necessarily mean that they are paid as well as males in the same industry or organisation."

Olivia, Year 12 Economics student voiced, "...we obtained information that won't only help us through high school, but it'll also serve as a foundation for when we start our careers."

As Grace and Anne aptly said, "It was reassuring to learn that in the near future, our gender will not be an overbearing factor to deciding what opportunities are open to us. The amount of women in the work force, especially high-paid roles have been increasing at a fast pace. We think that the 'glass ceiling' is well on its way to being broken and more women should contribute to this effect by taking their opportunities to climb up the rankings and paving the way for younger generations."

A worthwhile excursion.

Ms Sunila Singh Economics HASS Department



VENEZUELA POLITICS & LAW GUEST SPEAKER

VENEZUELA POLITICS & LAW GUEST SPEAKER

In Year 11 Politics and Law, we are currently learning about democratic and non democratic governments. Venezuela is an interesting case as it is a key current affairs issue, and the western international community are doing what they can to aid the people and restore democracy in the country.

On the 20 February during period 4, the Year 11 Politics & Law class listened to a guest speaker Gerson Patete-Ortiz, a former citizen of Venezuela. Mr Ortiz spoke to the class on the importance of upholding democratic values and displayed the impacts of disregarding these concepts within contemporary Venezuela. This talk allowed the class to see in greater detail the effects and importance of democracy and the values/ concepts that uphold it. It was incredibly interesting to hear how the once democratic Venezuelan has fallen into the grips of an autocratic government, especially when hearing it from someone who experienced the change first hand.

Mr. Patete-Ortiz, the school's Facilities Manager, gave a very informative and engaging talk to the class, delving deep into the history of the dictator-like president, Maduro (2013 - current), and discussing how the current political and economic situation has disadvantaged ordinary Venezuelan people like himself.

Joshua



Although a very complicated issue, Mr. Patete-Ortiz explained it well and helped the class understand the elements of non-democratic systems, helping us with the topic. I enjoyed how Mr. Patete-Ortiz outlined how Maduro truly manipulated the system to obtain full power, helping the class better understand the features in place in Australia's to avoid this happening and how important they are.



Indira





YEAR 12 HUMAN BIOLOGY - BRAIN & CHICKEN NECK DISSECTION



The Year 12 Human Biology classes have always been interesting, enabling us to gain a better understanding of how the many biological systems work within our bodies. While we were learning about the nervous system, we had a unique opportunity to get a hands-on exercise with a dissection of a brain and neck.



We dissected a chicken neck, starting by breaking apart the vertebrae of the spinal column to reveal the spinal cord inside. Afterwards, we moved onto the brains where we could identify the different sections and lobes of the brain, each with their own unique functions. The dissection was extremely entertaining and aided our knowledge of the structure of the nervous system.

By Daniel Year 12





YEAR 8 SCIENCE COMMUNITY 4 CELL MODELLING TASK

When we were given the task of creating a model of a cell, we were given three options:

1. make a poster (preferably with glitter and origami jazz hands),
2. make a cardboard box or Styrofoam model (which is well labelled and painted), or
3. "Just like bake a cake or make me some cookies. There will be bribery points" -Miss T. Fitter.

Armed with the task of giving Miss Fitter a sugar high and with three weeks to prepare, we all jumped at the task.

When I was doing some revision homework about cells, I got inspired about my model. The more I thought about it, the more I knew that this was what I had to do. I had to make a jelly cell. After two trips to speciality candy stores, all the ingredients were there for me, but I was unaware of how flawed they were. "Jelly" is a relative term when it comes to Science. When you see clip art of a mad scientist in a laboratory of monstrosities



and failed attempts, that was me, only I was in the kitchen and laughing at how badly the experiment was going.

The main things you need to know about a plant or animal cell is the Cytoplasm and the Nucleus. Cytoplasm (which translates into cell liquid) is the jelly like substance contained within a cell, suspending all of the organelles so they can perform their job with ease. All the organelles help out, but they are given instructions from the Nucleus of the cell, who acts as the brains of the operation and holds a large chunk of DNA, the code needed to reproduce. I could go on about all the parts of an animal cell or a plant cell but I'm pretty sure that Ashley or somebody else will cover that and besides, I figure everybody will enjoy this a whole lot more if I write about all the problems I encountered along the way.

What I was initially worried about going into this was that the M&M's would bleed colour. And they did. A lot. What I overlooked however, is a whole other story. To emphasize the major flaws: 1, as previously stated, even if you thought that jelly was more solid than liquid, M&M's will still bleed all of their colour into the jelly. 2 any sugar will dissolve into the jelly or at least gain the consistency of jelly. 3 It doesn't matter how elegantly and structurally you build that jelly, it will become a monstrous nightmare abomination as soon as you move it. 4 don't put a second layer of jelly on top of your perfectly placed cell diagram, everything will just float around. 5 don't put anything in the jelly until you are sure that it is solid. 6 looking for certain ingredients is impossible here in Perth. 7 if you actually try to eat this, I hope you like the taste of jelly, because that is what everything tastes like now. 8 always give your self more ingredients than you need, and finally 9 always give yourself more time than you need.

The elegance of crafting a beautiful and accurate cell diagram is a very skilful and difficult. So difficult in fact that it is actually impossible. If you think you can make a pretty cell model out of jelly and candy, and make it look good, then give it a go. I personally will still be trying to recover from all the sugar in some of the cakes. To make a long story short, you will stuff it up, it will be messy and it will be ugly. But at the end of the day, as long as you have fun making it (and get extra bribery marks) it will be successful.

Sean Year 8 SVAPA





YEAR 8 SCIENCE COMMUNITY 4 CELL MODELLING TASK





ROTTNEST CHANNEL SWIM

Recently we competed in the Rottneest Channel Swim 2019. In the months leading up to the race we spent countless early morning starts training before school to prepare for the 19.7km crossing. Not only did we have to physically train for the swim but also mentally prepare ourself for what would be one of the greatest achievements of our high school career. At the beginning, the early mornings starts were gruelling but as we continued, they became part of our daily routine. What began as a chore became something we looked forward to, keeping the end goal in close sight. Our training kept us physically healthy and provided us with a break from our school commitments. Being in a team, we were able to motivate each other to swim that little bit faster pushing each other to our limits. Not only did we have the swimmers in our team, but our amazing support crew who made this all possible. The countless hours they spent making the day run smoothly was greatly appreciated, and we couldn't have made it happen without them.

The idea of us competing in such an event did not become real until we were notified the starting swimmer had begun the journey from Cottesloe beach at 6:50am. With each marker we passed, the finish line became more of a reality. Taking the first steps as we arrived on the beach as a team were one of the most rewarding experiences of our lives, making all the training, preparation and hard work of the swimmers and support crew worth it.

After the completion of the swim, we all have future hopes to complete duos and solos in the near future.

We would like to say a huge thank you to the school and staff members for the support encouragement.

From your swimmers,

Noah, Kiara, Daniel and Zoe



MOUNT LAWLEY SENIOR HIGH SCHOOL SUPPORT TEAM

School : Suzie Barnes, Nat Tempone, Jordan Newton, Lesley Street, Steph Butler (CoSkipper Sapphire II).

All staff & students who supported fund raising.

School Community :

Peter Butler (Skipper Sapphire II)
 Reid Champion (Tender Skipper)
 Horst Lim (Paddler), Aaron Champion (Paddler)
 Carolyn Sandell (Feeder of Swimmers)
 Clayton Hall (Deck & Support Crew)
 Jo Champion (Admin/Food/Beach)
 Teresa Hall (Food & Beach)
 Helen Lim (Food & Beach)



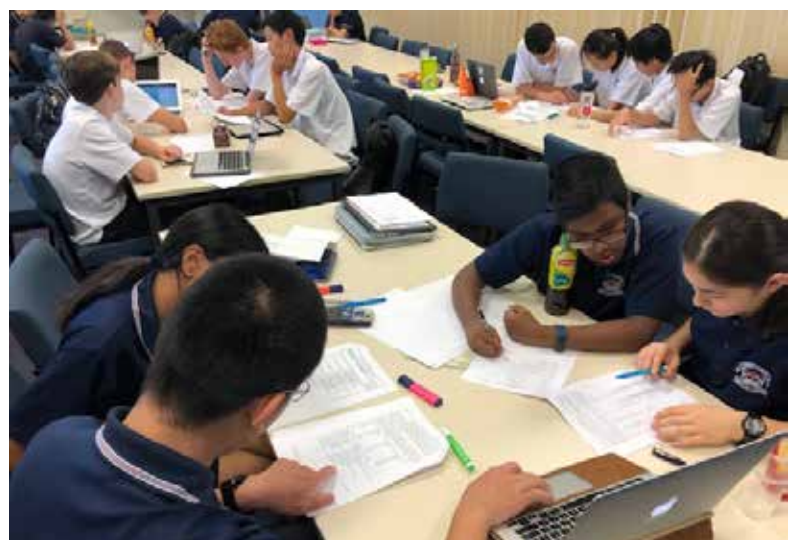
THE AUSTRALIAN COMPUTATIONAL AND LINGUISTICS OLYMPIAD 2019

On 13th March thirty-six Year 9 and 10 Gifted and Talented Language students participated in OzCLO which is a team-based competition run by academics at major universities in Australia. OzCLO is the Australian Computational and Linguistics Olympiad, a state competition for secondary students. It introduces students to language puzzles from which they can learn about the richness, diversity and systematic nature of language, while exercising natural logic and reasoning skills.

Linguistics is a wide-ranging discipline that explores the nature of human language. It's concerned with what languages have in common and how they are different, how they are structured, how they are learnt, how they are used in different cultures and societies, and how they change over time. The particular focus in OzCLO is on logical thinking as it relates to discovering how languages work.

The day began with preparations for the competition. The room was buzzing with excitement. Then just before midday, thinking hats went on. The students had lots of fun trying to figure out the translations, although it was very difficult. All students worked hard and their minds were challenged as they tried to translate languages such as Welsh and a dialect of the Aboriginal language. At the end of the day we were rewarded with delicious pizza. It was a very rewarding experience that the Year 9 and 10 students enjoyed and loved being part of.

By Betty , Linda and Kaitlin.





2019 HOUSE SWIMMING CARNIVAL

The annual House Swimming Carnival at Terry Tyzack Aquatic Centre occurred during Week 5 this term. It was a fantastic day which showcased Mount Lawley Senior High School's swimming talent, participation and school spirit to the community. I would personally like to thank all the staff, students and parents/guardians for making the day such a positive one and big congratulations to O'Connor for their back-to-back win of the Whole-School Shield.

Please note there was a clerical error on the day which has resulted in the amendments of two champions and the Middle School winners are now Hackett with O'Connor second. Overall House placings were not affected.

Mr Adam Zen, Health & Physical Education

Middle School

Year		Champion	Runner Up
7	Girls	Emily	Rosa
	Boys	Taig	Finn
8	Girls	Sophie	Jazmin
	Boys	Cronan	Thomas
9	Girls	Allegra	Heidi
	Boys	Mitchell	Joshua

Position	House	Points
1	Hackett	785
2	O'Connor	738
3	Murdoch	686
4	Forrest	554

Senior School

Year		Champion	Runner Up
10	Girls	River	Bella
	Boys	Tony	Nelson
11	Girls	Imogen	Ella
	Boys	Jack	Matthew
12	Girls	Kiara / Zoe	Tegan
	Boys	Noah	Ian

Position	House	Points
1	O'Connor	1001
2	Forrest	816
3	Murdoch	739
4	Hackett	658

Overall Results

Position	House	Points
1	O'Connor	1739
2	Hackett	1601
3	Murdoch	1425
4	Forrest	1212

RECORDS

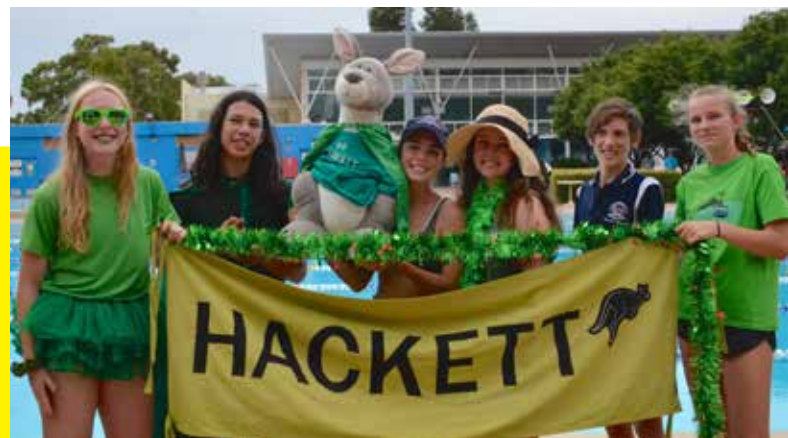
Year 7	Girls 50m Freestyle Emily	31.74s
Year 7	Girls 50m Breaststroke Emily	39.21s
Year 7	Girls 50m Backstroke Emily	38.61s
Year 7	Boys 50m Backstroke Taig	37.95s
Year 11	Girls 50m Breaststroke Imogen	38.29s
Year 7 – 9	Girls 100m Freestyle Emily	1:10.41s
Year 7 – 9	Boys 100m Freestyle Mitchell	1:08.39s



Photographs by Eloise Osborne Year 9



Photographs by Eloise Osborne Year 9



INTERSCHOOL SWIMMING CARNIVAL

Congratulations to all students selected in the B Division Interschool Swimming Carnival at Challenge Stadium on Wednesday 20 March and special congratulations to Noah, Kiara and Zoe who have been selected as the 2019 Interschool Swimming Captains.





Mount Lawley Senior High School
 Specialist Visual And Performing Arts
 SVAPA PROGRAM



SVAPA Information Evening
Tuesday 26 March 6pm
Tricycle Theatre @ Mount Lawley SHS

Please join us for an evening presentation outlining the Department of Education's Specialist Program, audition process and Middle School structure. SVAPA is a program at Mount Lawley that provides a broad-based Arts course, requiring the students to participate in four arts areas of Drama, Media, Music and Visual Art.

Arts teachers work closely to establish a differentiated curriculum that creates strong links across the arts, focusing on interdisciplinary and contemporary approaches to art making. Extra-curricular workshops and events are curated to support these school based projects.

Applications for this program for 2020 intake close 12 April 2019
www.lawley.wa.edu.au (Programs & Choosing Lawley Sections)
 Middle School Office 9471 0350 or mounlawley.shs.middle.school.admin@education.wa.edu.au

FREE PROFESSIONAL DEVELOPMENT COURSE IN RELATION TO DYSLLEXIA.

For those of you interested in learning more about dyslexia, I would like to bring your attention to a 1 hour, engaging, high quality free professional development course in relation to Dyslexia.

<https://education.microsoft.com/courses-and-resources/courses/dyslexia-awareness-in-partnership-with-made-by-dyslexia>

Objectives:

- To empower teachers and parents to understand dyslexia, both strengths and challenges
- To gain essential knowledge in how to recognize and support dyslexia
- How to create a dyslexia-inclusive classroom
- To know when and where to seek further help
-

Contributors:

Dyslexia expert teachers from two world-leading schools are sharing their wisdom and expertise in these modules. Millfield School UK and Schenck School USA are both pioneers in the field of dyslexia and the first schools in their respective countries to successfully support students with dyslexia, with a focus on dyslexic strengths. Made By Dyslexia is a global charity led by a cohort of some successful celebrities and individuals with dyslexia who support the charity by contributing their insights.

Should you complete the course, it would be great to hear your feedback.
Laura Whelan, Learning Support Coordinator

HUMANITIES AND SOCIAL SCIENCE (HASS) : HISTORY

Year 9 Academic Extension, GAT and SVAPA students are currently working on a history research task which involves investigating Western Australian country towns to determine the members of their communities that may have gone to war or taken part in peace activities since 1901.

The aim is to mount a visual display in the Year 9 building by Week 10 this term as part of the school's ANZAC Day commemoration.

The main focus of the students' research is to investigate the impact on country towns of the major conflicts of the 20th century.

Recently the students interviewed Mr Brian Higgins regarding two of his forebears who went to France in WW1 and never came back. The brothers both died in France in 1917.

Below: Mr Brian Higgins from Pingelly was interviewed by Rose and Anya





JOHN COULSON GUEST SPEAKER : SCREENS AND YOUR TEENS





parenting * ideas

insights

Responding constructively to the Christchurch shooting

by Michael Grose

Founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving!* and the bestselling *Why First Borns Rule the World* and *Last Borns Want to Change It*, and his latest release *Spooned Generation: How to raise independent children*.

Last Friday's shooting of innocent people in two Christchurch mosques is an event that has shaken people to the core worldwide.

While we'd like to protect our children from such events, in reality it's impossible, as the news coverage is so widespread and the event itself has impacted so many people. The personal nature of this particular tragedy makes it even harder to stomach than some recent natural disasters that have made the news, as awful as they have been.

So how do you approach this with your children? There is no easy answer, but be assured that your child will benefit from talking to you. These ideas may help:

Be available

Let your child or young person know that it is okay to talk about the events in Christchurch. Listen to what they think and feel. By listening, you can find out if they have misunderstandings, and you can learn more about the support that they need. You do not need to explain more than they are ready to hear, but be willing to answer their questions.

Filter the news

While we don't advocate censorship, we do suggest that you take particular care about your child's exposure to news events. The consistency of images can be frightening for young children who don't understand the notion of distance and have difficulty distinguishing between reality and fiction. Older children and teenagers will probably be interested in the news events, but they probably need an adult available to answer their questions and reassure them.

Engage in the news with older children

Many issues are now arising from this event that may be of significant interest to older primary-aged children and teenagers. Be prepared to engage in discussions about political leadership, gun laws, the coverage of the event itself by the media and other issues that will emerge. Increasingly, young people are demonstrating that they want to have a voice in shaping the world they live in. Give them a chance to air their concerns and formulate their ideas in the safe confines of home.

Manage emotions raised

The Christchurch tragedy may raise many emotions for children and young people including sadness over the loss of life, confusion over how such an event could happen, and outrage over injustice. Take your cues from your children and follow



POSITIVE PARENTING



the threads that emerge. Demonstrate that you understand how that they may be upset and clarify their emotions if possible: "It's understandable to be angry when you hear news like this."

Moderate your language

Currently, we live in very divisive times. The fact that this shooting was carried out on one particular group demonstrates just the extent of the divisiveness of our community. Encourage kids to be inclusive, steering clear of valued-laden, extreme language such as 'terrorists', 'evil' and 'horrors' when describing the events and the alleged perpetrators. Not only does this type of language encourage children and young people to take a position rather than focus on the problems, it risks desensitising them to the reality of the impact of this event. The use of more sedate, yet descriptive language such as 'gunman', 'awful' and 'tragedy' can take remove the emotional sting, while demonstrating the enormity of the event's impact.

Keep to a normal routine

Your child may feel powerless. You may feel the same way as that's what events like the Christchurch shooting does to us. Maintaining the same sleeping, eating and daily routines can help to restore a sense of control over our daily lives.

Show them how to change the world

Arguably, these are the worst of times in terms of social divisiveness. Our children in many ways are letting us know that they don't want to continue living this way. So how can they have an impact? Recently a timely clue came my way in the form of a notification from Facebook. Over the weekend, a parent shared an existing message to her Muslim friends as a message of hope. The quote reads:

"Don't become too pre-occupied with your child's academic ability, but instead teach them to sit with those sitting alone. Teach them to be kind. Teach them to offer help. Teach them to be a friend to the lonely. Teach them to encourage others. Teach them to think about other people. Teach them to share. Teach them to look for the good. This is how they will change the world."

We get that power back when we start to impact the people around us in small ways, making positive changes for the better.

'Kindness', 'helping others', 'encouraging', 'sharing' and similar concepts don't make great political slogans but they form the basis of every strong community- which is precisely what kids need.

Michael Grose



Communicating With Your Teenager



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

Adolescence is a time of great transition and challenge for young people and their families alike.

Conflict, communication difficulties and a lack of understanding may often occur. At such an important time it can be easy to lose confidence in the ability to parent successfully.

This group is designed to assist you:

- > increase your understanding of adolescence;
- > improve your relationship with your teenager; and
- > learn new ways of communicating.

When: Tuesday 14th May 2019
Time: 5:30 pm – 7:30 pm

or

When: Wednesday 15th May 2019
Time: 11:00 am – 1:00 pm

Registration is 15 minutes prior to the seminar.

Cost: Free of charge

Venue: Centrecare Mirrabooka
12 Brewer Place, Mirrabooka, WA6061

Bookings Necessary

For further information or to register, please call:
9440 0400



MEDICINE INFORMATION SESSION

THE UNIVERSITY OF NOTRE DAME

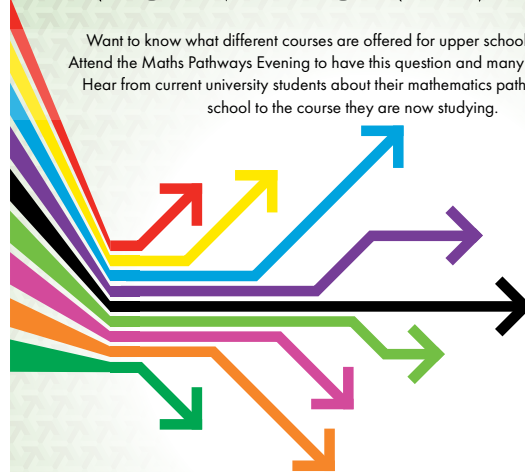
on
24 March, 10:30am

Interested in studying Medicine at Australia's leading university for Medicine? Find out all you need to know about Notre Dame's Doctor of Medicine and Pre-Medicine Certificate programs including how to apply and important dates. You will also hear from current students and take a tour of our School of Medicine's facilities.

Find out more and register today at notredame.

MATHEMATICS PATHWAYS INFORMATION EVENING

Want to know what different courses are offered for upper school mathematics? Attend the Maths Pathways Evening to have this question and many more answered. Hear from current university students about their mathematics pathway from high school to the course they are now studying.



Tuesday 19th March

Wednesday 10th April



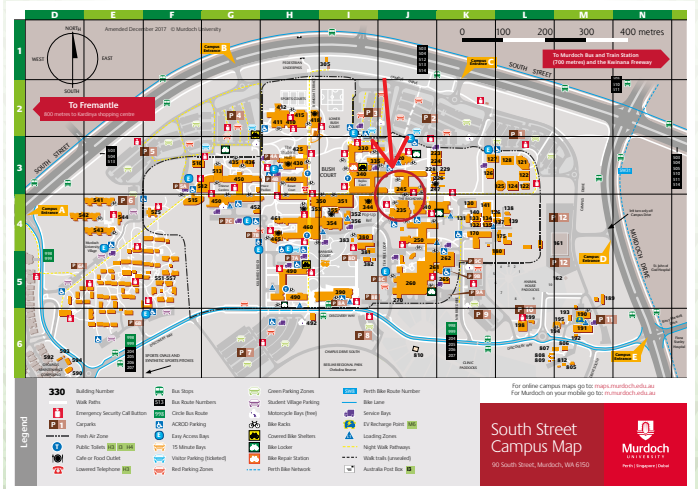
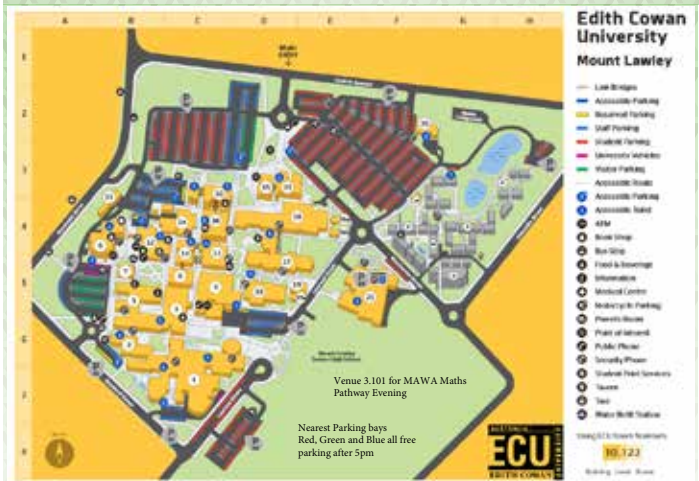
Edith Cowan University,
Mount Lawley Campus;
Building 3, Room 3.101

Murdoch University;
Robertson Lecture Theatre,
Building 245

Event Registration & Light Refreshments: 5.30pm

Information Evening: 6.00pm

Register Here: goo.gl/JkjDSF





SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 5 – BREATHING AND CALMNESS

Parent Wellbeing: Self Determination Theory (SDT) is made up of three components, competence, autonomy and relatedness, which combine together to determine your level of motivation. Describe what each component could mean for you. (Acknowledgement: Ryan and Deci)

At times all students experience tense feelings and anxious thoughts about their progress, their workload, maintaining their study performances and peer group issues, their bodies may respond with distress signals. These include tension in their necks and backs, quickened and shallow breathing, hot facial flushes and disrupted sleep patterns.

Teaching them emotional “off ramps,” self-calming breathing and other coping strategies enables students to reduce the intensity of such negative feelings, which boosts their wellbeing and social-emotional resilience. An effective technique for achieving this is Square breathing, which they can do it anywhere and anytime they have a spare five minutes. Read “Why Self- Calming Strategies?” for more approaches.

Square refers to the fact that there are four parts to it which they repeat over and over again, which are described in the Wellbeing Builder; it is also known as box breathing. Concentrating hard on the four parts distracts students’ amygdalas from their pressing issues and puts their rational minds in charge of their thinking. It also increases their oxygen intake and blood flow to the brain which promote clarity of thought. Concentrating on breathing deeply will release feel good brain chemicals, clear their minds and lessen tension and anxiety

“It’s not what happens to you, but what happens in you.” W. Mitchell

WEEK 6 – OWNING YOUR TIME

Parent Wellbeing: Social-emotional resilience is made up of optimism and hope for the future, regulating emotions, controlling impulses, thinking flexibly, having empathy, self-belief and building social connectedness. What does each mean to you? (Acknowledgement: Reivich and Shatte)

Many students believe they ‘have their acts together’ and don’t need to organise their time in a structured way. The reality for most of them is the exact opposite. Making the choice to create a timetable of their commitments and responsibilities will actually provide them with more time to do what they want to do and sticking to it will also build their resilience to distractions.

After living by their timetables for three weeks, they will realise themselves how it is making their lives better. Doing this requires deliberate practice and a sustained effort which will create patterns for their brains to tune into.

The self-regulation strength encourages students to take greater ownership of their learning progress, because their Personal Timetable is a contract with themselves. They develop a sense of meaning and purpose for being at school, which will actually provide them with more time for themselves by reducing “nothing time” between activities.

The Timetables (see index) show the suggested number of weekly Home Learning/ Study Sessions for each year level. Use the teamwork and leadership strengths at home to help students stick to their timetable. A good strategy is to place a copy on the fridge.

“Fortune favours the prepared mind.” Louis Pasteur

WEEK 5

MIDDLE PLANNER

PAGE 30

SENIOR PLANNER

PAGE 30

EXERCISE AND VITALITY



DEEP BREATHING

Wellbeing Bank: to improve my Exercise and Vitality by regularly practising deep breathing to relax. When you feel anxious or tense, use deep breathing to calm yourself. It grows your self-awareness of your feelings. Describe how you currently calm yourself.

Square Breathing is a type of deep breathing which increases your oxygen intake and blood flow to your brain to clear your mind.

To breathe this way, follow these steps, by slowly counting to five and then repeating the four steps for ten minutes:

1. inhale and exhale through your nose only
2. purse your lips as if to whistle and inhale through your mouth and exhale with your lips relaxed through your mouth
3. inhale through your nose and exhale through your mouth
4. purse your lips as if to whistle inhale through your mouth and exhale through your nose.

You can use it anywhere and nobody knows you are breathing deeply.
 > Website: Self-Calming Strategies Activity Sheet, Wellbeing Builder Reflection.



ACTIONS

What are two things I will start doing to regularly practise deep breathing to calm myself?

- 1.
- 2.

GRATITUDE WEEK

This week have fun and make a special difference to other peoples’ lives by creating activities to use the strength **GRATITUDE** to grow relationships with your family, friends and school community.



WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

STRENGTHS’ BOOSTER

ACTIVITY STRENGTHS (see pages 8-9)

CHARACTER STRENGTH GRATITUDE
www.viacharacter.org

EXERCISE AND VITALITY



BREATHING AND CALMNESS

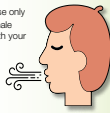
Wellbeing Bank: to boost my Exercise and Vitality through breathing deeply to calm my mind and body. When you will feel under pressure, often your body responds with tension in your neck and back, quickened/shallow breathing, a hot face and anxious thoughts flooding through your mind. It is very difficult to focus your thoughts when experiencing such feelings. Concentrating on breathing deeply for 5 to 10 minutes, is an effective way to self-calm yourself. You can do it anywhere. Describe how you currently self-calm yourself when under pressure.

Square Breathing is an effective form of deep breathing and it has four parts which you continue to repeat breathing more deeply.

Sit with your hands on your lap and feet flat on the floor. For a slow count of five on each:

1. inhale and exhale through your nose only
2. pursing your lips as if to whistle through your mouth and exhale with your lips relaxed through your mouth
3. inhale through your nose and exhale through your mouth
4. pursing your lips as if to whistle inhale through your mouth and exhale through your nose.

> Website: Self-Calming Strategies activity sheet, Wellbeing Builder Reflection.



ACTIONS

What are two things I will start doing regularly to self-calm myself by breathing deeply.

- 1.
- 2.

GRATITUDE WEEK

This week have fun and make a special difference to other peoples’ lives by creating activities to use the strength **GRATITUDE** to grow relationships with your family, friends and school community.



WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

HOW DID YOU FEEL THIS WEEK?



MIDDLE PLANNER

PAGE 32

SENIOR PLANNER

PAGE 32

MEANING AND PURPOSE



VALUING AND ORGANISING TIME

Wellbeing Bank: to add to my Meaning and Purpose by having a growth mindset to value and organise my time on a timetable.

Positive students value their time and see organising it as the way to achieve their set goals and to do this they create a personal timetable.

They use their time to learn and try new things to grow their personal and learning abilities, they have a purpose which motivates their efforts.

Describe how you currently organise your time.

To create your personal timetable look at the sample timetable on page 159 for ideas.

Write in your mousts and options on a blank timetable.

Fill in the suggested number of home learning sessions. Finish each session with a five minute review of what you did and also set 10 minute weekly revision time slots for each of your subjects.

Put in when you will exercise for an hour.

Stick a copy of it on the fridge to include your parents.

> See blank Timetable sheet on page 158.

> Website: Wellbeing Builder Reflection sheet.



ACTIONS

What are two things I will start doing to value and organise my time on a timetable?

- 1.
- 2.

MINDFULNESS ACTIVITY

Animals – if you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you relate to?

RESILIENCE BUILDER

Being in charge of the intensity of your emotions enables you to control how you react to differing situations. From the List of Feelings and Emotions (page 145) pick three low intensity, three mid intensity and finally three high intensity emotions. With a friend role play the body language you would show at each stage.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

WELLBEING FITNESS CHALLENGE

OTHERS MATTER (see pages 10-11)

CHARACTER STRENGTH JUDGEMENT
www.viacharacter.org

MEANING AND PURPOSE



OWNING YOUR TIME

Wellbeing Bank: to build my Meaning and Purpose through valuing my time by creating and using a personal timetable.

Senior students who prefer to adopt a spontaneous approach of when they will study, are wasting one of their most valuable resources, their time. Whether you believe this or not, the reality is that studying this way doesn’t work.

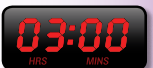
Describe how you currently arrange your home study time.

To value and make your available time work for you see sample timetable for ideas. Allocate 3 hours of Home Study Sessions time daily with equal time for all subjects. Fill in your mousts and most favoured options on the blank timetable, leave out an option should you be short on time. Include revising for 30 minutes in each subject weekly and allocate 1 hour for exercise daily.

Put a copy on the fridge to assist your parents to be supportive and spend 20 minutes on Sunday night prioritising the week ahead.

To bring your personal timetable to life set an expectation of things to achieve for every session. Every night deliberately practice what you learnt that day and replace time you borrow from your timetable.

> Website: Blank Personal Timetable, Wellbeing Builder Reflection.



ACTIONS

What are two things I will start doing to value my time by creating and using a personal timetable?

- 1.
- 2.

MINDFULNESS ACTIVITY

Animals – if you could be any animal, what would you choose to be and describe why this animal is your choice for you. What characteristics do you relate to?

RESILIENCE BUILDER

When setting goals it is important to record where you think you are starting from on the ladder and where you can realistically reach on the ladder this term. Each term set three goals you wish to achieve and record your anticipated starting and finishing points on the ladders (see index).

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

HOW DID YOU FEEL THIS WEEK?





WEEK 7 – SELF-ACCEPTANCE AND SELF-BELIEF

Parent Wellbeing: One component of Self Determination Theory (SDT) is competence, the feeling you can master something. Describe a time you have felt competent and how it motivated you. (Acknowledgement: Ryan and Deci)

A key social-emotional resilience skill students need to negotiate the challenges of adolescence and schooling is a healthy sense of self-belief in their self-worth as a person. This begins with accepting all the aspects which make up who they are as a person, both those they like and those they don't like. Also, accepting that experiencing the full range of emotions is perfectly normal. To support these things they can mindfully focus on using their top strengths in their every thought, word and action

Effective ways to develop self-acceptance and self-belief in themselves include:

- every day reflecting on and writing down three good things they are grateful for that happened, why they happened and how they can make them happen again.
- every morning thinking of the three things they are most looking forward today.
- looking for opportunities to do little acts of kindness to do good to feel good.
- when they strive to bring out the best in others, they can't help but bring out the best in themselves.

Conversations at home and at school about these things will enable them to develop as young citizens with spirit and confidence. Having self-doubts is perfectly natural, cultivating self-acceptance and self-belief will overcome them.

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

WEEK 8 – HOME BRAIN PATTERNS

Parent Wellbeing: The greatest predictor of success by a large margin in nearly every field, is the relationship between you and your colleagues. Describe your relationship with each of your colleagues and one thing you could do to enhance your connectedness with each of them.

Extending students' learning beyond the classroom, builds their independence, brain pathways and growth mindsets to explore and learn, and one of these learning environments is at home. An area predominantly used for study is highly desirable. Over time their brains will build patterns that associate that place with study, thus creating habits and reducing barriers to getting started. Also, 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, including well lit, quiet, warm and comfortable, a copy of their Personal Timetable and a Forward Planner on the wall. It also needs to be well resourced with stationery and a computer, away from distractions, especially TV and loud music and mobiles on flight mode. Quiet rhythmic music can actually enhance learning.

Studying in front of the TV is a total waste of time, because their 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

WEEK 7

MIDDLE PLANNER PAGE 34

SENIOR PLANNER PAGE 34

STRENGTHS AND EMOTIONS

SELF-ACCEPTANCE AND SELF-BELIEF

Wellbeing Bank: to build my Strengths and Emotions by accepting and believing in myself.

We are all one of a kind and special in our own way and if we want to be like others, who will be like us. We have things we like and dislike about ourselves and to thrive and flourish we need to accept that is who we are.

Self-acceptance is the first step to developing self-belief. You value your self-worth as a person who matters and believe you can grow through effort. You also understand that it's natural to experience the full range of feelings from being angry, sad or anxious to calm, happy or relaxed.

Describe how you currently accept and believe in yourself.

See a trusted adult if you notice yourself looking for negatives and not trying new things, blaming others for what you do and feeling that your best isn't good enough.

> See Becoming Your Best Possible Self on page 14.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to boost my self-acceptance and self-belief?

1. _____

2. _____

MINDFULNESS ACTIVITY

Favourite Meal – think of your favourite home cooked meal. What does it taste like? What does it smell like? What does it look like? How do feel when you eat it?

RESILIENCE BUILDER

Just like building your muscles by working out, you can build your strengths by using them more often. On the Character Strengths Wheel on page 7 fill in your top five strengths, which are called your signature strengths. Look at your wheel often to keep your strengths circulating in your head.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____

2. _____

3. _____

CHARACTER STRENGTH ZEST

www.viacharacter.org

STRENGTHS AND EMOTIONS

BEING HUMAN

Wellbeing Bank: to add to my Strengths and Emotions through experiencing and accepting the full range of human emotions.

A healthy state of wellbeing doesn't mean the absence of negative emotions and at times, it is natural to feel angry, sad or anxious. Don't pretend they are not real by ignoring or suppressing them, but rather, accept that they are part of being human.

It takes courage to allow yourself to feel the full range of both positive and negative emotions and self-regulation to prevent them from intensifying too much. Adopt a growth mindset, to understand that negative emotions are usually temporary for most people.

Describe how you currently accept the full range of emotions.

To challenge your best possible self, believe in your self-worth as a person who matters, use positive self-talk and journal the three things you are most looking forward to each day. Wellbeing Fitness Challenges and Strength Boosters also generates uplifting positive emotions.

With the intensity of study and social networking interactions ever present, sometimes it is natural to experience self-doubts. Should this happen, look at how you can use your strengths to overcome the situation.

Acknowledgement: Teri Ben-Shahar

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to give myself permission to be human?

1. _____

2. _____

MINDFULNESS ACTIVITY

Favourite Meal – think of your favourite home cooked meal. What does it taste like? What does it smell like? What does it look like? How do feel when you eat it?

RESILIENCE BUILDER

Learning should be all about improving the processes you use, not proving yourself. It is essential to set process self-expectations for yourself, such as, 'I will spend five minutes every night reviewing my class notes or I will cross off home study sessions as I complete them on my home learning hours. Set six for yourself and reset them in two weeks.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____

2. _____

3. _____

CHARACTER STRENGTH PERSEVERANCE

www.viacharacter.org

STRENGTHS BOOSTER

STRENGTHS THINKING (see pages 8-9)

HOW DID YOU FEEL THIS WEEK?

😊😊😊

WEEK 8

MIDDLE PLANNER PAGE 36

SENIOR PLANNER PAGE 36

POSITIVE ENGAGEMENT

HOME BRAIN PATTERNING

Wellbeing Bank: to increase my Positive Engagement by creating home learning patterns for my brain.

Your brain thrives on looking for patterns and regularly using a home learning area will create patterns for it, making getting started much easier.

Describe where you currently do your home learning.

Discuss with your parents setting up an area with as many of the following conditions as possible:

- low lighting: bright lighting stresses your eyes
- comfortable seating, warm and well-ventilated
- quiet and away from TV
- neat and tidy
- colourful posters of your goals: colours stimulate your brain.

In your learning area wear warm loose fitting clothes and socks, sip water, move your arms and legs to maintain blood flow and don't listen to heavy beat music – your brain tunes into the beats.

Don't study on your bed! Your brain relates bed to sleep – not learning – and it will disturb your sleeping patterns.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to create and use a home learning area?

1. _____

2. _____

MINDFULNESS ACTIVITY

Dream Holiday – if you could go anywhere for the holiday of your dreams, where would it be, why would it be so special, what things would you do and how would you feel?

RESILIENCE BUILDER

With two friends, for each of the following come up with two things your class can do to – show respect for different opinions, encourage others to join in, build trust in each other, work with different groups.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____

2. _____

3. _____

CHARACTER STRENGTH PERSEVERANCE

www.viacharacter.org

POSITIVE ENGAGEMENT

HOME BRAIN PATTERNS

Wellbeing Bank: to strengthen my Positive Engagement through having a home study area to provide patterns for my brain.

By creating and using a particular area to study at home, you are building strong positive patterns of behavior for your brain and making your deliberate practice more effective. Your effort is multiplied and your engagement and attention are broadened.

Describe where you currently study at home.

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 with colourful posters on the walls showing your goals, key points, quotations and formulae for your subjects. Colour stimulates your brain.

When using your study area keep yourself warm with socks and loosely fitting clothes and move your body to maintain blood flow to your brain. Drink warm milk or soup and sip water while studying, as it assists brain functioning and have snacks ready to graze on.

If you like music while studying make it soft, because heavy beat music distracts your brain from study.

Avoid studying in bed, your brain relates bed to sleep.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to create and use a home study area?

1. _____

2. _____

MINDFULNESS ACTIVITY

Dream Holiday – if you could go anywhere for the holiday of your dreams, where would it be, why would it be so special, what things would you do and how would you feel?

RESILIENCE BUILDER

The two main issues for students your age are study problems and coping with stress. Setting process self-expectations focus you on doing little things often to keep you moving in the right direction. For each of your three goals set two process self-expectations you will keep doing; reset them every two weeks.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____

2. _____

3. _____

CHARACTER STRENGTH PERSEVERANCE

www.viacharacter.org

WELLBEING FITNESS CHALLENGE

FEEL GOOD MENU (see pages 10-11)

HOW DID YOU FEEL THIS WEEK?

😊😊😊



MOUNT LAWLEY SENIOR HIGH SCHOOL



CAREERS EXPO

Thursday, 28 March 2019

(Coincides with the Interim Report Day)

Time: 2:00pm-6:00pm

**Location: Senior School Building
(Upstairs and Downstairs)**

- **W.A. Universities**
- **TAFE Colleges**
- **Industry Groups**
- **Apprenticeship & Traineeship Organisations**
- **Employers**
- **Defence Force Recruiting**

**For further information please contact:
Catherine Smith on 9471 0312**

**VISIT THE LANGUAGE PARENT SUPPORT GROUP
AND GAT COMMITTEE CAKE STALL
OUTSIDE THE ENTRANCE TO THE YEAR 9 BUILDING**



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.

North Perth Dynamites Netball Club

New Player Registration

2019 PNA Winter Competition
Year 7/8 Teams



For more information or to register please contact our club coordinator
David Williss at npdynamites@gmail.com
or on 0405 377 078



APRIL SCHOOL HOLIDAY REVISION PROGRAMS

Yr 11 & 12 ATAR Revision Program

Each 6 hour course provides subject revision AND exam question practice to give you the best possible exam preparation for Semester 1 exams.

With our premium revision courses you will:

- ▶ Increase your confidence and maximise your performance
- ▶ Receive expert teaching from subject specialists
- ▶ Revise and enrich your understanding of the course content
- ▶ Receive top tips and strategies to increase marks in your exams
- ▶ Receive a workbook to take home to support your exam revision.

Yr 12 ATAR Enrichment Program

Do you want to maximise your ATAR mark? ATAR Enrichment Programs are specialised 10 hour programs held at UWA where you will receive advanced content insights and practise in higher level exam questions. The interactive classes are taught by ATAR subject specialists with proven results in boosting students' marks.

Yr 7-10 Skills Development Program

Specialist teachers will help build student's confidence and develop the skills needed to succeed in high school.

6 hour courses available in:

Essay Writing, Learning Skills, Advanced Maths (Yr 9 & 10), Intermediate English (Yr 9 & 10), Foundation Maths and English (Yr 7 & 8), Naplan Preparation and OLN A Preparation.

****Early Bird Offer for ATAR Revision and Skills Development:**

10% off if you enrol with full payment by March 25, 2019.

Venues: ATAR Revision and Skills Development - Churchlands Senior High School, Perth Modern School and Rossmoyne Senior High School.
ATAR Enrichment - University of WA (UWA).

Enrol online: www.academicgroup.com.au

1. Go to Our Programs - Select Year Level
 2. Click on Holiday Programs
 3. Select Enrol Today.
- For UWA ATAR Enrichment Program - Select this option on the Holiday Program page before selecting Enrol Today.

www.academicgroup.com.au

9314 9500
learn@academicgroup.com.au

2019 April School Holidays ATAR Revision Program Year 11 & 12



Early Bird Offer: 10% Discount
Enrol early to secure a place!
If you enrol with full payment by March 25, 2019 you will save 10%!

April School Holiday Program

Subject Courses
Each subject course is a total of 6 hours (3 hrs a day over 2 days) and will provide thorough subject revision AND exam question practice to give you the best possible preparation for Semester 1 exams.

With our premium revision courses you will:

- ▶ Increase your confidence and maximise your performance
- ▶ Receive expert teaching from subject specialists
- ▶ Revise and enrich your understanding of the course content
- ▶ Receive top tips and strategies to increase your marks in your exams
- ▶ Be provided with a workbook and notes to take home to support your exam revision

Study Skills: Learn effective study methods, time management, goal setting, reading strategies, exam and stress management techniques.

Essay Writing: Learn how to write great essays using a structure that you can adapt to any subject.

Please turn over for timetable

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

Enrol online:
www.academicgroup.com.au

Call : 9314 9500
learn@academicgroup.com.au

2019 April School Holidays Skills Development Program Year 7 - 10



Early Bird Offer: 10% Discount
Enrol early to secure a place!
If you enrol with full payment by March 25, 2019 you will save 10%!

April School Holiday Program
6 hours per course - 3 hours a day over 2 days
Courses available in:

NAPLAN and OLN A Preparation
Familiarise your child with NAPLAN/OLNA questions with help from specialist teachers who will refine your child's skills in literacy and numeracy and hone in on recurring problem areas.

Essay Writing
Help your child learn how to write persuasive essays. Your child will practise skills to improve their writing for any subject, including NAPLAN.

Foundation Maths and English
Recommended for students in Years 7 and 8 who would benefit from revising subject concepts and skills practice to prepare for the new term. Foundation courses will give your child a boost in confidence and will address gaps in understanding. Your child will have ample time to practise with feedback on their work from our qualified teachers.

Advanced Maths and Intermediate English
Recommended for Year 9 and 10 students who would like to extend their understanding in their subjects. Students will review the more difficult components of the course and preview upcoming work. Your child will have ample time to practise with feedback on their work.

Learning Skills
Build your child's confidence by learning time management, homework strategies, goal setting, learning techniques and many more skills to build their confidence and motivation.

Please turn over for timetable

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

Experienced teachers.
We have a team of highly qualified, experienced teachers to help students maximise their school performance.

Reach your true potential.
Our High School Skills Development Program provides quality teaching to help students develop their academic skills, improve their performance and boost their confidence.

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In 2018, ACADEMIC TASK FORCE students who used our services achieved: 20 General Exhibitions, 10 Subject Exhibitions, 92 Certificates of Excellence and 421 Certificates of Distinction.

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

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Call : 9314 9500
learn@academicgroup.com.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.

Dads Raising Boys

Joondalup Branch

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: JOONDALUP – Lotteries House, U7/70 Davidson Tce
When: Wednesday 10 April
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](http://www.relationshipswa.org.au) or visit www.relationshipswa.org.au

Relationships Australia

Parenting at West Leederville

April 2019

Mums Raising Teenage Girls Wed 3 April 6.30-9pm \$30pp

As we know, the relationship between a mother and her daughter is very important. This seminar helps mothers to better understand their daughters and the challenges they go through during puberty and to assist them to better equip their daughters to be happy and strong individuals.

Fathering after Separation Tues 9 April 6.30-9pm \$30pp

It is important for fathers to distinguish between their parenting role and their relationship break-up. This course, held in a male-friendly environment, suggests helpful ways to keep in touch with your child, to build skills and to recognise strengths and challenges.

Partners to Parents Wed 10 April 6.30-9pm \$45 couple

Managing the transition from 'partners' to 'parents' well and preparing your relationship for this change will help you build your strengths as a couple and help you manage all that lies ahead of you.

Mums Raising Teenage Boys Mon 29 April 6.30-9pm \$30pp

For teenage boys the relationship they have with their mother has long term implications. This includes how they relate to others, particularly to girls and women.

Dads Raising Boys Tues 30 April 6.30-9pm \$30pp

A father is like an anchor for a son. A dad is one constant in life who models what they become as an adult. Boys whose dads are involved with them from a young age do better in lots of ways – i.e. academically, emotionally and socially. Well-fathered boys show the positive effects years later with an improved capacity for empathy and by the health of their social relationships.

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

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

Relationships Australia

Emotion Coaching Your Child

Midland Branch

Raising our children should be one of life's greatest experiences, but as every parent knows it can often be overwhelming.

Research indicates that developing the emotional competence of your child provides a 'secure' pathway to the development of Emotional Intelligence (E.Q. - believed to be a better predictor of success than Intelligence (I.Q.).

This workshop is designed to introduce you to the art of Emotion Coaching which helps parents to be supportive of their child's emotional world and to value emotional connection and intimacy.

Participants will learn how to:

- Understand the different styles of parenting
- Communicate with their child more effectively
- Help their child identify and understand their emotions
- Soothe and guide their child through their 'difficult' emotions
- Understand the contribution of their own emotional world to their parenting

Where: MIDLAND – 27 The Crescent
When: Tuesday 30 April
Time: 6.30pm - 9.00pm Cost: \$30

Bookings are required. Please phone 6164 0200 to enrol.

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Relationships Australia

Rock and Water

Physical exercises are constantly linked with mental and social skills. The Rock and Water Program leads from simple self-defence, boundary and communication exercises to a strong notion of self-confidence. The program offers a framework of exercises and ideas to assist boys and girls aged between 8 and 14 years to become aware of the purpose and motivation in their life.

The following topics are discussed:

- Bullying
- Life goals
- Developing a positive self-image
- Communication skills
- Personal boundaries

The course teaches the following:

- Practical anti-bullying strategies
- Self-confidence, self-awareness and self-control
- An introduction to basic self-defence skills
- Communication skills and interpretation of body language cues
- Alternatives to aggressive verbal and physical responses to fear and doubt
- Thinking and being in control through grounding, centeredness and mental focus
- Boundary awareness

Facilitated by Craig Van Waardenburg (credited Rock and Water trainer) this family activity based program builds on the complementary strengths of 'the rock' and 'the water'. One is firm and assertive, while the other is flexible and willing to cooperate.

Note: Due to the nature of the activities, there is only room for one child per adult attending.

Where: WEST LEEDERVILLE – Level 1, 22 Southport Street
When: Saturday 30 March
Saturday 15 June
Time: 8.30am – 12.30pm
Cost: \$70 per pair

Bookings are required. Please phone 6164 0200 to enrol.

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

Relationships Australia