



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 4 Term 2 No. 1 2019

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Principal's Report

We are only a few weeks away from the 2019 Lawley Art Auction which will be held on Saturday, June 15 from 5.30pm onwards. This is the major fund raising event of the year, run by the dedicated and hardworking Art Auction Parents committee, so I hope parents will come along, enjoy some delicious food and drink, buy a raffle ticket, bid for a painting by a noted artist and support the SVAPA and music programs.

This year we have four teams of students taking part in the Mock Trials Competition run by the Law Society of WA. The Mock Trial Competition provides an enjoyable, dynamic way of introducing students to the law. It provides students with an opportunity to learn valuable skills in research and in the development and presentation of a persuasive argument. A mock trial is a simulated court case in which teams contest a fictitious legal matter presented in the Western Australia court system. The cases are presented by two teams – a prosecution/plaintiff team and a defence/defendant team – made up of students playing the roles of barristers, solicitors, witnesses, and court officials. We wish them well for the competition.

I am sure that, through the media, parents will be aware of the nationwide technical issue that affected schools in regards to online NAPLAN testing. This was not anything to do with the school's technology infrastructure but a problem with the Australian Curriculum, Assessment and Reporting Authority (ACARA). Our students experienced difficulties with the Writing test and so they were offered the chance to re-sit NAPLAN using pen and paper last week. Approximately half of our students took up this offer and re-sat the test. We will now wait for ACARA to work out how to ensure validity between the online and pen and paper test.

On Wednesday 29 May the Junior Choir and Junior Concert Band took part in the Indigenous War Veterans Ceremony at Kings Park with many VIPs in attendance including the Hon Kim Beazley, Governor of WA. The Governor was the guest speaker and he spoke movingly about the history of indigenous servicemen and women in the Australian Defence Forces since the early 1900s. As well as the National Anthem, the choir and band

CONGRATULATIONS



Toma 1001

Toma has been selected as a member of the Western Australian Men's Artistic Gymnastics State Team for 2019. He will be attending the National Gymnastics Championships in Melbourne during May.



Jasper 7F5

Jasper represented Australia in the category of Cadet Boys 12-14 years old at the World Skate Oceania (New Zealand, India, France) Inline Speed Championships which were held in Brisbane recently. Jasper won 4 Bronze medals in 21k Marathon, 5000m Elimination, 1000 sprint and 1 Lap Sprint, and he came 4th place in 5000m Points, 200 Time Trial.



Maria 8H3 participated in the national 2019 Hancock Prospecting Synchronised Swimming Australia Open and Age Group Championships which were held in Sydney during April. Maria's team the West Coast Splash came 1st in the 13-15 year team event, not only beating other

state competitors but also international competitors Singapore, Hong Kong, and New Caledonia.



Chelsea 1201

During the school break, Chelsea participated in the UCU World Cheerleading Championships which were held in Florida, Orlando, USA. Chelsea's group 'Team Australia' which trains at 'Toxic Gym' at Port Kennedy came second in the all-girls elite division. This is the highest achievement an Australian team has reached in this competition.



Maddy 9F7

Maddy was selected to sing with the Gondwana Voices, Australia's premier treble voice choir who toured London, Leipzig and Berlin at the end of May.



Sekiguchi (Shin) 8M3 has been selected to represent the WA State team at the Australian Judo National Championships in the Gold Coast in June.



performed an excellent rendition of the hymn Abide with Me. Congratulations to the band, choir, members of the Aboriginal Excellence Program and the two students who laid a wreath on behalf of the entire school.

The ex-POW service at Kings Park in Week 1 was an outstanding event and kudos must go to the Student Services Team for the superb organisation of the event and to our talented music teachers for preparing the orchestra and the choir. It was a very moving service attended by many dignitaries and I was very proud of all our students who took part. Once again those present had the privilege of hearing our own Lawley Legend Arthur Leggett deliver the address. Arthur, who turned 100 years old last August, recited from memory a poem he had written over seventy years ago when he was a prisoner of the Germans. It was wonderful to see our students talking to the veterans, their families and the special guests. Each guest was presented with a gift of homemade Anzac Biscuits that had been prepared by the Year 12 Hospitality students. This gesture was appreciated by all in attendance.

The Physical Education staff have been very busy after school hours with a number of teams competing in competitions. Students value opportunities to represent their school and so on their behalf I thank the staff who have been coaching Middle school Boys AFL, Senior School Boys AFL, Senior School Boys Basketball, Senior School Girls Basketball, Soccer, and Girls & Boys Volleyball Training after school in their own time.

This week Louise C, Sonia H, and Geoff D have been involved in conducting GAT interviews and Michelle D is running the music auditions. Moya, Natalie and Thomas and Jane P and Charles W will be running the SVAPA auditions next week. While these processes are time-consuming selecting the best of the 110 students who applied for the 32 SVAPA places ensures we keep the quality of the program intact.

Lesley Street, Principal

LAWLEY ART AUCTION

Providing a platform for stunning new work from renowned and rising artists of WA, the 2019 Lawley Art Auction on June 15th is an event to highlight in your calendar. Whether captivated by ceramics, glass, screen print, photography, drawing, mixed media, textiles, sculpture, painting or watercolour, there is an abundance of beauty to appreciate and take home.

Browse the beautiful artwork on offer from 5pm over canapés and live music, whilst viewing the stunning pieces from established artists such as Pippin Drysdale, Waryute Bannatee, Peter & Jillian Ciemitis, Sue Leeming, Linda O'Brien, Danica Wichtermann and Deborah Bonar, to name just a few. You can also share our excitement about the impressive work on offer from local emerging artists as well.



In addition to the exquisite pieces up for auction when the hammer goes down at 7pm, our Irving Gallery is bursting at the seams with spectacular artwork available for direct purchase. The Irving Gallery was established in 2017 to honour the founder of the Specialist Visual and Performing Arts (SVAPA) Program at Mt Lawley Senior High School, Dr Dale Irving. Dr Irving was the driving force behind developing SVAPA, which fosters creativity for students through a unique cross arts Middle School program.

Funds raised by the Lawley Art Auction provide the opportunity for both the SVAPA and Music programs at MLSHS to offer before-school workshops, inhouse artist residencies, state of the art musical instruments, stage equipment and access to performing arts expertise. A preview of artworks in this year's Lawley Art Auction is available on our website www.lawleyevents.com

Amanda Humphreys Publicity, Lawley Art Auction 2019

Lawley Art Auction

Saturday 15th June 2019
 Mount Lawley Senior High School
 Viewing from 5pm | Auction starts 7pm
 All welcome
lawleyevents.com



**HAMER PARK:
RELOCATION OF CLUB ROOMS
TO WOODSOME STREET**

HAVE YOUR SAY

Community Online Feedback

Just click in this box and you will be directed to the website.
https://yoursay.stirling.wa.gov.au/hamer-inglewood/survey_tools/hamer-park-and-inglewood-oval-community-information-session1



ROTARY INTERACT CLUB

The Mount Lawley Senior High School Interact Club has commenced its Eleventh year. The Year 12 members have now left school and are pursuing their chosen career paths and membership of the Interact Club is increasing by the interest shown by Year 10 students.



President Harris with Veronica

The Interact Club meets every two weeks during Lunch 2. New members are always welcome and they can contact the president Harris or Mr Manno for more information.

Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill and a local project. This year the Interact club is continuing with their International project to support needy schools in East Timor. During a meeting this Term the Interact Club members were informed of the progress of students supported in East Timor, by MS Jan Roberts who visits the School each year.



President Harris (centre) with Jasmine and Michael

Local projects that the students are supporting this year are Wheelchairs for Kids and Camp Quality.

Interact is sponsored by the Rotary Club of Mount Lawley. The Rotary Club of Mount Lawley sponsors students for many activities. One of them is Rotary Youth Program of Enrichment. Veronica Pinkerton was one of eight students who attended last year and was a guest speaker at a meeting to outline her experiences and encourage Year 10 students to attend.



President Harris receiving the Presidential Citation from The President of the Rotary Club of Mount Lawley Dene Irvin

Another program is The National Youth Science Forum for Year 11 students. Michael and Jasmine were selected to attend this year and they outlined the benefits of attending this prestigious event.

The Rotary Club of Mount Lawley also sponsors students for the Rotary Youth Exchange Program. **Meleva Thorn**, an exchange student to Italy last year, outlined the Youth Exchange program and spoke about the benefits of being an exchange student.



President Harris with Meleva Thorn

The Interact Club of Mount Lawley Senior High School was awarded the "Presidential Citation" by Rotary International for their efforts during the 2017-2018 Rotary Year, an admirable achievement

Interact is a School Curriculum and Standards Authority endorsed program and the successful completion of the program contributes points towards completion of the Western Australian Certificate of Education (WACE).



ANZAC CEREMONY

The ANZAC Day Ceremony is an assembly run each year at Mount Lawley Senior High School to remember and commemorate the sacrifices made by Australians during the war and to pay our respects to both them and their families. It is an opportunity for our students to learn more about the devastating effects of war and to continue this important tradition.

We began with a video composed by Andrew Paul, the school chaplain. It displayed some of the many hardships of war and allowed our students to gain a better understanding of the sacrifices made by both men and women.

This was followed by a warm welcome from our Head Girl, Jasmine Hensley, to all our special guests. Two students from the school's Aboriginal Excellence Program conducted the Welcome to Country before our Principal Ms. Lesley Street addressed the school. The school choir performed the hymn 'Abide With Me' followed by School Prefect Lily who read the Lord's Prayer.

Arthur Legget, President of the Ex-Prisoner of War Association and a long time friend of the school, took the time to come and talk to us all about his own experiences in the war. I know all of our hearts were truly touched by his inspirational words and that we all took something away from it.

After Mr. Arthur Legget had given his speech, a wreath was laid by myself and another Year 9 Councillor Mackenzie. The Ode was read aloud by School Prefect Tyrell and Marilena, a



Year 10 Councillor, then raised the flag with utmost respect.

Finally, the Last Post was played by two Music students and a minute of silence was held as we thought about everything the generations before us had given. After the assembly, our special guests and staff were invited to morning tea.

By Amy Year 9 Councillor







**FOLLOW THE DREAM
MOUNT LAWLEY OUTREACH**

Students from Follow the Dream Program spent an amazing five days in the wheat belt of Western Australia with Doctor Noel Nannup.

The camp explored Nyoogar history and culture in the Wheat belt region ,travelling along ancient song lines ,visiting traditional water holes and sacred sites.

Students from 7 Outreach schools participated, **Emma** and **Taylor** represented Mount Lawley SHS . Thanks to all the staff involved and AIEO Jade Muli and Paul Deegan. It was an incredible spiritual journey and students greatly benefited from the wealth of knowledge that Dr. Noel and Bec Garlett shared with us.

Tina Purdew-Deegan, Follow the Dream Coordinator



engage

**MOUNT LAWLEY SENIOR HIGH SCHOOL
CLASS OF '79 - 40 YEAR REUNION**

Students who commenced in 1975 and graduated in 1979 or before are invited to join us at our 40 year reunion.

Saturday 12th October 2019 7pm

Charles Hotel, 509 Charles Street , North Perth

For further details please see our Facebook page - Mt Lawley Senior High School 40 Year Reunion -

or contact

Rosalind (nee Berman)

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Camillo D'Angelo

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COMMUNITY SERVICE PROGRAM AND THE INTERACT CLUB

Community Service:

Students at Mount Lawley Senior High school are continuing to give service to the community, and gain valuable experiences, by:-

- being school host
- volunteering to be officials at sporting carnivals
- volunteering to be Youth Mentors
- Assisting community organisations such as Rotary.

An example of this are the recent photographs below of our students assisting at the Hyde Park Community Fair for the Rotary Club of North Perth .





INTERACT CLUB BBQ

The Interact Club held a very successful sausage sizzle at School during both Middle School and Senior School Lunches on Thursday 16 May to raise funds for their projects. All students performed their duties admirably.

Interact is a School Curriculum and Standards Authority endorsed program and the successful completion of the program contributes points towards completion of the Western Australian Certificate of Education (WACE).

Mr Larry Manno







EX-PRISONER OF WAR CEREMONY

On Friday 3 May 2019, Mount Lawley Senior High School hosted an Ex-Prisoner of War Memorial Ceremony at Kings Park. The school has taken part in this service annually since 1997 and it gives our students an opportunity to meet ex-prisoners and their families.



The MC for the event was our Head Boy, Ronan McEwan. The school chaplain, Mr. Andrew Paul read the Call to Worship and the hymn Abide With Me was sung and performed by the Choir and Mount Lawley Senior High School Senior Concert Band.

Mr. Arthur Legget, an ex-prisoner of war and long-time friend of the school, inspired us all by reciting his own long poem from memory that he wrote as a prisoner of war.

The Union Jack and the Australian flags were raised by two Year 10 Councillors, Jack Carter and Sarah Van Straalen. I read a speech regarding both men and women's roles in the war, as well as the poem "Do Not Stand at My Grave and Weep." This was followed by The Lord's Prayer and the wreath laying. The Ode was read by Prefect, Sophia Prefumo and 'The Last Post' was played by our school Music student Shannon Barrie. This was followed by a minute of silence and then Reveille. At the end of the service, the National Anthem was sung by the school Choir with Mr. Paul gave a blessing to conclude the service.

After the service, Mount Lawley Senior High School students mingled with the special guests and learned about their personal stories. It is through events such as these that we as students can show our respect for Prisoners of War. It is without question, that the youth of today, have the responsibility to continue to honour such sacrifices and to remember.

By Amy Carter Year 9 Councillor







YEAR 7 COUNCILLORS ANNOUNCED AT SCHOOL ASSEMBLY



Year 7 Councillors L to R:

Gabriela (Gaby) 7O2, Ashanti 7S2, Nico 7A1, Dashiell 7H1, Meegan s 7H2, Nia 7F2, Belis 7H5, Hunter 7M2, Phoenix 7F1, Tommy (Kiet) 7O5, Sebastian 7M1, Catherine 7O1 with Mr Michael White Associate Principal Y7-8

YEAR 9 AND THE WORLD OF WORK

On the last day of Term 1 Year 9 students heard from guest speaker Katie Douglas from UWA on 'Work of the Future'.

Through Katie's dynamic presentation, Year 9 students considered what the world of work will look like for them and what skills the jobs of the future will require.

Renaë Hill, Associate Principal - Years 9 and 10.

PARENT EVENING FOR SECONDARY PATHWAYS

The Edith Cowan University Theatre was filled on Monday 6 May with parents keen to know more about post-secondary pathways for their children.

A representative from North Metropolitan TAFE presented information on courses available, eligibility for enrolment and relevance for pathways to employment and university entrance.

A representative from the Western Australian Academy of Performing Arts (WAAPA) provided information on pathways through Vocational Education and Training (VET) and university.

Representatives from the University of Western Australia, Curtin University, Edith Cowan University, Murdoch University and Notre Dame University come together for a combined presentation on courses and entry requirements.

The highlight of the evening was hearing from Student Ambassadors who shared their journey from school to university.

Renaë Hill, Associate Principal Years 9-10 and Catherine Smith Career & VET Coordinator.





SCHOOL'S CAREERS EXPO

Fifteen exhibitors attended the Careers Expo which was held in the upstairs and downstairs foyers of the Senior School Building. The Expo coincided with the whole school Parent/Teacher Interim Reporting Day in the first term.

Over 400 students and parents took advantage of having tertiary institutions including all of the WA based universities, North Metropolitan TAFE, Defence Force Recruiting and representatives from industry available to discuss future employment, training and education options.

Information was also available about traineeships and apprenticeships, as well as alternative pathways for Year 11 & 12 students.

Feedback from students and parents indicated that the Expo was able to provide links to the information that they required to assist in selecting courses for next year- both at school and for post-compulsory options.

It was a very positive afternoon and all exhibitors commented on the quality of the questions and the behaviour of all the students who attended.



MOUNT LAWLEY CAREERS INFORMATION SITE

The Mount Lawley SHS Careers Site can be accessed via a link on the school website or directly at: <https://careers.lawley.wa.edu.au/>

The site has relevant information for parents and students.

Tips are available to assist parents to help their teen with Career Planning.

Students can log in to their secure site to access career planning quizzes, resume writing templates, guidance to create an e-portfolio and much more.



The Career Target section provides information on jobs related to specific areas of interest.

For more information regarding this site, please do not hesitate to contact Catherine Smith at: catherine.smith3@education.wa.edu.au or 9471 0312.



A LIFETIME IN A YEAR : ROTARY EXCHANGE

Rotary Long Term Exchange Students leave their home country at two periods, either in January or during the month of June. The great thing about coming to Belgium at the start of the year instead of halfway through the year is everything is so exotic and exciting. Even the weather. I arrived in Belgium in the period when it was around -10 degrees, always raining and windy. Overall it was perfect weather to freeze.. Even the warmest jumper one could have possibly found in Australia was deemed as "too light" and "perfect for summer". After 2 months we are warned things won't be as 'exciting' and homesickness may begin to sink in. But after two months it was heading into March. The weather was picking up and you knew that in one month's time it would be Spring. The "cool down" period we were informed that would occur when "life begins to feel normal" had luckily been bypassed. The 200 plus exchange students can run around Belgium for a least a tad longer.



When I first arrived in Belgium I wrote a 'bucket list' for myself. The main goal I am working on at the moment is to explore as many countries, cities, and towns as possible. I never know when I might be in Europe next and regardless I don't want to waste this opportunity - once again, thank you District 9455, The Mount Lawley Rotary Club and my parents for allowing me to go on this exchange!! So far, within Belgium, I have explored the areas of Brussels, Bruges, Mons, Anvers, Louvain-La-Neuve, Louvain, Namur, Liège, La Hulpe, and

Ottignies. While across Europe, I have been to France, staying in Paris for a weekend with their super cheap Métro fares compared to Belgium (I'm jealous!), skiing in the south of France and visiting Maastricht in the Netherlands. I am still yet to travel through other nearby countries such as Germany, Switzerland, some more of the Netherlands and Italy. But for the time being, I am very excited regardless as the Rotary trip to visit Greece is fast approaching and next, I am off to Budapest, in Hungary with my host family.

I've seen castles, forts, historic walls, lakes, citadels, a cat cafe, some very angry geese who will do anything to eat your Twix bars, a lot of churches and museums, a hippie camp, a tour of a chocolate factory, the grand place, beautiful parks, the tomb of Napoleon, walls of graffiti, a concert; <3 HippoCampus (and aiming for more), famous train stations, an abundance of Op Shops, the ski team conducting jumps, flamingos, botanical gardens, climate marches, the sunset after climbing quite a few bales of hay (It's harder than you might think), cannons, the gateway to Hell, a lot of very small dogs, the Eiffel Tower, markets in various cities, cemetery's, fireworks, the Louvre, a forest and much more. I have been lucky enough to taste my first Raclette and Fondu in the French mountains (Soo good by the way) and yes, of course, I have participated in a Rotary Fundraiser - the 24 hr Telethon Cycle, as well as a Rotary-sponsored event where I learned how to dance with

a person in a wheelchair. It was an intriguing and handy skill to acquire. I'm hoping on joining a Roteract Club in Belgium once I develop my French a little bit more and settle down with my families and classmates.

I am working my way towards the beach in hopes of comparing it to the ones in Australia. Although, this trip might be for a day that I am homesick and need some cheering up with a familiar location So far, I have not experienced homesickness yet *touch wood* (Sorry mother and father!) but I have found making friends can be quite a challenge with the language barrier. Although it can be difficult, Belgians are most of the time very kind, understanding and really love trying to talk with you in French and to see your progress. I'm also lucky enough to have 6 exchange students in my school whom I can chat with to just take a break from the French or ask for some advice.



A few things that I've noticed that are different in Australia are 1. People are quite family orientated here, but that also means the parents seem to do a lot more for the kids, 2. A lot, and I mean a lot of kids and teenagers of both genders do scouts here - it is very popular, 3. There are heaters everywhere in the house - even in the floorboards

and 4. Belgium is trying very hard to be environmentally friendly - this normally means aiming for a ZERO waste society (e.g bringing their own containers and bags to put their shopping or take away food in, keeping and using jars as containers to store leftover food in, making their own bread and cleaning products and buying their milk from a farm in reusable glass jars, etc)

Even though Belgium was my 9th preference I am not disappointed in the slightest - I knew before I even came here (after researching) that I would love it, and I do. It's beautiful, the foods amazing, the people are very kind and quirky, it's so small that no matter where you are placed in Belgium you can always get around and with its position within Europe you are only a 2 hour train ride from the surrounding countries, hence, day trips to other countries are very possible!

It is very difficult, to sum up even just two months of one's exchange but, none-the-less, I hope this little 'blurb' of the year to come has given you a bit of a better understanding and appreciation for Belgium and the youth exchange program.

Thank you for reading - Lara Twyford



'2040' DOCUMENTARY DIRECTOR AND ACTOR VISITS MOUNT LAWLEY

Damon Gameau, the Australian television and film actor and Director of *That Sugar Film* and *2040*, visited Mount Lawley Senior High School's year 9 GAT and SVAPA students on Tuesday the 30th of April. Damon made a presentation informing students about his previous and upcoming film developments including *2040*, which has been released in May this year. He was, as a parent, concerned for his daughter's future in a world facing serious issues such as climate change. But instead of focusing on the doom and gloom, Gameau's *2040* addresses the things we can do to balance carbon production and bring emissions down.

Through watching small snippets of his film *2040*, students were enlightened on the progress our world could take to benefit the environment. From seaweed plastic to transferable, decentralised energy sources, it seemed there was nothing that Gameau hadn't researched for his film. One of his points concerning the excessive carbon in the air could be undone by the development of the website Ecosia.

Ecosia, founded in 2009, is a search engine that uses profits to plant trees. It has won several awards for its clever concept and speedy growth in Europe and beyond and is just one of Damon's many profitable solutions to the excess carbon in the atmosphere.



Damon Gameau was an inspiring speaker who captivated the attention of the room from the second he began his speech. He was knowledgeable and gave us all something to ponder through our next few weeks. Damon enlisted our help in planting trees, a small thing we can do for the environment all through the use of technology. We walked out our usual English class with open minds for a bright, environmentally friendly future. Thanks to Ms Robinson for making this opportunity available to us.

Abbey Munns and Renae Bridger





VIETNAMESE TEACHERS VISIT MOUNT LAWLEY EAL/D & INTERNATIONAL PARENTS /GUARDIANS MEET DURING REPORTING DAY



During the Interim Reporting Day, parents and guardians of EAL/D and international students were invited to meet as a group with Pippa to learn more about Mount Lawley SHS’s reporting processes. During the meeting, they were able to get to know other parents/caregivers from diverse backgrounds and to ask questions, with the help of other guardians who willingly acted as interpreters. Parents were given an overview of what to expect in the five-minute interviews with teachers and ask questions about available career pathways to further education.

On March 27, Mount Lawley SHS hosted a group of seventeen English As a Second Language (ESL teachers and lecturers from Vietnam who were part of an ECU study tour). The delegates visited for three hours and were given a presentation on the West Australian EAL/D curriculum and supporting the emotional wellbeing of internationally mobile students, had a tour of the school facilities, met with Vietnamese international students and were given an EAL/D demonstration lesson. They were very impressed with our school and grateful for the chance to see what our international students experience whilst at Mount Lawley SHS. It was especially rewarding to see Mount Lawley students take on expert roles in the discussions with the delegates and for them to do so in their own language. They represented our diverse school community superbly and did so with pride.

Pippa Beetson
EAL/D & International Student Coordinator

Importantly, they were given the chance to meet other parents of EAL/D children and talk about the benefits and challenges of raising a bilingual child. For some parents, it was the first time they had visited the school. Often, non-native speakers of English who are unfamiliar with our educational practices find it very intimidating to meet with teachers and difficult to navigate a culturally unfamiliar system. There were some great questions raised about the differences between ATAR and General pathways, the diversity of the student body at Mount Lawley SHS and resources available to support bilingual students. Please note that free governmental interpreter services are available for parents to access during conferences or other parent-teacher meetings and can be booked with the help of our amazing office staff (thanks Lesley Williams).

I’m hoping to run more of these sessions in the future and am on the lookout for resident experts to answer some of the parents’ subject, career, technology, and course specific questions.

Pippa Beetson
EAL/D & International Student Coordinator





PETER COWAN 600 WORD SHORT STORY COMPETITION

The column opposite contains a short story written by Lottie (Year 8 AE) for which she was awarded a Highly Commended Certificate in the 2019 Peter Cowan 600 Word Short Story Competition.

Lottie is an avid reader and writer and has been very successful in the Academic Enrichment class this year and last year. Lottie is photographed with one of the judges from the competition outside Edith Cowan's house, in Joondalup, where the Awards ceremony was held in May.

Ms Madeleine Thomson, English Department



THE STRANGER THAT WE ALL KNOW AND FEAR BY LOTTIE

The night is dark. A cool wind blows through the trees. Houses descend into darkness, into quiet, as I pass. They cannot see me, no only the ones I come for can see me, but they feel me. The change in the air, the fear. I will come for them too one day. I walk until I reach the furthest house. A doctor walks out, he senses me looming. He utters a prayer. I wait until he's gone before knocking on the door, it's answered by a plump woman, eyes red and puffy from crying. I walk in without waiting to be invited. A little girl lies in a small crib in the centre of the room. She moans, she screams, sweat pours off her in waves. She is sick, the doctors can't cure her. I can cure her, but for a price. Always for a price.

I turn to the people, they all look at me. Grief is evident on their faces. I don't understand their emotions, their feelings, they make no sense to me. "Who are you? What are you doing here?" A man asks.

I smile. "I am the only one that can cure your daughter," I say. People look at me, hope shines in their eyes. "Can you? Can you really?" I nod. "I can take her pain away, stop her crying. Stop her screaming. Cure her of the sickness."

"Thank you, thank you so much!" They cry, their joy is foreign to me. I don't understand it. I never do. "How much do we need to pay you?" Someone asks, taking their wallet out of their cloak. I just shake my head. "You don't need to pay me. I won't make her better for money. I won't cure her for your gold. I don't want your earnings, but know there is a price for my cure. Are you willing to pay it?" I ask.

The people shake their heads, confused. "What price? What do you mean?"

A slow smile spreads across my lips. "I can't tell you that. But you will know as soon as I cure her." The little girl lets out a moan, she coughs blood. "Please," Her mother whispers. "Make her better. Cure her." They don't understand. Humans never do.

"But are you willing to pay the price?" I ask. The woman draws a breath, she closes her eyes, thinking. "Yes," she says. "Just make her better."

I smile slightly as I reach out for the girl. Cradling her in my cold embrace. As soon as my hands touch her, her laboured breathing stops. Her coughing subsides. Her eyelids flutter closed. It's as if she's sleeping. Her family cry out in wonder, joy. It takes them a moment to realise, to understand. By now it is too late. Their laughs of joy turn into screams of panic as I carry the girl's frail body out the door with me. Her family tries to stop me, they scream, they reach out but they can't touch me. It is not yet their time. I am the stranger they all know. The stranger they all fear. When their time comes, will they be willing to pay the price?

I am Death.



CONTRIBUTIONS AND CHARGES

Reminder of unpaid contributions and charges

Please note that the contributions and charges were due on 12th April 2019.

We do understand that some families may experience financial difficulties; if this is the case please contact the Accounts and Finance on **9471 0302** to arrange a payment plan.



ELDER-IN-RESIDENCE VISITS MOUNT LAWLEY'S ABORIGINAL EXCELLENCE PROGRAM

During April Mount Lawley SHS's Aboriginal Excellence Program and Follow the Dream students had the privilege of meeting one of the Education Department of Western Australia's Elders-in-Residence, Mr. Ian Trust. Mr. Trust took time out of his busy schedule to meet with the school's Leadership Team, followed by afternoon tea with our students. He shared some stories about his life as a young boy and man growing up in the Kimberley Region. He was also very persuasive in articulating the value of a good education and its power to impact on the quality of a person's life.

Our students were most impressed with Mr. Trust's warm manner, words of wisdom and positive encouragement. He was successful in creating an atmosphere that promoted a free exchange of questions, answers and life experiences. We sent him off in fine style with a handful of 'school artifacts', a heartfelt farewell presented by senior AEP student Jamieson May and an invitation to the End of Year Awards and Presentation evening in November. Mr. Trust was so impressed with Mount Lawley SHS's students and the programs offered by our school that he requested a return visit in the second semester. The invitation is already in the mail and we look forward to both his return later in the year and an ongoing relationship with Mount Lawley SHS.

Dr Philip Paioff, Aboriginal Excellence Program Coordinator



Mr. Trust being formally welcomed to Mount Lawley SHS by Follow the Dream student Sharlene



MOUNT LAWLEY LEADERS ATTEND CAMP HERO

During the beginning of the year these students Sebastian, Isabella, Ronan, and Elena. applied to participate in one of our leadership programs and were successful in their applications.



Camp Hero MHL (Mental Health Leadership) is a 5-day leadership camp that hosts 40 of WA's most inspiring year 9 – 12 students. The program is facilitated and fully funded by WA based not for profit zero2hero, as a result, competition for placements is increasingly high. Camp Hero equips students with the necessary skill required to become mental health leaders and ambassadors in their community. Students are encouraged to develop their understanding of the mental health arena, develop their self-awareness and communication skills and to challenge themselves. They also participate in the accredited suicide alertness training program called safeTALK. Students are selected based on their commitment to being a leader in their community and on their desire and passion to make a difference in the area of mental health. We applaud all students on their successful application and completion of this program



**Kristy Bumbak Camp Manager
Camp Hero**





HOSPITALITY STUDENTS TREAT SCHOOL SUPPORT STAFF

On the 14 and 15, May Mount Lawley's Support staff were treated to a fantastic breakfast provided by the Certificate II Hospitality students to help celebrate National Secretaries Day/Administrative Professionals Day.

As you can see from the photographs there was a wide variety of breakfast items to select from, Sticky Plum Meatball Lettuce Cups, Focaccia Pizza (and Vegetarian style), Prosciutto & Melon Wraps, Fruit Buttons, Chocolate Brownies (GF), Mini Lemon Meringue Pie and Red Berry Pastries.





YEAR 11 OUTDOOR EDUCATION SAILING EXPEDITION – SWAN RIVER

Our Year 11 Outdoor Education students participated in a two-day sailing expedition on the Swan River. We were blessed with fantastic weather on Thursday, which provided the perfect opportunity for some outstanding sailing. However, limited sailing could be completed on Friday due to gusting strong winds.



Under the watchful eye of Alvaro Proieti, Senior Instructor at the State Sailing Centre, our students performed well-demonstrating tacks and close haul sailing skills. For 2019 our "Sailor of the Expedition" was Felicity Mann. Congratulations on demonstrating excellent skills and assisting other members of the group to develop their skills.

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



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

Steve Tipping HPE – Outdoor Education Teacher





YEAR 10 SPORTS CARNIVAL

If you had the opportunity to compete in the 2019 Year 10 Carnival you were very lucky. It was a perfect Autumn day, the sun was shining and a select few had the opportunity to play their chosen sport against other schools in the region. Mount Lawley Boys Basketball lead by Mr. Clarko and Mount Lawley Boys Soccer lead by Huljich/Hamilton were wanting to do the school proud.

The soccer pitch was looking good and the boys were excited at the prospect of competing all day, playing the sport they love. Although both teams fought hard, the other schools were just that little bit more skilled and we finished 3rd in Division A and 5th In Division B.

There was some stand out efforts from Jayden -Lee Hearne, not only did he give up his spot in the first team, where he belonged, his attitude and skill level were outstanding. In the first team, the best player went to Taheer Kelly.

The Boys Basketball played at Herb Graham Rec centre was a little more successful with Division 1 Team coming second with stand out performance from Wycliff Caesar. An honourable mention going to the Division 2 team who finished somewhere down the bottom of the ladder.

Ms Danielle Huljich, Health and Physical Education Teacher





CHAMPION SCHOOLS VOLLEYBALL

Two Boys teams and one Girls team participated in the Champion Schools Volleyball competition held at Bendat Stadium on May 10th. We were very lucky to have the "Green team" Volleyball legend Mr. Tipping (winner of numerous Volleyball competitions) able to coach and provide inspiration to our top Boys team as he guided them to 3rd place on the day.

Unfortunately, our 2nd team, coached by Mr. Hamilton didn't manage to win a game, nor a set, but however took a good team photo!

Mount Lawley Girls Volleyball, who were superbly coached by Ms. Jones, were a great team who had lots of fun up against some really tough competition. Everyone played and worked really well together. Our serving was in top form. We only had 1 win but we had some really close games, and our girls didn't need knee pads.

Thank you to all students for their participation and look forward to a strong Middle School result later this term.

Mr Reid Hamilton Health and Physical Education Teacher





INTERSCHOOL CROSS COUNTRY CHAMPIONSHIPS

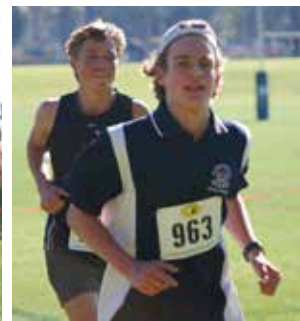
Mount Lawley SHS had over 30 of our best Cross Country athletes participate in this year's competition on 17 May.

On a beautiful day at McGillvray Oval students ran distances between 3 and 6km with over 200 competitors within each age group.

There were some fantastic results with several of our students finishing in the top 20 and just outside the automatic top 10 National invitation finishing slot.

We look forward too many more students participating in next year's event.

Mr Reid Hamilton Health and Physical Education Teacher





YEAR 10 GIRLS CRICKET PROGRAM WITH THE WACA

Community Cricket WACA presented 6 sets of pink wickets and bats to two classes of Year 10 girls who are participating in a pilot program at Mount Lawley Senior High School.

Fiona the Participation Manager from the WACA stated that *“One of our priorities in cricket is to be a leader in embracing diversity and being the sport of choice for women and girls. As the ICC world cup T20 heads to Perth both women and men it is an exciting time for women and sport. WE WANT THE WORLD T20 TO BE THE BIGGEST CRICKET EVENT EVER including a full house for the women’s final.”*

The girls have been participating through gameplay, umpiring and scoring in their T20 World Cup teams in preparation for their gala day at the WACA on June 20th.

Sharon Jones, Health and Physical Education Teacher





NETBALL: THE HIGH SCHOOL CUP



On the seventh of May, Mount Lawley Senior High School went to play at The High School Cup. We all arrived at school bright and early, to be ready to arrive at Mathews Netball Centre at 8:30 am. The two Year 7-8 team was in the lower division and the two years 9/10 teams were in the middle division.



My team was 7/8 Mount Lawley 2 and it was a bit of a rocky start. In the beginning, the plan was not to play until 10:30, or so we thought. Once the time came for us to play, we were all ready to go, but unfortunately, the team didn't show up, instead, they just forfeited. On the bright side, this was counted as a win. We then waited another hour, playing a number of netball warm-up games such as half courts and poison. We were finally ready to play our first game against John Forrest. For our first game ever playing together, we did great, although we did lose, it was still exciting to play our first round of the competition. The next game was fast approaching against Joseph Banks. We played as well as we could, and we won! We then played our final game against Greenwood. We all tried our hardest but unfortunately, we lost. The High School Cup was so much fun. It was an amazing time to make new friends and play some netball!

Amy Crockford





NETBALL: THE HIGH SCHOOL CUP CONT.

I played in the Mount Lawley 1 team. When we got there, we warmed up and then played our first game against Aveley, which was, unfortunately, a loss for us, and also an injured ankle, which bought our team down to seven players, meaning that there would be no reserves for the remainder of the day. Our next game was against Belridge, which was our second loss for the day. We played well and it was a close game. The third game we won, playing against Warwick. Again, it was a close game, but we pulled through and won. Our fourth game was against Morley, and we flattened them while playing well and with good sportsmanship. Our fifth and final game was, unfortunately, was another loss, but we played well and it was a close game, with a margin of four. In the end, we watched the last Mount Lawley team play and made frequent trips to the canteen to buy sugary food and wedges. Overall, we all had a great time and would definitely do it again, but maybe bring an extra few reserves just in case! Thank you to Miss Button, Miss Morskate and Ms. Huljich for all their hard work and effort in the carnival.

Eladia Hamilton-Dalziell 705

The Year 9/10 Mount Lawley team 2 played together for the very first time at the carnival. They had an even amount of wins and losses and each game was super close. As the girls had never played together before lots of laughs were had and many new friendships were formed. The girls played against Belridge, Woodvale, Butler, and Warwick. The Year 9/10 Mount Lawley team had an outstanding day winning 4 out of their 5 games. This means that they go on to play in the home and away round against Governor Stirling. If they win this, they will progress to the elimination day carnival on the 1st of August – watch this space.

Year 9/10 Girls





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.

SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



Triple P - Positive Parenting Program

The Triple P - Positive Parenting Program gives you simple and practical strategies to help you build strong, healthy relationships, confidently manage your child's behaviour and prevent problems developing.

Research indicates that safe, nurturing and positive parenting lays the foundations for healthy child development and wellbeing. The Triple P program gives you access to timely and appropriate information to support you through the important stages of your child's development – such as when they start school.

Want to make family life easier – and happier? Triple P's Power of Positive Parenting seminar can help you understand why kids act the way they do, and how your reactions and words can make a big difference.

Our 90-minute seminar is free for all WA parents and carers, and packed with ideas to help you give your children the best start in life, and get more enjoyment out of being a parent.

Book your free place now at <http://www.triplep-parenting.net.au/wa>.



NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY (NCCD)

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) each year carries out an evidence-based collection of data that will provide teachers, schools and sectors with more information and a better understanding at a national level about how many school students are receiving adjustments because of disability in our schools; where they are and the level of adjustment being provided for them to participate in schooling on the same basis as other students.

This allows the Australian Government to plan better for the needs of students with disability, which include medical, social, emotional and physical conditions and/or learning difficulties across Australia.

In order to do this the government requires information about the number of children here at Mount Lawley Senior High School who have a disability, what level of resourcing they are receiving and what programs are currently being provided to these students so that future resourcing needs can be gauged on a national level.

If you would like to learn more about the Nationally Consistent Collection of Data of Schools Students with Disability you can visit this website: <https://www.nccd.edu.au>

Laura Whelan, Learning Support Coordinator

SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



Here is an awesome resource for parents. It is a pod cast delivered by Aussie clinical psychologist Andrew Fuller.

<https://www.abc.net.au/radionational/programs/life-matters/features/teen-matters/>



TEEN MATTERS

Clinical psychologist Andrew Fuller and long time educator John Hendry ask all of us to work at our relationships with young people, rather than jumping to conclusions and being too quick to condemn.



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 13 – RESILIENCE SKILLS

Parent Wellbeing: The Five Ways are effective ways to build your wellbeing. They are, connect, be active, take notice, keep learning and give. Describe one thing you could do for each of these. (Acknowledgement: New Economics Foundation)

Resilience seems to be the “in” word people in education use to describe a quality they want students to have. But it would be interesting, if many of them, actually know what it means to be resilient. The most common description people say, is being able to bounce back from adversity. But do they know what skills do students need to possess to be able to bounce back?

Studies have shown that there are seven key skills, which are essential to develop in both students and ourselves, to be resilient.

They are:

- *Optimism and hope for the future – thinking positively when striving to achieve goals – develop through goal setting and growth mindsets.*
- *Regulating emotions – controlling the intensity and duration of emotions – develop through wellbeing fitness challenges and strengths boosters.*
- *Impulse control – resisting the urge to react on emotions – develop through mindfulness activities.*
- *Flexibility of thinking – changing thinking for different situations – develop through habits of mind and thinking tools.*
- *Empathy – accepting the needs and feeling of others – develop through acts of kindness and listening.*
- *Self-belief – valuing yourself and your top strengths – develop through actioning character strengths*
- *Building social-connectedness – feeling a sense of belonging – develop through active constructive responding. (Acknowledgement: Rieviach and Schatte)*

“I am I said.” Saying

WEEK 14 – POWER OF MINDSET

Parent Wellbeing: Another component of Self Determination Theory (SDT) is relatedness, the feeling you are connected to those around you. Describe a time you have felt relatedness and how it motivated you.

(Acknowledgement: Ryan and Deci)

There are two extremes to mindsets. Fixed, this is the way I am and nothing can change my abilities. Growth, I can grow my abilities by learning new more difficult approaches. Neuroplasticity has proven that we can grow our brains’ abilities through trying things just beyond our current capabilities. Most of our mindsets are somewhere in between these two extremes. Moving them towards growth is the way to achieve personal and academic growth.

When students understand and believe that they can stretch their brains’ abilities by making private efforts to practise more intelligent processes, they are empowered to fail well. That is, making mistakes by trying more difficult things and then correcting them by learning new things.

There are two types of student self-expectations:

- *process – setting incremental things to achieve regularly to achieve their goals; growth mindsets.*
- *performance – focusing on a benchmark to achieve and the end result, not the process; fixed mindsets.*

Teaching students to set process, not performance self-expectations, encourages them to use their top strengths to continually lift their effort to explore new ways to approach their learning and builds their attention and broadens their engagement. As Michael Jordan once said, to achieve something, you must have expectations of yourself.

“Motivation is what gets you started. Habit is what keeps you going.” Jim Ryan

WEEK 13

MIDDLE PLANNER

PAGE 48

SENIOR PLANNER

PAGE 48

STRENGTHS AND EMOTIONS

SKILLS OF RESILIENCE

Wellbeing Bank: to develop my Strengths and Emotions by building the skills of resilience in myself.
 There will be times in everyone’s lives when they find themselves in difficult situations which require them to be resilient. Most people describe resilience as being able to bounce back from setbacks when things don’t go their way and to overcome challenges.
 Describe what you currently do when this happens.

- There are a set of seven skills that you need to build into yourself which will enable you to bounce back. Following below are these skills and how to develop them in yourself:
- *Optimism and hope for the future – develop through goal setting and growth mindsets*
 - *Regulating emotions – develop through wellbeing fitness challenges*
 - *Impulse control – develop through mindfulness activities and strengths boosters*
 - *Flexibility of thinking – develop through Habits of Mind and thinking tools*
 - *Empathy – develop through kind actions*
 - *Self-belief – develop through actioning character strengths*
 - *Building social-connectedness – develop through active constructive responding.*
- Acknowledgement: Karen Reivich and Andrew Shatte
 > Website: Wellbeing Builder Reflection.

ACTIONS
 What are two things I will start doing to develop the skills of resilience in myself?

1. _____
 2. _____

MINDFULNESS ACTIVITY

Tongue Tinglys – place a sultana or piece of fruit in your mouth for one minute without chewing it. Describe the sensations you tasted. Now you can eat it.

RESILIENCE BUILDER

With two friends describe and role model the body language someone would show for each of the following emotions – frustrated, surprised, guilty, thrilled, proud, amazed.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
 2. _____
 3. _____

STRENGTHS’ BOOSTER

SELF-ACCEPTANCE STRENGTHS (see pages 8-9)

CHARACTER STRENGTH LEADERSHIP
www.viacharacter.org

STRENGTHS AND EMOTIONS

RESILIENCE SKILLS

Wellbeing Bank: to boost my Strengths and Emotions through understanding how to develop my resilience skills.
 You aren’t born with resilience, which is your ability to bounce back when things don’t go your way. You develop resilience by building a set of skills into your character.
 Describe how you currently act and feel when things don’t go your way.

- Research has identified seven resilience skills which can be learned. They are:
- *Optimism and hope for the future – learn through goal setting and growth mindsets*
 - *Regulating emotions – learn through wellbeing fitness challenges*
 - *Impulse control – learn through mindfulness activities*
 - *Flexibility of thinking – learn through habits of mind and thinking tools*
 - *Empathy – learn through acts of kindness*
 - *Self-belief – learn through actioning character strengths*
 - *Building social-connectedness – learn through active constructive responding.*
- Developing these resilience skills enables you to recognise when you are falling into thinking traps, such as catastrophising and to understand the connection between your thoughts, feelings and actions. Use best case/worst case scenario of what can happen, which asks – What is the best outcome? What is the worst outcome?, then accepting that the likely outcome will be somewhere in between.
 Acknowledgement: Karen Reivich and Andrew Shatte
 > Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to develop the skills of resilience in myself?

1. _____
 2. _____

MINDFULNESS ACTIVITY

Tongue Tinglys – place a sultana or piece of fruit in your mouth for one minute without chewing it. Describe the sensations you tasted. Now you can eat it.

RESILIENCE BUILDER

As the old saying goes, *falling to plan is planning to fail.* Read *Choice, Practice, Effort, Musts and Options and Owning Your Time* to create a personal timetable, use internal control to follow it.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
 2. _____
 3. _____

HOW DID YOU FEEL THIS WEEK?

😊 😊 😊

WEEK 14

MIDDLE PLANNER

PAGE 50

SENIOR PLANNER

PAGE 50

POSITIVE ENGAGEMENT

GROWTH MINDSETS

Wellbeing Bank: to boost my Positive Engagement by having a growth mindset to focus on my efforts.
 Growth mindsets are understanding that by lifting your efforts to learn new more difficult approaches, you can grow your brain’s abilities to overcome challenges.
 The key strength to having a growth mindset is putting in private efforts that others don’t see.
 Too many people focus on the end public achievement, never learning about the choices and efforts to reach it.
 Personal and academic growth are a result of what you do behind the scenes.
 Describe a time you have shown a growth mindset.

- Unfortunately, some students prefer to give up and not try, rather than show that they can’t do something.
 Private efforts could include:
- *every two weeks set achievable self-expectations such as “I will revise my subjects for 5 minutes every night,” and then in two weeks, “I will revise my subjects for 15 minutes every weekend.”*
- Acknowledgement: Carol Dweck
 > Website: Growth Mindsets, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to use growth mindsets to lift my private efforts?

1. _____
 2. _____

MINDFULNESS ACTIVITY

Name Game – write down all the songs you know that have the word happy in their title or their lyrics. Which are your favourites and why?

RESILIENCE BUILDER

With a friend, each of you describe a disagreement you have had with another person. Then together look at the situation from the other person’s position to gain an understanding of why they may have felt and thought that way.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
 2. _____
 3. _____

WELLBEING FITNESS CHALLENGE

GRATITUDE LETTER (see pages 10-11)

POSITIVE ENGAGEMENT

POWER OF MINDSET

Wellbeing Bank: to build my Positive Engagement through focusing on the Power of Yet.
 When you find difficulty understanding what you are learning and fall into the trap of using negative self-talk, such as, “I can’t do this”, always add the word YET.
 The reality is that by learning and trying more intelligent approaches, you will grow your brain’s abilities to master it.
 This is at the heart of what having a growth mindset is, believing in the power of yet.
 Describe what you currently do when you don’t understand something?

- All learning follows an incremental process and when one way doesn’t work, seek other ways that will, by asking your teachers and classmates to share new strategies.
 Achieving what you set out to do each day, each week, each month and each term are ongoing processes of setting short-term self-expectations for yourself to accomplish, e.g. “this week I’ll use two new thinking tools to think more deeply.”
 Doing this builds the resilience skill optimism and hope for the future and keeps you connected to yourself moment-by-moment.
 > Website: Growth Mindset activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to use growth mindset to believe in the power of yet?

1. _____
 2. _____

MINDFULNESS ACTIVITY

Name Game – write down all the songs you know that have the word happy in their title or their lyrics. Which are your favourites and why?

RESILIENCE BUILDER

No one knows what they don’t know. To continually challenge and inspire your best possible self, every week read the Wellbeing Builder and write down the process self-expectations you will start doing. Complete the last three weeks in your planner.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
 2. _____
 3. _____

HOW DID YOU FEEL THIS WEEK?

😊 😊 😊

CHARACTER STRENGTH APPRECIATION OF BEAUTY & EXCELLENCE
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WEEK 15 – CONNECTING WITH TEACHERS

Parent Wellbeing: A skill of social-emotional resilience is reaching out to build social connectedness with others. Describe how you do this and how you could do it better. (Acknowledgement: Rievich and Shatte)

The quality of relationships between students and teachers are the greatest predictors of student success and the delivery of high order teaching. It is crucial for parents and teachers to have a collective vision of what they want their students to act like, look like, sound like, know and can do because of their influence? And then have shared road map to follow to achieve this student image.

The old sayings, “we can’t teach them till we reach them” and “kids don’t care what we know till they know we care”, are pivotal beliefs to live and breathe loving being a parent and a teacher. One certain thing is that parents and teachers can’t fake caring, students will pick up on this very quickly.

Cultivating growth mindsets in students to believe that their teachers are there for them and genuinely want them to become their best possible selves will build healthy relationships in classrooms. This includes accepting their teachers’ advice, as they do with their sports coaches and realising that teachers, like themselves, are also individuals, with their own ways of doing things.

When teachers students, parents and teachers combine their top strengths great learning, parenting and teaching occurs, enabling the whole school community to thrive and flourish.

“Teachers open the door, but you must enter yourself.” Saying

WEEK 16 – REVISING AND PRACTISING

Parent Wellbeing: When things don’t go your way, you can learn much about yourself. Describe a time you have experienced this, what you learned and how you grew as a person.

As learned from The Changing Brain and Brain Growth Abilities, the brain thrives on deliberate practice and looking for patterns to build strong and fast brain pathways. To enable this, after students have taken notes in class, it is essential for them to review and revise them nightly for five minutes in each subject; doing this is often called memory coding.

When students regularly train for sport and practise their musical instruments their skills and capabilities develop, and reviewing and revising learning are no different. Thinking tools are effective ways to organise learning visibly in the brain.

- Facts relating to how much the brain retains:
- should notes not be reviewed within 24 hours, 60% to 80% of the learnt material is forgotten
 - after a month with no reviews, only 3% to 4% is remembered
 - the brain pathways which were created wither and die
 - when 50 minutes of learning is not reviewed regularly, it takes 30 to 40 minutes to relearn it; why learn it in the first place?

Renowned Polish pianist, Ignace Paderewski, once said, “If I miss one day’s practice, I notice it. If I miss two day’s practice, the critics notice. If I miss three days practice, the audience notices it.”

“I’m a great believer in luck; I find the harder I work the more of it I have.” Woodrow Wilson

WEEK 15

MIDDLE PLANNER PAGE 52

SENIOR PLANNER PAGE 52

RELATIONSHIPS AND OPTIMISM

TEACHERS RELATIONSHIPS

Wellbeing Bank: to build my Relationships and Optimism by developing positive relationships with my teachers.

Your relationships with your teachers have been proven to be the greatest predictors of whether you are successful at school. No other factors come close, so it makes sense to enthusiastically learn and connect with them.

Describe your relationships with your teachers.

You learn best with your teachers when you show you are prepared to stretch yourself with effort, tune into their body language for messages and notice voice tones to emphasise points.

Show you are in the zone by asking questions to learn more and combine both your and their top strengths. Don't mistake your teachers' advice for criticism. They want you to become your best possible self. Ask them their expectations of you.

Library teachers are experts at finding accurate information, effective research methods, correct ways to reference and compiling bibliographies.

Acknowledgement: John Hattie

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to build further positive relationships with my teachers?

1. _____
2. _____

MINDFULNESS ACTIVITY

Describing Pictures – you and a friend each draw a picture and not show each other. Then describe to each other to what the picture looks like and means to each of you.

RESILIENCE BUILDER

There are some wonderful outside agencies which offer young people excellent support, such as kids helpline, headspace, reachout... With a friend visit three of these agencies websites to learn about what things they can offer you.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH TEAMWORK

www.viacharacter.org

STRENGTHS BOOSTER

RELATIONSHIP STRENGTHS (see pages 8-9)

RELATIONSHIPS AND OPTIMISM

CONNECTING WITH TEACHERS

Wellbeing Bank: to boost my Relationships and Optimism through connecting positively with my teachers.

The quality of your relationships with your teachers are the greatest predictors of how successful you will be at school, more than the combined influences of home, peers and school. Therefore, it makes great sense to work cooperatively with them.

Just as students differ from person-to-person, so too do your teachers. To enhance the quality of your relationships, learn about each of your teacher's:

- ↳ Expectations for their course, the assessment criteria and your participation and work ethic.
- ↳ Style of teaching for you to adapt how you listen and ask questions.
- ↳ Availability and willingness to help you at recesses, lunchtimes, before or after school.
- ↳ Top character strengths so you have an opportunity to combine both of your strengths to boost learning. Ask them, they'll appreciate your interest.

Describe what you currently do to learn about each of your teachers.

The reality, irrespective of what you believe, is that all of your teachers want to see you thrive and be successful. When you have problems understanding, ask for help immediately.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to learn about each of my teachers to further develop positive relationships with them?

1. _____
2. _____

MINDFULNESS ACTIVITY

Describing Pictures – you and a friend each draw a picture and not show each other to what the picture looks like and means to each of you.

RESILIENCE BUILDER

For many years people have believed that success brought happiness. Recent research has indicated that it is the other way around, that happiness brings success. Describe two occasions when this has happened for you.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH TEAMWORK

www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?

😊😊😊

WEEK 16

MIDDLE PLANNER PAGE 54

SENIOR PLANNER PAGE 54

SKILLS AND ACHIEVEMENT

REVISING AND PRACTISING

Wellbeing Bank: to add to my Skills and Achievement by revising and practising to grow my abilities.

Doing more of the same level tasks when revising and practising, will only improve your reliability, not develop your abilities. While you may feel uncomfortable, to experience growth in your abilities, you need to revise and practise more difficult tasks.

Describe how you currently revise and practise what you learn.

Focus on stretching the tasks and practising in more intelligent ways using Habits of Mind and thinking tools from the website. It's about doing better, not doing more.

Effective ways to practise include:

- before starting, activate both brain sides by using both sides of your body together, e.g. skipping or marching
- revising for 5 minutes for each lesson every night and then 10 minutes per subject on the weekend
- googling the following revising approaches... Repeating, Routines, Mnemonics, Acronyms, Flash Cards, Group Associations, Graphic Organisers.

> Website: Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to revise and practise what I learn more intelligently?

1. _____
2. _____

MINDFULNESS ACTIVITY

Building Empathy – in a group each of you write down on note paper what worries and troubles you and place them in a bowl. Each person randomly picks one out and reads it to the group. What feelings do you experience?

RESILIENCE BUILDER

When you arrive home from school your parents/caregivers tell you that they want to sit down with you and have an important talk after dinner. What thoughts and feelings would you have?

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH LOVE OF LEARNING

www.viacharacter.org

WELLBEING FITNESS CHALLENGE

PHOTO ? (see pages 10-11)

SKILLS AND ACHIEVEMENT

DELIBERATE PRACTICE AND REVIEWING

Wellbeing Bank: to add to my Skills and Achievement through deliberately practising and reviewing what I learn.

Your brain's reality is that if you don't review and practise what you learn within 24 hours, 60% to 80% of it is lost. Why learn it in the first place?

For every 50 minute class do a 5 minute review nightly of what you learnt and allocate 30 minutes per subject on weekends to review and practise.

An effective way to review and practise is to divide your page into three columns:

- ↳ right column: write what your teacher taught
- ↳ middle column: write an example which shows this
- ↳ left column: write how you would do it in your own words

Describe how you currently review and practise what you learn.

Also, listening to recordings of what you learn while travelling, enhances the reliability of your understanding.

As you learned from Brain Growth Abilities, your brain reviews itself after every experience, meaning the messages move much faster down brain pathways, making those behaviours more reliable. Deliberately practising more difficult applications of what you learn will also build your levels of competence.

> Website: Positive Memory Habits Are activity sheet, Wellbeing Builder Reflection.

ACTIONS

What are two things I will start doing to deliberately practise and review what I learn more effectively?

1. _____
2. _____

MINDFULNESS ACTIVITY

Building Empathy – in a group each of you write down on note paper what worries and troubles you and place them in a bowl. Each person randomly picks one out and reads it to the group. What feelings do you experience?

RESILIENCE BUILDER

Research into neuroplasticity has proven that by fitting your efforts to try new approaches and strategies that you can grow your brain's abilities in all areas of your life. Write down three new approaches you will try for note taking, reviewing your learning and showing others matter.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

CHARACTER STRENGTH LOVE OF LEARNING

www.viacharacter.org

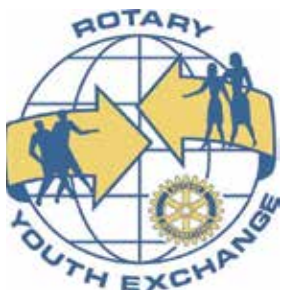
HOW DID YOU FEEL THIS WEEK?

😊😊😊



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.



HOST FAMILIES REQUIRED

The Rotary Club of Mount Lawley urgently requires host families for an inbound Rotary Exchange student for the period January to July 2020. The students are

High School Age and will be attending a Local Senior High School. By hosting a Rotary Youth Exchange student for from 3 to 5 months you can expose your family to another culture.

As a host family you will

- Provide room and Board
- Supervise the student just as you would your own children
- Involve the student in family activities and chores
- Enrich the exchange student experience by including the student in family, community and cultural activities.

For further information please contact the Secretary of The Rotary Club of Mount Lawley, Catherine van Delft:
 Catherine Van Delft
 Secretary, Rotary Club of Mt Lawley
 Email: vandelft@iinet.net.au



Year 7-10 Tutoring with specialised year 11 & 12 ATAR support.

We are a new educational resource and tutoring centre recently opened in Inglewood, offering:

- One on one tutoring all subjects (kindy to year 12)
- Small group tutoring
- Educational resources (including ATAR study guides and Creelman exam question texts)
- Study Skills support classes

Please contact us for further information as to how we can support your child's educational needs.

www.bcsbooksandeducation.com.au

(08) 61556967

Mount Lawley Inglewood Junior Cricket Club

The Mount Lawley Inglewood Junior Cricket Club is currently recruiting girls to be part of our 2019/2020 cricket teams. This year, we hope to raise an under 13s team for the upcoming season and all interested girls are encouraged to sign up. There will be a free try out day in the upcoming July school holidays which will be run by the WACA followed by an open day at the WACA for all interested girls in August. A general guide to the cricket pathway for girls in Western Australia is shown in the table below:

Cricket Pathway	Age group	School Year
Junior Blaster	Girls aged 5 to 7 years	Pre-primary and Year 1
Master Blaster	Girls aged 7 to 10 years	Year 2 and 3
Junior U11s	Girls aged 11 and under (as of December each year)	Years 4 and 5
Junior U13s	Girls aged 13 and under (as of December each year)	Years 6 and 7

Please register your interest by contacting Lisa Bell, Girl's Cricket Coordinator - Mount Lawley Inglewood Junior Cricket Club by email, inkrypt@iinet.net.au or phone 0438196815.

General enquiries regarding our cricket club including the Junior and Master Blaster competitions for both boys and girls are also welcome.



COMMUNITY NOTICES

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CEPSWA INDIVIDUAL CHESS CHAMPIONSHIP

Venue: Quintilian School
Date: 08/06/19
Time: 12pm - 5pm

Register: www.cepswa.com.au
 Entry Fee: \$30

Remember:
 You must register and
 make the payment before
 06/06/2019
 to participate in
 this tournament.

Payment details:
 Account Name: Chess Emperor
 BSB: 306 040
 Account Number: 0830176

T.E.E. CONSULTANTS
The Exam Experts
WE ARE THE EXAM EXPERTS

Enrol in July Revision Courses at UWA in 2019

We are The Exam Experts
 T.E.E. is a leading provider of intensive holiday revision courses for Year 12 students preparing for ATAR exams.

We offer students the unique opportunity to study and live on campus at the University of Western Australia, while attending lecture theatre revision classes. Students spend their first week of the July School Holidays learning from WA's most experienced teachers.

Students receive targeted revision, discover new strategies and develop effective exam techniques designed to improve ATAR results through building confidence, knowledge and new skills to ace their exams.

Course Details
 Monday 8 July to
 Friday 12 July, 2019

PRICE - \$175 (Per subject)
 (2 hours per day, total 10 hours)

Location
 University of Western Australia, Nedlands
 Physics Building

Why choose T.E.E.?

- ✓ We are The Exam Experts and will help you boost your ATAR.
- ✓ The best value revision seminars with the best teachers in WA.
- ✓ Year 12 specialists since 1987.
- ✓ 10 hours of expert revision.
- ✓ Take the stress out of your exam preparation

Accommodation Packages
 Subsidised full board accommodation at UWA is available for students enrolled in 3 or more subjects.

Package includes course fees, accommodation from 7 July - 12 July 2019 and 3 meals/day:

SPECIALS - \$750 (3 subjects)
\$850 (4 subjects)
\$990 (5 subjects)

Apply early to avoid disappointment

2019 T.E.E. JULY YEAR 12 ATAR REVISION TIMETABLE

8.30am - 10.30am	10.45am - 12.45pm	1.00pm - 3.00pm	3.15pm - 5.15pm	5.30pm - 7.30pm
Chemistry	Physics	Maths Methods	English	Modern History ★
Biology	Human Biology	Maths Applications	Literature	Geography
Physical Education	Psychology			Health Studies
				Maths Specialist

★ Modern History students will study Unit 3 Russia 1914 – 1945 (5 hrs) and Unit 4 a choice of Europe since 1945, Australia with Asia or Middle East Peace (5 hrs)

Enrol online: www.tee.com.au ☎ 9314 9599
✉ info@tee.com.au

2019 July School Holidays ATAR Revision Program Year 11 & 12

ACADEMIC TASK FORCE
Achieve Success at School

Early Bird Offer: 10% Discount
 Enrol early to secure a place!
 If you enrol with full payment by Monday June 17, 2019 you will save 10%!

Please turn over for timetable →

2019 July School Holidays Skills Development Program Year 7 - 10

ACADEMIC TASK FORCE
Achieve Success at School

Early Bird Offer: 10% Discount
 Enrol early to secure a place!
 If you enrol with full payment by Monday June 17, 2019 you will save 10%!

Please turn over for timetable →

Maximise Performance. Achieve Success.

A+

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

Get the ATAR Score you deserve.
 Our July Holiday Revision Program motivates, empowers and supports students in achieving success.

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

Results driven.
 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.

July School Holiday Program

Subject Courses
 Each ten hour subject course (two hours a day over 5 days) will consolidate your semester 1 knowledge and give you the best exam preparation.

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.

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

Enrol online: www.academicgroup.com.au Call : 9314 9500
learn@academicgroup.com.au

Learn more. Become more.

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

Results driven.
 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.

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.

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

July School Holiday Program

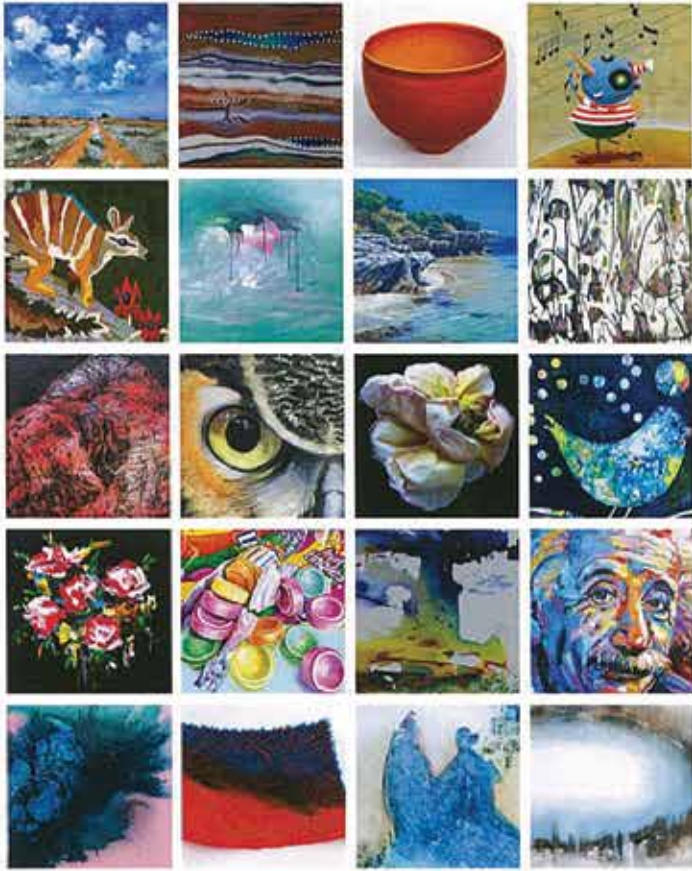
- ▶ **Learning Skills:** Build your child's confidence by learning time management, homework strategies, goal setting, learning techniques and many more skills to build their confidence and motivation.
- ▶ **Advanced Maths and Intermediate English:** Recommended for Year 9 and 10 students who would like 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.
- ▶ **Foundation Maths and English:** Recommended for students in Year 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.
- ▶ **Essay Writing:** Help your child learn how to write persuasive essays. Your child will practise skills to improve their writing for any subject.

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



Lawley Art Auction



West Australian artists supporting the arts at Mount Lawley Senior High School

Saturday 15th June 2019

Mount Lawley Senior High School

Viewing from 5pm | Auction starts 7pm

All welcome

lawleyevents.com



Lawley Art Auction



West Australian artists supporting the arts at Mount Lawley Senior High School

Over 100 established & emerging artists

What: Fine art auction, live music, delicious food and drinks, raffle, silent auction and an additional gallery of works for sale.

Where: Mount Lawley Senior High School. Enter via Bradford Street and park on the school oval.

When: Saturday 15th June 2019

Viewing/registration from 5pm | Auction starts at 7pm.

More Information and Online Catalogue

[MlshsArtAuction](#)

[lawley_art_auction](#)

lawleyevents.com

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