



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 6 Term 3 No. 1 2019

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### Principal's Report

Recently we held the annual Honours Society Assembly and inducted nine Year 12 students into this exclusive club. This important tradition started in 1982 to acknowledge the outstanding scholastic achievement of students over the two final years of school. The keynote speaker this year was Emma Sulley, an Alumni from the Class of 1995 spoke of her time at school and her induction to the Honours Society. She outlined her career pathway as a Sports and Musculoskeletal Physiotherapist and her involvement with the Australian team at several Olympics.

We have had a number of successful incursions and excursions so far this term as well as two visits from students from Japan and China. We welcome these students to our school as it is very beneficial for our students to have the opportunity to interact in classes with visitors, practise speaking with native speakers and share experiences. I thank the parents who hosted the students and allowed them to experience life in an Australian family. Without the support of our parents and staff, these visits would not be possible.

A very successful Year 10 Leadership Camp was held at Bickley Recreation Camp in Week Two and students had the opportunity to take part in a range of activities including search and rescue, vertical challenge, canoeing and mountain biking. The activities were designed to promote teamwork, cooperation and build their leadership skills.

The Write A Book in A Day Competition (part of the Kids Cancer Project) once again proved to be a great success with seventy-three GAT and AE students participating. Starting at 8am and finishing at 8pm these students from Years 7 to 10 wrote and illustrated eleven books for publication. This year the books were all of an extremely high standard. After judging the books are donated to a hospital to be read by the young patients I thank the staff who gave up their time for the event.

The Music Department have had a number of successful performances over the last few weeks. Firstly, the Senior Concert Band performed in the first of the ABODA series where schools from all over the state performed. Our students were awarded 'Excellent' from the panel of

### CONGRATULATIONS



#### Daniel 9H6 and Harry 9H6

Daniel and Harry were selected to participate in the U15 soccer team held in Gothenburg, Sweden during the holidays. Both students play for Subiaco AFC which was only one of two Australian clubs playing in the competition. There were 221 other teams from 30 different countries. The Subiaco team finished at the top of their group in both competitions.



#### Brodie 8H5

The first competition was at Alice Springs Inland Dragway (ASID) also called the Desert Nationals. Brodie won the Junior Dragster bracket getting him his first trophy. Then on to the Sunset Strip, Junior Nationals event in Mildura raced against 35 other competitors who travelled from different states to compete where Brodie won the Sunset Strip Junior Nationals. Congratulations to Brodie for two successive wins.



#### Grace 12F1

Recently Grace who is a Japanese Language student received 20 out of 20 in her oral assessment which was marked by an external assessor Mr. Scott Haddrell, ATAR Japanese Examiner. It is not easy to get a full mark in an oral examination so the school would like to congratulate Grace on this outstanding achievement.



#### Niamh 1003

Recently Niamh won the WA State Irish Dancing Championships in the U15 age category and she is off to the Nationals held in Canberra. Niamh also qualified for the World Championship to be held next year in Dublin, Ireland.



#### Jayna 1001

Jayna represented WA at the recent National Soccer Championships held at the Australian Institute of Sport in Canberra.

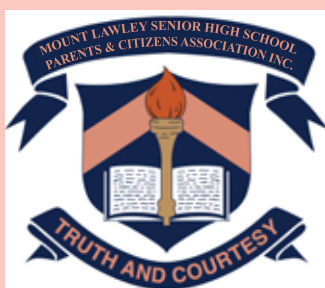


adjudicators. The choir then performed brilliantly at the State Choral Festival and also received an award of excellence from the adjudicators. Our Jazz musicians performed at the recent WAPPA Jazz Festival and the Big Band was outstanding and received an enthusiastic response from the audience. The five-member Chamber Jazz Group were a big hit and wowed the crowd with their fabulous stage presence, wonderful musicianship and professionalism. Many thanks to our dedicated Music staff as these events take place after hours and on weekends and our staff willingly give up time with their own family to support our music students.

Well done to our Hospitality students and staff who served up a brilliant breakfast VIP Breakfast on Wednesday 21 August. This function was a part of their formal assessments and I am sure they will all pass with flying colours. The annual breakfast is held to thank the many volunteers who so generously give their time to the school through the Board, the P&C and its associated committees, our mentors as well as the families who offer perpetual prizes to the school.

The last round of OLN testing for 2018 begins on 27 August. Passing OLN (Online Literacy and Numeracy Assessment) is a requirement to enable students to gain their WACE certificate and graduate. The great majority of students achieved the benchmark in the March round. Since then students still needing to pass OLN have been receiving support to help them to achieve the standard in the next round.

**Lesley Street, Principal**



*Apologies for the short Notice:*

**MOUNT LAWLEY SENIOR HIGH SCHOOL P&C ASSOCIATION INC**

**Presidency up for Election:**

**Main Admin Building 7:30pm August 26th**

*All new members are welcome*

Financial Members can nominate and vote for the position of President for the remainder of the 2019, we will have the election on August 26th

*The Executive Committee of  
Mount Lawley Senior High School P&C Association Inc*

**LAWLEY ART AUCTION**

The Lawley Art Auction on 15 June 2019, was a very special evening, with more than \$25,000 raised to support Arts programs at Mount Lawley Senior High School.

The parent committee would like to thank everybody who attended and bought artworks, as well as the many volunteers who ensured the auction and Irving gallery were both successful.



The funds raised by the Lawley Art Auction help ensure that the school's Specialist Visual and Performing Arts program and the Music program continue to provide engaging, contemporary content for their talented students.

The date for the 17th Lawley Art Auction, to be held in mid-2020, will be announced by the end of the year.

We urge new parents to the school to join the committee for a rewarding experience.

**Carolyn Monaghan, Art Auction Committee**





# LAWLEY ART AUCTION





**STUDENT OF MONTH AWARDS TERM 2**

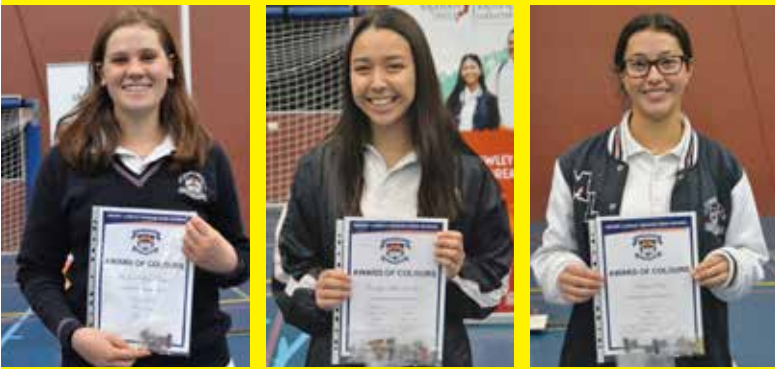


Kyle

Eloise

Lucy

**STUDENT COLOURS AWARDS TERM 2**



Ruby Mae

Emily

Kiara

**MUSIC SUCCESS**

The band, orchestra, and chorale festivals were held at the end of Week 3. On Saturday morning our Senior Concert Band participated in the Australian Band and Orchestra Directors' Association (ABODA) Festival under the excellent direction of Lee Stanley. They performed brilliantly both in the concert and for the workshop afterwards. Their positive attitude and excellent musicianship was noticed by both the adjudicators and audience members. Congratulations to all the students who participated in the various festivals.





**MOUNT LAWLEY SENIOR HIGH SCHOOL**  
*An Independent Public School*

**OUT FOR EARLY START**

**The Scholarship Advantage**

- ✓ **Scholarships Provide You with Financial Support**  
Let someone else pay for part of your education.
- ✓ **Scholarships Can Help You Get Where You Want to Go**  
A scholarship confirms you would be a valued addition to an institution.
- ✓ **Recognition**  
Be recognised for your potential and develop confidence to pursue your goals.
- ✓ **Distinguish Your Achievements**  
Stand out amongst your peers.
- ✓ **Scholarships Make Your Resume Stand Out**  
A scholarship will enhance your resume.

**ACADEMIC & FINANCIAL EQUITY SCHOLARSHIPS**

The provider of the bookshop, Campion Education, has provided a number of scholarships for students attending the school in 2020.

The scholarship is available for purchasing books, materials and stationery from Campion Education.

Students Interested in applying are to submit:

- ☑ Application form.
- ☑ Copy of last school report.
- ☑ Statement addressing the selection criteria (maximum one typed page).

Application forms are available from the Middle, Senior or Main Administration Offices and are also on our website.

For more information visit  
[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) or  
phone 9471 0300.

**CLOSING**  
9:00am Tuesday, 10 September 2019 – Years 11/12 in 2020  
3:30pm Friday, 1 November 2019 – Years 7-10 in 2020



## PREFECTS QUIZ NIGHT

After an overwhelming influx of bookings for the 2019 Prefect Quiz Night, frantic arrangements were made to hold the night in the nearby Inglewood Bowls Club to accommodate for the growing number of attendees.

After weeks of planning the night had finally arrived and on Tuesday 2nd of July the prefects headed over to the bowls club to set up for the night with the help of some year 8s. At 6pm excited teams began arriving to enjoy a sausage sizzle and baked goods from the bake sale before getting into the quizzes at 6:30.

There were many wonderful prizes on offer from our amazing sponsors to be won in the 1st, 2nd and 3rd place hampers but also in the silent auction and raffle including a range of vouchers to local shops, numerous products from a various places and some priceless prizes including the renowned Basini Beanies and a lunch date with politicians Simon Millman and John Carey.

The competition was strong as teams tested their knowledge on heroes and villains, humanities and social studies, literature, sport, movies, Australia and hits from the 80s, 90s and 00s as well as general knowledge on the various table quizzes. There were also prizes to be won throughout the night with the entertaining mini games on guess the vine, bang and bring these items to the front.

The club proved to be a wonderful venue, the night a complete success and the prefects raised \$2135 for their legacy gift to the school and with over 200 attendees having a wonderful time and winning some outstanding prizes.

A huge thank you to our sponsors for their support and contributions in making this night a success:

- Good Life Dogswamp,***
- Simon Millman MLA,***
- The Market Place IGA,***
- Black Pig Deli,***
- The Bodhi Tree,***
- Leaf & Bean Emporium,***
- Marion Myers.***
- Mondo Butchers,***
- John Carey MLA,***
- Inglewood Hotel,***
- Kaos Hair Studio,***
- The Mezz News, Diabolik,***
- Adriana's Hair Salon,***
- Alice Basini,***
- Radio Fremantle (Getting Up with GJ),***
- Mt Hawthorn Health Foods,***
- Pot Black Family Pool and Snooker Centre,***
- Revelation International Film Festival,***





**NAIDOC ASSEMBLY**

This year's NAIDOC saw another series of impressive performances and presentations to promote this important celebration. The highlight was our whole school assembly, commencing with a *Welcome to Country* conducted by Elder Dr. Noel Nannup, who provided an informative cultural history of the Mount Lawley area. Dr. Nannup's inspirational words were reinforced by our principal Ms. Street who outlined the school's commitment to the Reconciliation process and the school's ongoing commitment to NAIDOC as an integral component of the school's culture rather than just being a 'one-off' event.



applaud loudly after Taylor's recital.

The assembly was treated to a special rendition of "We Are Australian" by FTD student Lakoya alongside a set of traditional and contemporary cultural dances performed by Wesley College's Moorditj Mob. The celebration concluded with our special guests enjoying a lovely Aboriginal brunch consisting of traditional foods freely available in Australia's bushlands and prepared by the school's Home Economics Department.

Many thanks to everyone who contributed to the NAIDOC celebrations and for their continued support in making Mount Lawley SHS a leader in Aboriginal Education throughout Western Australia.

**Dr. Philip Paioff, AEP Coordinator**



The assembly was professionally hosted by *Follow the Dream (FTD)* Students Emma and Dakota. Emma introduced *Aboriginal Excellence Program (AEP)* Coordinator, Dr Phil Paioff, who provided some background information on the program and acknowledged our special guest Mr John Schnaars (OAM), head of *Honouring Indigenous War Graves Inc* and the important work he does in organising headstones to be erected on the unmarked graves of Indigenous soldiers. Following Dr. Phil's presentation, Year 11 student Sharlene gave a glowing account of her experiences in the AEP and FTD programs and how the guidance received through those programs helped her become a more confident and committed student at Mount Lawley SHS. Sharlene also shared her poem based on the six Noongar seasons, which was prepared during last year's AEP research project. Sharlene was backed-up by Taylor who read

an emotional poem on the theme of Reconciliation. It was wonderful to see the 2000 strong audience (mainly fellow students)





### YEAR 12 ZOO EXCURSION

On the 26th of July, the Year 12 Biology class travelled to Perth Zoo on an educational and immersive excursion. We first listened to a presentation on Homeostasis. Whilst there, we were given the opportunity to touch a python! We then toured the zoo, took some memorable pictures, and completed an assessment task on conservation and homeostasis.



My classmates and I thoroughly enjoyed this excursion, as one of our last trips in high school together with

good friends and teachers. I know that I will remember this excursion as one of the highlights of my school life! Thanks to Ms. Hancock and the Science Department for giving us the opportunity.

*Written by Zolboo Amarbileg. Photographs by Zolboo Amarbileg*





## HONOURS SOCIETY ASSEMBLY

The Mount Lawley Honours Society Assembly was held on Wednesday 14th August. The Society was first created in 1982 to recognise hard work, consistent application and excellence in academic achievement. In 2019 to be eligible for acceptance into the society an outstanding achievement must be attained in both Year 11 and 12.

Students on either an ATAR or VET pathway can be granted membership to this elite club. Students select themselves for this club through their attitude and application to their studies in Senior School.

This year we were delighted to invite a past Honour's Society student from 1995 Emma Sulley as our special guest speaker, Emma is a prominent Sports and Musculoskeletal Physiotherapist who addressed the inductees and the whole student body with a thoughtful speech about her time at the school and the variety of different pathways her career has taken her. She stressed the need for the Honour's Society inductees to work hard to achieve and being brave and adaptable in your attitude towards your future plans. The 9 members of the 2019 Honour's Society were then inducted into the Society.

Simon Millman MLA took to the podium to congratulate the members of the 2019 Honour's Society and Grace Barker, a member of the 2019 Honour's Society, replied as the student representative.

The Mount Lawley Senior High School Symphony Orchestra and Choir provided a strong presence at the Honours Society Assembly, with the School Choir opening the assembly with the School Song as the visitors made their way into the gym. Prior to Grace's Barker Honour Society student response, the School Symphony Orchestra gave an outstanding rendition to the parents and the whole school assembly.

The inductees, their parents and special guests then enjoyed a delicious morning tea to celebrate the occasion.

The Members of the 2019 Honours Society;

Grace  
William  
Michael  
Jasmine  
Benjamin  
Ronan  
Hari  
Cameron  
Kosara









### ENGLISH : POETRY SLAM

The Year 7 GAT and AE English classes have been studying the wondrous art of poetry. In particular, Indigenous Poetry and Poetry Slam. A poetry slam is where people perform their poems and compete for the glory of being crowned slam champion.



We were lucky enough to be part of an exciting incursion to meet Jesse Oliver who won the 2017 Australian Poetry Slam. We learned tips about performing in front of a crowd and how to come up with ideas for the poems we would soon write. When it came to writing our poem, we went through a five-step process created by Gayle Danley. We wrote down what we were thinking about and edited it into a proper poem. Then, the two classes practiced their poems in preparation for an intense battle of the poems!

The proud finalists from GAT were Eoin, Jessica, Shirin and Aanishka who faced off against the AE finalists: Bella, Adam, Tommy, and Angela. The slam was called the 'Gatlings' vs the 'AE-liens' and neither one of them wanted to lose the fight. In 3rd place was Eoin, in 2nd place there was a tie between Bella and Angela, and in 1st place was Shirin.



Shirin, Eladia and Eoin presented their poems at the Term 2 Middle School Assembly. Their poems about climate change, politicians, water pollution and social issues were amazing and everyone at the assembly enjoyed listening to their eye-opening poems. Overall, we all had an awesome time and it is clear that poetry is still alive and well in 2019!

**Written by Chloe Burns**





### BIOLOGY BRAIN CAPS

Year 9 students have been learning about Biology in Science during Term 3.

Each class created 'brain caps' that demonstrated where there was an interactive experience with the nervous system. The students each coloured and labelled the diagram, also adding the key features of each lobe. The next step was to glue the pieces of paper together to make the 'brain caps'.

This was an excellent way to put a usually theory-based topic into a physical representation that helped many students. The lesson was memorable and enjoyable for all students.

**By Olivia Crockford, 9AE Science Class**



### BRAIN BEE UWA SCIENCE CHALLENGE

Year 10 students: Laura, Michael , Terry , and Elouise. Their performance in the first round of the Australian Brain Bee Challenge enabled them to progress to the state finals of the competition which was held on 21 June. The day's events consist of individual and team competitions, lectures, as well as interactive tours of neuroscience and anatomy laboratories at UWA. Below is an short overview by one of the students.

*'Mount Lawley SHS took four students to the Brain Bee Challenge at UWA, a science competition that tests participant's knowledge of the human brain. During the competition the UWA team took us through the facilities and courses that UWA offer (including a room full of cadavers), and current neuroscience students gave us presentations on their research and experience as a university student. Although nobody from Mount Lawley SHS qualified for the next round, it was an incredible experience that gave me a realistic understanding of studying a science degree and was extremely humbling to realize how much we still don't know about the brain.'*

**Ellie Blizzard**





**TERM 3 CONTEMPORARY & JAZZ MUSIC CONCERT**





TERM 3 CONTEMPORARY & JAZZ MUSIC CONCERT





## ABORIGINAL EXCELLENCE IN CULTURAL COOKING WITH BINDI BINDI DREAMING

Aboriginal Excellence Program (AEP) students joined Ms Baljic's Year 7 and Year 11 Home Economics students in a joint cooking workshop run by Marissa Verma from *Bindi Bindi Dreaming* as part of the school's commitment to integrating cultural perspectives across the curriculum. The preparation of traditional, semi-traditional and current dishes served to provide insights into the cultural traditions of the Noongar People as well as give students the knowledge and skills to share in the continuation of traditions that have been way of life in our region for tens of thousands of years.

Once Marissa gave students a few tips on how to prepare the various dishes, they wasted no time in getting their 'clean' hands to work. They produced both sweet and savoury dishes using '*Outback Spirit*' (spices), lemon myrtle, native basil, bush peas and various sauces and jams all made from traditional plants that have been available and used in Australia for thousands of years.

Bindi Bindi Dreaming provided our students with a wonderful and informative learning experience that was enjoyed by all who participated. The Home Economics Department staff were so impressed by the ease and taste of foods that '*Bush Foods*' may become an integral component of future programs. The Aboriginal Excellence Program students (pictured below) have already invited Marissa to return later this term to assist in growing our 'own bush foods' and to experiment with other tasty dishes ... ALL 'potentially' available in backyards throughout Australia.

In closing, it is important to mention that the cultural awareness raising workshop provided by Bindi Bindi Dreaming (a 100% Aboriginal owned and operated company) was a memorable cultural experience that our students will no doubt share with their families and friends.

**Philip PAIOFF, AEP Coordinator**



Photo Below:

Marissa provides some cultural information on the Noongar seasons, plant 'food' locations and growing times as well as the nutritional and medicinal uses of the foods prior to preparing a range of easy to make sumptuous meals.





**ABORIGINAL EXCELLENCE IN CULTURAL COOKING WITH BINDI BINDI DREAMING**





## GEOGRAPHY EXCURSION YEAR 11

The Year 11 General Geography class went on a fieldwork excursion in term 3 week 5. We explored the grounds and public artworks of Optus Stadium while learning about the six Noongar seasons and the cultural significance of the river region. Next, we crossed the Matagarup bridge, enjoying the sunshine, artistic soundscapes, and spotting black swans.

Students learned about the history of Victoria Gardens and East Perth while collecting data about native flora and fauna. We then walked through Claisebrook Cove observing and collecting data about land use and transport in the area. Finally, the students enjoyed the sunshine and a great view of the Swan River while sketching Optus Stadium.

### **Nina & Ms Willshire**

*"We learnt about Indigenous art and sculptures on the ground of Optus stadium. I enjoyed learning about the nature-driven design for the Optus grounds."* – **Jordan**

*"We treasure hunted for artworks, including bronze turtles."* – **Lailaa**

*"I enjoyed collecting data about native flora and fauna, including the black swans who are currently caring for 10 cygnets. We learnt about the erosion problems facing this part of the Swan river, and the ways the government is restoring it."* – **Nina**

*"I liked people watching and tallying up who was using the park, like cyclist, joggers, and families."* – **Arslan**







**GEOGRAPHY EXCURSION YEAR 11**





### MY EXPERIENCES ON LEADERSHIP CAMP

Leadership Camp was probably one of the greatest experiences I have had at school so far. The camp taught me some new skills that are helpful and overall it was a very fun time. The staff that came with us were all so supportive and helped us when we needed them. The activities on the camp were really fun such as the 'search and rescue' and canoeing as these activities taught me how to work as a member of a team compared to working by myself. Overall the camp showed me that there's actually a lot more to look out for when being a leader, it's not just one person taking charge and running a group it's the fact that you all have to work together and we all have to trust each other for the group to work effectively and it does not have to be just one individual leading the group it can be multiple people. **Patrick Inga**





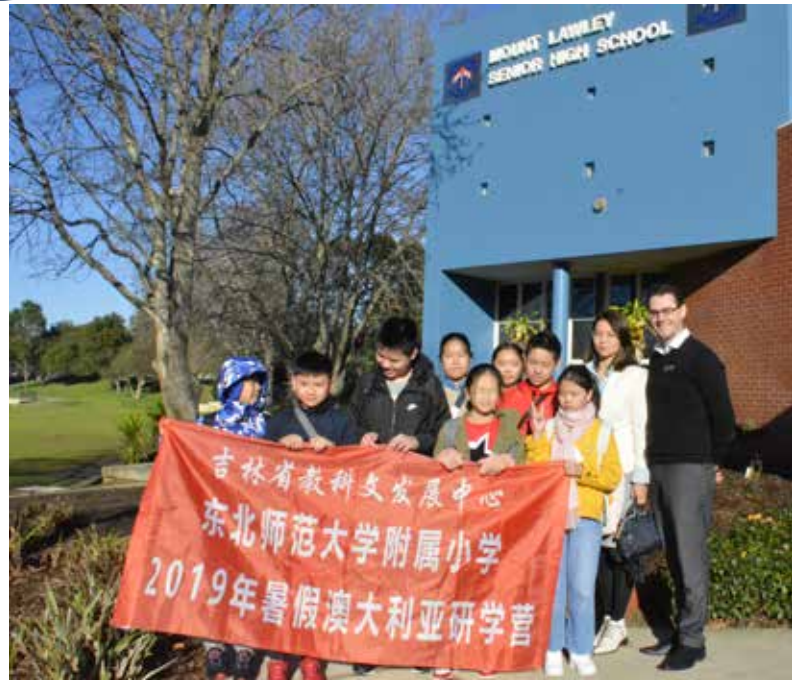
## PHOENIX VISITORS FROM JAPAN & CHINA

On Thursday, 15th of August, a group of Japanese boys who are studying English at Phoenix College, Perth visited Mount Lawley SHS. These students are from Konan College in the Aichi Prefecture, Japan. The purpose of their visit was to experience a true Australian high school life with our students at our school campus.

The Languages Department organised a special program for the visitors so they can immerse themselves as 'Aussie' high school students for a day and interact with Mount Lawley's Korean Language students from Years 11 & 12.

Students attended Ms. Moya Thomas' Drama workshop as Japanese students don't have the privilege to learn Drama as a subject in Japan. The workshop was great fun and they didn't want to leave the class. Mr. Adam Zen gave the visitors an insight into Australian Football (AFL) and his workshop was, as usual, the best sport class they have attended in their school life.

A group of Year 7 Chinese students also visited for half a day. These students were from a Middle School in Changchun in the Jilin Province, China. The purpose of their visit to Australia was to practice their English in a native environment and learn about western culture, so what better place than with Mr Dobb's Year 9 Chinese Language students. The students also participated in an Aboriginal Dot Painting class held by Ms Packham where they also investigated Australian animals such as the Kangaroo and Koala as art forms. Then the Chinese students joined the Japanese boys in the gym to learn the fine art of Australian Football and gain those important skills of handballs and kicking the football.





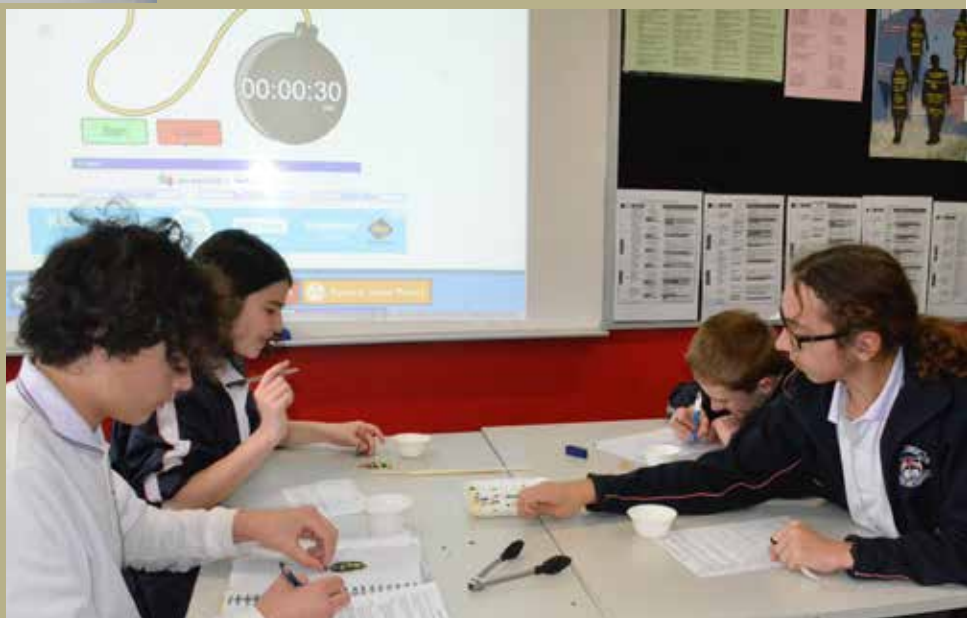
### YEAR TEN SCIENCE

During Term Three, Year Ten Science students studied the topic of Evolution. During this topic, students looked at the evolution of adaptive features in organisms that help them survive in their environment.

In this investigation, we used a range of utensils (chopsticks, tongs, pegs, and spoons) to represent different types of bird beaks. Using the utensils, we tried to collect as many grains of food as possible to survive. Some 'beaks' were extremely difficult to use, resulting in only a few grains of food collected within the same time frame.

This investigation represented Darwin's process of Natural Selection and the survival adaptations of animals.

*Meya Espinoza-Cockburn Year 10*





**STUDENT ART WORK ON DISPLAY**

The Young Originals Exhibition is a prestigious exhibition that showcases excellence in visual arts across Years 7-12 in government schools. The exhibition is funded by the Western Australian Secondary Schools' Executive Association (WASSEA) and the Sangora Education Foundation, in partnership with Edith Cowan University, School of and Arts and Humanities and the Department of Education. After a highly competitive entry round and a comprehensive judging process, two of our students' artwork have been selected for the exhibition at ECU.



*Hidden Demons*  
by Brandon  
(Year 12)



*Daily Life*  
by Georgie  
(Year 11)



**SCHOOL PSYCH CORNER**

**IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST**



**ARE WE 'OVER COMFORTING' OUR CHILDREN ?**

Here is an article from an interview with ECU Lecturer Dr. Mandie Shean. It talks about how we inadvertently reinforce young people's anxiety by feeding into it and 'over comforting'.

The take-home message is that we need to be acknowledging normal levels of stress and normalising these feelings, while we encourage teens to tolerate some stress and give things a go. It is important not to minimise and dismiss their feelings and instead encourage them compassionately.

<http://www.educationtoday.com.au/news-detail/Comforting-the-anxious-can-make-it-worse-4594>

**PODCAST: ENGAGING FATHERS WHO USE VIOLENCE**

In this episode, we talk with David Tully about engaging men who use violence and the importance of this engagement for children's

social and emotional wellbeing. David has worked in the area of domestic violence and childhood sexual assault for over 20 years and is currently Practice Manager for the Specialised Family Violence Services at Relationships Australia SA.

<https://emergingminds.com.au/resources/podcast/engaging-fathers-who-use-violence/>





### BUSH RANGER CADETS TREE PLANTING

On the 5th of July a group of 19 Bush Ranger Cadet students participated in tree planting along a creek near Lockridge primary school, to help with the re vegetation of a nearby bushland area. The purpose of the tree planting was to help restore a balance to the creek and the swamp it feeds into, which also feeds into the Swan River. Fertilisers and other chemicals from roads run into the river, the plants and trees absorb these pollutants and prevent harm to the river ecosystem.

Although it was cold and rainy the whole time, we think it will be very rewarding to one day come back and see the beautiful plants and trees we planted, and know that we have made a difference.

*By Jasmine Kinder*





**COMMUNITY CRICKET**

On Wednesday the 14th August after school on a freezing wet and cold afternoon 15 Year 10 girls participated in a fun game of Community Cricket hosted by the WACA, The Perth Scorchers, and Mount Lawley Cricket Club. The girls were all padded up and faced some fast bowling from WA Women's Cricket player Sheldyn Cooper. The girls got to experience what a local women's Saturday morning game is like and lots of laughs, drops, run outs, catches and some big hits were made. Thanks, girls for your amazing effort and spirit on such a freezing afternoon.

**Ms Sharon Jones, Health & Physical Education**





## TOP AWARD 'THE QUEEN'S SCOUT AWARD' TO YEAR 12 STUDENT

At the beginning of the school year Jasmine attended the Scouts WA Youth Awards at Government House where she was awarded her Queen Scout by the Governor of WA and Chief Scout, the Honourable Kim Beazley AC. The Queen's Scout Award is the highest award in the Venturer Scout section and carries an outstanding reputation both within Scouting and in the wider Community. Each year only a small number of Venturer Scouts achieve this prestigious award, The Queen's Scout Award encompasses four main areas Leadership Development, Personal Growth, Outdoor Activities and Community Involvement and requires hundreds of hours of to complete.



## MOUNT LAWLEY SENIOR SCHOOL AFL

This year marked the return of The Mount Lawley Senior School AFL team to interschool competition with two exciting games being played. The team played extremely well against quality competition in John Forrest and Chisolm College.

Round 1 the team made the trip to RA Cooke to take on a tough John Forrest outfit. The Mount Lawley boys played with a lot of heart and produced some quality Football. Unfortunately for the boys they went down in a hard-hitting encounter 15 goals 9 to 4 goals 2. Better players on the day were Innes Falconer up forward, Will Boucher was solid through the midfield and Lachie Gordon showed impressive poise with ball in hand.

Round 2 of competition found the boys on their home deck for the first time and ready to get on the winners list. The boys toiled hard all day with some exceptional Football on display. Unfortunately for the Mount Lawley outfit the Chisolm squad that were on the park had a large influence of senior figures which took control of the game with the final score being Chisolm 16 goals 7 to Mount Lawleys 3 goals 1. Stand out performances were pillar in defence Will Tabuau, Jaymes Ford through the midfield and the unearthing of a hybrid defender in Stanley Chu. Chu showed flashes of brilliance by foot and took courageous marks in defence to stop a strong Chisolm outfit.

Due to circumstances outside of our control we were unable to field a side for the last two games of the competition. However, the boys involved in the side showed tremendous heart and represented the school extremely well and are to be commended on their efforts.

**Mr Liam Clarkson, Health & Physical Education**



**BACK ROW:** William, Lachlan, Jaymes, Ethan, Eldin, Will, Zane, Dante, Matthew, Liam, Cameron, Sev

**FRONT ROW:** Charlie, Michael, Jayden-Lee, Spiro, Ethan, Jacob, Stanley







### YEAR 8 LIGHTNING CARNIVAL

On the rainy morning of Wednesday the 13th of August, all of the Year Eights gathered in the gymnasium to prepare for the Lightning Carnival. About a week before, we all chose a sport to play on the day of the carnival. We were able to choose from Floorball, Soccer, Volleyball, Basketball, AFL, and Netball.

On Carnival Day, we were all getting ready to separate and go to the different venues corresponding to the sport we chose. A majority of students - including myself - chose floorball, which was inside, so when it started bucketing down with rain, we all felt so fortunate that we chose the sport we did, and not another sport which was played outside.

But without a doubt, the best highlights were having fun, playing sport with our friends, and competing against other schools within our region. *(The hot chips were pretty great, too.)*

Overall, Mount Lawley SHS did well, coming first in volleyball and soccer, and everyone else received a ribbon that says 'good job, you tried'.

Congratulations to everyone who participated including the Year 10 & Year 11 coaches and umpires who helped our teams. Thanks a lot to the P.E. teachers and other staff, who made all of this possible, and to whoever made those chips, you deserve a medal.

**Sabrina Fox-Medrano.**





YEAR 8 LIGHTNING CARNIVAL





## YEAR 8/9 EAGLES SCHOOLBOY CUP FOOTBALL COMPETITION

During Term 2 the Mount Lawley Middle School AFL team competed in a round robin competition against other schools in the East Perth District. The schools in the competition were Aveley Secondary College, Ballajura Community College, Chisholm Catholic College, Ellenbrook Secondary College and John Forrest Secondary College across five Thursday afternoons.

The team consisted of a large number of Year 8 students with many of our opponent schools fielding mainly Year 9 based teams, though it was great to see many of the Year 9s show their leadership to guide the team to two victories.

This took the team to the first week of the finals against eventual competition winners Chisholm Catholic College. The competition saw many of the Year 8s develop into strong ball winners whilst adapting to play many different positions and grow the team's performance as the weeks went by. The future looks very bright for this football team as they progress through the year groups and into further competitions.

***Ms Maddie Morskate Health & Physical Education***

## YEAR 7 FOOTBALL CARNIVAL

On Friday 31st of May, Year 7 boys competed in an AFL Carnival held at Jubilee Reserve organised by the WA Football Commission. Mount Lawley SHS students were split into two teams and the final outcome of our teams was 5th and 7th place. Our school competed against, Governor Stirling SHS, SVACS, Clontarf AC, Eastern Hills SHS, and Gilmore Clontarf. This competition started at 9.30am and ended at 12.40pm. We had great fun warming up before the games. Once the games started everybody had the opportunity to kick or handball during the competition. We had a few 'clangers' with the football however there were also some beautiful goals kicked and lots of fun all round. Everybody had an awesome time and it was great to see Mount Lawley SHS have the largest number of students competing at this carnival.

***By Owen Bossong***







**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 29- ESSENTIAL SLEEP**

**Parent Wellbeing:** With your knees slightly bent, sway forward till your heels leave the ground and then sway back till your toes leave the ground. Feel your weight transferring and finding your balance for five minutes.

Sleep deprivation is a massive issue for many students and is having a profound effect on their physical and mental wellbeing, because both their bodies and minds are not being rested and recharged. How can we expect them to function well as students and as people?

Their 24/7 addiction of being electronically connected to their peers by having their phones on all night communicating with others, makes deep and uninterrupted sleep more than difficult. Interestingly, studies have revealed that some 60% of adolescents are unhappy with and exhausted by this, don't understand the consequences of a lack of sleep and rest, but continue to stay connected because of FOMO; Fear Of Missing Out. Also, the blue screen light from mobiles stimulates adrenaline release, further preventing sleep.

Assertive parenting of insisting no mobile or computer after 9.00pm is the answer; it may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

At least 9 hours deep and uninterrupted sleep and rest are non-negotiable essentials for the healthy development of young people. Student voice is an important aspect in building cohesive school communities, but only in areas where they are informed and knowledgeable.

*"The future belongs to those who believe in the beauty of their dreams." Eleanor Roosevelt*

**WEEK 30 – POSITIVE MINDSETS**

**Parent Wellbeing:** A skill of social-emotional resilience is being able to solve your social problems. Describe a time you have done this and how you could do it better. (Acknowledgement: Rievich and Shatte)

Encouraging students to look at life optimistically and search for what is good in things and right about what they are doing generates positive emotions in students. They are thriving and flourishing. Happy people enjoy better health, are more likely to achieve what they set out to do and welcome challenges.

When we teach our students about the amazing benefits of adopting an optimistic outlook in their lives and introduce them to the little positive actions they can do often, they shine. Their preparedness to adopt growth mindsets to learn and try new things to build their brains abilities is enhanced.

The alternative is to look at life pessimistically and search for what is wrong with things. And guess what, people who adopt this negative way of thinking find plenty of things they perceive to be not right, because that is all they are on the lookout for. It's a pity they miss out on the great things that are happening and could happen. As such, they seldom have those warm feelings of gratitude and appreciation.

The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers. Mix with positive people.

*"Thinking positively creates uplifting spirals of hope for the future." MW*

**WEEK 29**

MIDDLE PLANNER

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SENIOR PLANNER

PAGE 82

**EXERCISE AND VITALITY**  
**SLEEP MATTERS**

**Wellbeing Bank:** To increase my Exercise and Vitality by sleeping deeply every night without interruption. Due to being electronically connected 24/7, many of your age group are not having enough deep sleep to be physically and mentally healthy. Also, your ability to concentrate in class is severely affected. There are no shortcuts or substitutes of a long deep and uninterrupted sleep. Describe how deeply and for how long you currently sleep each night?

To have sufficient sleep, avoid caffeine and large meals before bed. Phones off at 8.30pm because the blue screen light activates adrenaline which makes sleep nearly impossible. Use a neck supporting pillow and firm mattress and keep your bedroom dark, quiet and well ventilated. By the end of the school day, your mind and body need at least 9 hours to rest your eyes and recharge your vital organs. Also, essential growth hormones are released and learnt material is stored in your long-term memory during REM sleep (Rapid Eye Movement).  
 > Website: Wellbeing Builder Reflection.

**ACTIONS**  
 What are two things I will start doing to have a deep uninterrupted sleep every night?

**MINDFULNESS ACTIVITY**  
**Self-Hugging** – give yourself a self-hug by wrapping your arms around yourself for one minute or longer if you like. Describe the positive emotions and feelings you experienced.

**RESILIENCE BUILDER**  
 Positive self-talk are I can and I will ... statements which build your self-belief to push on. With two friends think of five difficult situations you could find yourself in and create three examples of positive self-talk for each of them (see page 147 for ideas).

**WHAT WENT WELL THIS WEEK AND WHY?**

**STRENGTHS BOOSTER**  
 BREATHING STRENGTHS (see pages 8-9)

**CHARACTER STRENGTH SELF-REGULATION**  
[www.viacharacter.org](http://www.viacharacter.org)

**EXERCISE AND VITALITY**  
**ESSENTIAL SLEEP**

**Wellbeing Bank:** To strengthen my Exercise and Vitality through ensuring I have an uninterrupted nine hour deep sleep every night. Recent studies have revealed that a staggering 60% of students your age don't have adequate deep sleep; are you one of them? Being in bed for nine hours doesn't mean you are sleeping deeply, because many of you are being constantly interrupted by social media during the night. FOMO is in charge of you! Describe how you currently sleep. Are there social media interruptions?

When you make poor decisions by staying connected 24/7, the reality is that you suffer from sleep deprivation and your body and mind are in a constant state of fatigue. This is having a damaging effect on your state of wellbeing and preventing personal and academic growth in yourself.

You need to understand that your brain is a big energy user when you are thinking, learning and living. You are emotionally and physically drained by day's end and need to rest and recharge for tomorrow. During deep sleep essential growth hormones are released into your bloodstream and learnt material is stored in your long term memory.  
 > Website: Wellbeing Builder Reflection.

**ACTIONS**  
 What are two things I will start doing to have a nine hour uninterrupted deep sleep every night?

**MINDFULNESS ACTIVITY**  
**Self-Hugging** – give yourself a self-hug by wrapping your arms around yourself for one minute or longer if you like. Describe the positive emotions and feelings you experienced.

**RESILIENCE BUILDER**  
 When you are finding it difficult to cope with the pressures of school and life, brainstorm five coping strategies you could use to relieve the tense feelings. Look at Pathways to Cope for ideas. Often, the best way to cope is to ask for help; who do you trust to seek help from?

**WHAT WENT WELL THIS WEEK AND WHY?**

**HOW DID YOU FEEL THIS WEEK?**

MIDDLE PLANNER

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**MEANING AND PURPOSE**

**POSITIVE MINDSET**

**Wellbeing Bank:** To increase my Meaning and Purpose by looking at life positively with hope for the future. A positive mindset is believing you have plenty of choices and opportunities for you to become your best possible self through practice, effort and accepting that while there will be challenges, there will always be pathways to overcome them. Describe choices and opportunities you have to become your best possible self.

Life is so much more meaningful and fulfilling when you make the choice to look for what is good in things and focus on what's right about what you are doing. Be grateful for what you have. When you look on the bright side of life, you are healthier, less stressed and more likely to accomplish your goals. A positive mindset is contagious and benefits the mindsets of those around you. While a negative mindset of looking for what is wrong and believing you can't change things is also contagious.  
 > Website: Wellbeing Builder Reflection.

**ACTIONS**  
 What are two things I will start doing to have a more positive mindset?

**MINDFULNESS ACTIVITY**  
**Swapping Hands** – use your non-dominant hand to hold the spoon when having your breakfast cereal. When eating dinner swap the knife and fork between your hands. Describe how much you have to concentrate?

**RESILIENCE BUILDER**  
 Positive or optimistic thinkers are healthier, suffer less stress and are far more likely to achieve what they set out to do. With two friends look at Thinking Traps on the website and come up with three examples of positive self-talk to contest them.

**WHAT WENT WELL THIS WEEK AND WHY?**

**WELLBEING FITNESS CHALLENGE**  
 BRIGHT AND LIGHT (see pages 10-11)

**CHARACTER STRENGTH HOPE**  
[www.viacharacter.org](http://www.viacharacter.org)

**MEANING AND PURPOSE**

**OPTIMISM AND MINDSET**

**Wellbeing Bank:** To build my Meaning and Purpose through being optimistic to develop a growth orientated mindset. Henry Ford, the founder of the Ford Motor Company, once said, "whether you think you can, or think you can't, you're right". That's the simple decision facing you as a senior student: will you choose to optimistically move forward, or choose to stay in the same spot? Describe how you currently think about your personal and academic growth.

Optimistic thinkers focus on what's right about what they are doing and look for more intelligent ways to develop. Which moves them towards a growth orientated mindset. This enables them to have a sense of meaning and purpose for what they do, which self-generates uplifting spirals of positive emotions in them. They also do good things for others to feel good and are grateful for the relationships they have. This assists them to be healthier, less stressed and more likely to accomplish what they set out to do. They use positives in situations to overcome negatives and their positivity is contagious, lifting others' wellbeing. Pessimistic thinkers believe they are powerless to change anything.  
 > Website: Wellbeing Builder Reflection.

**ACTIONS**  
 What are two things I will start doing to think more optimistically to move towards having a growth orientated mindset?

**MINDFULNESS ACTIVITY**  
**Swapping Hands** – use your non-dominant hand to hold the spoon when having your breakfast cereal. When eating dinner swap the knife and fork between your hands. Describe how much you have to concentrate?

**RESILIENCE BUILDER**  
 When members of your peer or friendship group are not coping, listening actively and empathetically to their concerns, paraphrasing back to them that you are present and not being judgmental will assist them. With a friend share a concern and practise listening this way.

**WHAT WENT WELL THIS WEEK AND WHY?**

**HOW DID YOU FEEL THIS WEEK?**



**WEEK 31 – STRENGTHS AT WORK**

*Parent Wellbeing: What is awesome in your work place? How could strengths come alive in your work place? Describe a time you felt really excited at your work place?*

A key strategy in developing our state of wellbeing is to consciously use our strengths in our thoughts, words and actions. Many people have completed the VIA Survey to identify their top strengths, but unfortunately, that's where it stops. It's a bit like owning a horse and not knowing how to ride it.

It takes courage to leave our comfort zones to try new things, such as deliberately using our strengths, but when we do the benefits to our wellbeing will be immense. Wellbeing Fitness Challenges, Strengths Boosters and Weekly Character Strengths were created to provide varied activities for students, parents and teachers to actually use their strengths. Being disciplined and rigorous to complete them every week will in time build strengths based habits.

To further instill a school strength's based focus, half-way through every term there are Strengths for Relationships Weeks, such as, Kindness Week. Every student, class and teacher focuses their energies on creating actions and activities to use the specific strength to help other people shine. These are then collated and published for the entire school community to celebrate. Many families have also got involved enthusiastically by having Strengths for Relationships Weeks at home.

*"Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment."*  
Buddha

**WEEK 32 – LEARNING FROM FEEDBACK**

*Parent Wellbeing: Grit is your long-term passion, persistence and self-regulation to achieve something you set out to do. It is more important than intelligence and natural talent. Describe times you have shown grit to accomplish something. (Acknowledgement: Angela Duckworth)*

Learning how to give and receive feedback is an essential lifelong skill for students to develop. They don't know what they don't know and developmental feedback enables them to consider other perspectives. Quality feedback builds social connectedness by others feeling they matter, and broadens and builds students' engagement with others and themselves.

When giving or receiving feedback, students are forced to slow down their thinking, to be in the moment and think hard to consider, compare, evaluate and analyse what is being said.

Positive learning and teaching communities rely on feedback to build open, trusting and respectful communication lines, which in turn strengthen the wellbeing of everyone. The key is to welcome feedback as positive encouragement rather than negative criticism, even if it is advice we don't want to hear.

The purposes of feedback include listening to ideas and concerns to improve a situation, suggesting alternative approaches and strategies, monitoring attitudes, behaviours and performance.

When having conversations, it is apparent when others aren't listening with their eyes, their ears and their hearts. Is it that they are not interested or that they have never been taught how to mindfully listen? Empathetic and attentive listening needs to be role modelled; respectful relationships rely on it.

*"A wise person hears one word and understands two." Proverb*

# WEEK 31

MIDDLE PLANNER PAGE 86

SENIOR PLANNER PAGE 86

### STRENGTHS AND EMOTIONS

**MINDFULLY ACTIONING STRENGTHS**

**Wellbeing Bank:** to build my Strengths and Emotions through mindfully actioning my strengths.

While it is a rewarding exercise to complete the VIA Youth Character Strengths Survey to discover your signature and top supporting strengths, that is often where the process stops. Knowing your strengths is not doing good things to use them.

To become your best possible self, each week for one of your top strengths, do one new thing every day to use it. Your wellbeing will benefit for weeks.

Describe how you mindfully action your strengths currently.

.....

Being mindful and able to connect with yourself and the present moment, to watch and accept your thoughts coming and going, enables you to always be on the lookout for opportunities to consciously use your strengths. Describe one good thing you can do for each of your top five strengths.

- .....
- .....
- .....
- .....
- .....

Acknowledgment: Martin Seligman & Chris Peterson  
> Website: Wellbeing Builder Reflection.

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**ACTIONS**

What are two things I will start doing to connect with myself and the present moment to mindfully use my strengths?

- .....
- .....

---

**KINDNESS WEEK**

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

---

**WHAT WENT WELL THIS WEEK AND WHY?**

- .....
- .....
- .....

---

CHARACTER STRENGTH  
**KINDNESS**  
[www.viacharacter.org](http://www.viacharacter.org)

STRENGTHS BOOSTER

VALUED STRENGTHS (see pages 8-9)

### STRENGTHS AND EMOTIONS

**STRENGTHS AT WORK**

**Wellbeing Bank:** to build my Strengths and Emotions through mindfully using my top strengths often.

Many people get action confused with activity and think that becoming comes before doing. Completing the VIA Character Strengths Survey to identify your top strengths is a great activity, but how do you action them in your every thought, word and behaviour?

Describe how you currently put your top strengths to work.

.....

For each of your strengths, knowing the most intelligent way to think by selecting a Habit of Mind, will make it easier for you to use effectively. Go to the Strengths Wheel and then Habits of Mind pages, to match your strengths with a habit. Strengths work together as families.

For each of your top strengths, choose two other strengths from the table of 24 strengths, which you believe would complement it. To really put your strengths to work, every week for each of your top strengths, think of an intelligent behavior you can do. When you combine the actions of Habits of Mind, families of strengths and weekly behaviours, you are doing and putting your strengths to work.

Acknowledgment: Martin Seligman and Chris Peterson  
> Website: Wellbeing Builder Reflection.

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**ACTIONS**

What are two things I will start doing to put my strengths to work?

- .....
- .....

---

**KINDNESS WEEK**

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

---

**WHAT WENT WELL THIS WEEK AND WHY?**

- .....
- .....
- .....

---

CHARACTER STRENGTH  
**KINDNESS**  
[www.viacharacter.org](http://www.viacharacter.org)

HOW DID YOU FEEL THIS WEEK?

😊😊😊

# WEEK 32

MIDDLE PLANNER PAGE 86

SENIOR PLANNER PAGE 88

### POSITIVE ENGAGEMENT

**LEARNING FROM FEEDBACK**

**Wellbeing Bank:** to develop my Positive Engagement by learning from giving and receiving feedback.

Feedback is sharing your thoughts and listening to others' thoughts about what you and they are doing. Often, you hear points of view you hadn't thought of, which enables you to reflect on the reasons supporting your ideas. Feedback is about learning more, rather than making judgements.

Describe how currently you give and receive feedback.

.....

When giving feedback, firstly listen actively, then look for what is good about their ideas and offer examples to support your points. Use sandwich feedback, good stuff before and after not so positive points. Avoid saying what you think they want to hear and always offer a positive alternative to a negative. Discuss possibilities, then probabilities and finally preferred directions.

When receiving feedback process and appreciate what others are saying and avoid thinking about what you are going to say, just listen.

> Website: Wellbeing Builder Reflection.

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**ACTIONS**

What are two things I will start doing to develop how I learn from giving and receiving feedback?

- .....
- .....

---

**MINDFULNESS ACTIVITY**

**Name Game** – write down all the objects you know that begin with the letter C and what they are used for.

---

**RESILIENCE BUILDER**

When you have problems, as we all do at times, they need to be sorted out quickly to not affect your and others' wellbeing. The Thinking Tools on the website have very clear and structured problem solving strategies. With two friends explore ones you believe could help you when problems crop up.

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**WHAT WENT WELL THIS WEEK AND WHY?**

- .....
- .....
- .....

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CHARACTER STRENGTH  
**PERSPECTIVE**  
[www.viacharacter.org](http://www.viacharacter.org)

WELLBEING FITNESS CHALLENGE

EMOTIONS SPOTTING (see pages 10-11)

### POSITIVE ENGAGEMENT

**FEEDBACK AND GROWTH**

**Wellbeing Bank:** to add to my Positive Engagement through the process of giving and receiving feedback.

From everyone you meet, you can learn something special; expect it and respect it. So, it makes good sense to discuss topics of interest with others and share your thoughts on each other's views. The process of giving and receiving feedback should always lead to win-win outcomes for all involved.

Describe how you currently give and receive feedback.

.....

Non-judgmental feedback from family, friends and teachers is a powerful way to build trusting relationships. It also nudges mindsets towards growth orientated ones to encourage you and others to try new more intelligent ways to grow your brain's abilities.

When asked to give feedback on a view, look at it through the lens of your strengths to share what you think is good about it; aim to generate positive emotions in others to think more broadly. Then, let them respond.

Avoid saying what you think they want to hear. Offer positive alternatives to negatives and avoid encouraging a 'victim' mentality of blaming, justifying and storytelling.

When receiving feedback, listen and avoid thinking about your reply.

> Website: Wellbeing Builder Reflection.

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**ACTIONS**

What are two things I will start doing to learn from giving and receiving feedback?

- .....
- .....

---

**MINDFULNESS ACTIVITY**

**Name Game** – write down all the objects you know that begin with the letter C and what they are used for.

---

**RESILIENCE BUILDER**

What stresses one person may not stress another and how they react can vary widely; this is normal. For each of the following describe two positive coping strategies that you could use to reduce tense feelings ... *too much homework; behind in a subject; and not having time to complete an assignment.*

---

**WHAT WENT WELL THIS WEEK AND WHY?**

- .....
- .....
- .....

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CHARACTER STRENGTH  
**PERSPECTIVE**  
[www.viacharacter.org](http://www.viacharacter.org)

HOW DID YOU FEEL THIS WEEK?

😊😊😊



**WEEK 33- EMPATHY AND CARING**

*Parent Wellbeing: A skill of social-emotional resilience is being able to regulate your emotions. Describe a time you have done this and how you could do it more often. (Acknowledgement: Rievich and Shatte)*

Studies have shown that it is the frequency of positive emotions that builds student, parent and teacher wellbeing, not their intensity. Which in turn, creates feelings of optimism and hope for the future, which is a key resilience skill.

When students learn how to show empathy for the needs and feelings of others, it enables feelings of social connectedness in them, which is the greatest factor in building their wellbeing. Doing this indicates that students care and believe that others matter, and creates a belief in them that they can make a positive change in their own lives.

The best way to show empathy is in person, because reading body language reinforces the care being shown. Students will benefit a great deal from these types of interactions and also be able to practise using their strengths directly with others. Empathy can be the social glue which enables the building of respectful relationships.

When listening to others, seek first to understand how they feel, by focusing on their words attentively with your eyes, ears and heart. Beware of listening to your possible judgemental self-talk about their situation; it's not about you, it's about them.

Showing empathy is about listening and connecting, not about suggesting solutions. Your interest and positive attitudes are contagious and will rub off to empower them find their own solutions. When they are ready, they will ask for your thoughts on what they intend to do.

*"The great gift of human beings is that we all have the power of empathy." Meryl Streep*

**WEEK 34 – STRUCTURED RESEARCH PROCESS**

*Parent Wellbeing: Ask a friend about the good things that happened for them today, why they happened and how they can make them happen again.*

The main thing students will be doing in their lives in the 21st century is learning. Combine this with them being electronically connected 24/7 to a myriad of others, and we have a situation where they seldom slow down enough to be in the moment to think hard about what they looking at.

Teaching students to follow an intelligent research process enables them to slow down to think hard about each step they are doing. To support this process even further, you can ask them to identify and describe how they are thinking using Habits of Mind. Also, using the brain pathway building structure of Thinking Tools, provides opportunities and structure for them to analyse, evaluate and predict.

Adopting these approaches cultivates effective research habits which include knowing what to do when they don't know what to do, relating how what they learn connects to their world and identifying and finding the information they need to learn more about the topic. Their organisation skills improve by planning time targets, analysing their findings and looking for bias, patterns, inference and implied messages and presenting what they learned with clarity and precision. Once they have mastered these things, they can make predictions from their findings.

*"If we knew what it was we were doing, it would not be called research, would it?" Albert Einstein*

**WEEK 33**

**WEEK 34**

MIDDLE PLANNER PAGE 90

SENIOR PLANNER PAGE 90

MIDDLE PLANNER PAGE 92

SENIOR PLANNER PAGE 92

**RELATIONSHIPS AND OPTIMISM**

**SHOWING EMPATHY**

**Wellbeing Bank:** to boost my Relationships and Optimism by showing empathy for other peoples' needs and feelings. Showing empathy for others involves connecting with them through active listening, to seek to understand and accept their needs and feelings, rather than suggesting solutions. It is a valuable resilience skill to develop in yourself. Describe a time you have shown empathy for someone.

When you show empathy, others know your heart is there for them and that you feel that they matter which empowers them to believe they can make a positive change in their own lives and when they are ready, they will ask you for your thoughts.

Feeling connected to, valued and appreciated by others, creates upward spirals of positive emotions in you, which broadens your engagement with what is happening around you.

These are also the keys to a healthy state of wellbeing and are the building blocks of quality relationships. Acknowledgement: Karen Rievich & Andrew Shatte > Website: Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to develop the resilience skill, showing empathy for others, in myself?

1. ....
2. ....

**MINDFULNESS ACTIVITY**

**Square Breathing** – look at the focus Deep Breathing and practise doing it for 10 minutes; how relaxed do you feel? (see page 30).

**RESILIENCE BUILDER**

With a friend use a Thinking Tool to solve the following problem – Harry wants to go surfing with his friends but he has to finish an assignment and his parents want him to stay home to look after his younger brother. What should he do?

**WHAT WENT WELL THIS WEEK AND WHY?**

1. ....
2. ....
3. ....

**STRENGTHS BOOSTER**

STRENGTHS COLLAGE (see pages 8-9)

**RELATIONSHIPS AND OPTIMISM**

**EMPATHY AND CARING**

**Wellbeing Bank:** to boost my Relationships and Optimism through showing empathy and caring for other people. Showing empathy and caring are about listening to and connecting with other people, not about suggesting possible solutions. Your interest and positive attitudes will be contagious and rub off to empower them to find their own solutions. When they are ready, they will ask you for your thoughts. Describe a time you showed empathy and caring for someone.

Having and showing empathy for others is a key resilience skill, which, enables feelings of social-connectedness in them, which is the greatest factor in building their wellbeing. It also creates in them a belief that they can make a positive change in their own lives.

When you feel others show empathy for you, the positive emotions generated in you, broaden your attention and engagement to your situation.

The most important part of showing empathy and caring for others, is to seek first to understand how they feel and their needs by listening attentively. Beware of listening to your possible judgemental self-talk about their situation; it's not about you, it's about them. Acknowledgement: Karen Rievich & Andrew Shatte > Website: Empathy activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to show more empathy and caring for others?

1. ....
2. ....

**MINDFULNESS ACTIVITY**

**Breathing and Calmness** – look at the Wellbeing Builder Breathing and Calmness and practise doing it for 10 minutes; how relaxed do you feel? (See page 30).

**RESILIENCE BUILDER**

With a friend discuss the effectiveness of the following coping strategies ... talk to a friend; blame yourself; hope it will get better; exercise briskly; eat favourite food; watch what others do; try harder; work out a solution; give up; listen to music; and share it on social media.

**WHAT WENT WELL THIS WEEK AND WHY?**

1. ....
2. ....
3. ....

**HOW DID YOU FEEL THIS WEEK?**



**SKILLS AND ACHIEVEMENT**

**RESEARCHING**

**Wellbeing Bank:** to build my Skills and Achievement by using a structured process to research more intelligently. As you learned from a Journey of Mindsets on page 18, you can grow your abilities when you strive to master more difficult tasks, such as researching. Using a structured research process builds new brain pathways, which enable you to think more intelligently. Describe how do you currently research subject topics?

An effective research process is:

- Defining**
  - describing the topic and aims in your words
  - breaking it into smaller pieces
  - creating time targets for data collection, analysis, drafting, final report
- Locating**
  - finding information sources
  - asking library teachers and using the internet
- Selecting**
  - gathering data and checking its accuracy
- Organising**
  - putting information under main points
  - reaching an overall conclusion
- Presenting**
  - writing a draft and seeking teacher/family feedback
  - using feedback in your final report
  - referencing sources used in a Bibliography
- Evaluating**
  - identifying areas requiring improvement
  - using effective thinking tools

**ACTIONS**

What are two things I will start doing to improve how I research for assignments?

1. ....
2. ....

**MINDFULNESS ACTIVITY**

**Character Strengths Collage** – for each of your signature and top supporting strengths describe two things you could do to make the world a better place.

**RESILIENCE BUILDER**

When you have problems to solve, you can improve the way you think by using Thinking Tools. From the website, with a friend pick two Thinking Tools to solve a hard problem you have or could have.

**WHAT WENT WELL THIS WEEK AND WHY?**

1. ....
2. ....
3. ....

**WELLBEING FITNESS CHALLENGE**

WHAT WENT WELL (see pages 10-11)

**SKILLS AND ACHIEVEMENT**

**STRUCTURED RESEARCH PROCESS**

**Wellbeing Bank:** to build my Skills and Achievement through using a structured research process. Using a structured and more intelligent research process will provide patterns for your brain and promote academic growth. Describe the process you currently use to research.

Following is a structured research process:

- Defining:** describe the topic and aims in your own words and divide the investigation into smaller pieces. On your phone and year planner set time targets for data collection, analysis, drafting and completion of final report.
- Locating:** establish resources from the internet, books and library and check if they are up to date.
- Selecting:** identify the most suitable method of gathering information and check the accuracy of web data.
- Organising:** analyse and interpret gathered information, looking for bias, inference or hidden messages. Synthesise into a coherent unit.
- Presenting:** prepare a draft report and seek feedback on it from teachers and family. Use relevant feedback in your report. You will be assessed on your conclusions, analysis, arguments and interpretations.
- Evaluating:** assess the process and findings to identify stages that require improvement and how well was the topic addressed.

**ACTIONS**

What are two things I will start doing to improve the process I use to research?

1. ....
2. ....

**MINDFULNESS ACTIVITY**

**Character Strengths Collage** – for each of your signature and top supporting strengths describe two things you could do to make the world a better place.

**RESILIENCE BUILDER**

You have trained really hard to make the school team but didn't get selected. You are quite upset. What are five positive coping strategies you could use to feel better?

**WHAT WENT WELL THIS WEEK AND WHY?**

1. ....
2. ....
3. ....

**HOW DID YOU FEEL THIS WEEK?**







**WEEK 35 – HEALTHY BODY, HEALTHY MIND**

*Parent Wellbeing: Having hope relies on: goals, which guide your actions, pathways which are ways to achieve your goals and motivation, which activates your pathways. Describe how you are developing each of these hope components. (Acknowledgement: Synder)*

Many students need our support and guidance on how they can adopt healthier lifestyles. They make not think so, but the reality is that there is an increasing proportion of them who are not exercising their bodies or minds enough, eating a diet high in processed and takeaway foods, contracting diabetes at an early age, becoming obese and looking on the darker side of life. These are real and unwelcome outcomes for our future generations should we not act decisively now.

Firstly, it is a must for them to actively exercise physically and mentally for an hour every day. There are numerous pulse lifting activities they can participate in with family, friends or on their own and there are also plenty of non-electronic brain exercises such as crosswords and scrabble which work well.

Secondly, it is important for students to use their strengths to think positively, looking for the good things fills them with optimism and hope for the future to become solution focused.

Thirdly, as adults it is our responsibility to provide students with healthy, fresh and unprocessed foods. Even more importantly, is for us to role model exercising, eating healthy and thinking positively about lives; they have never failed to imitate us.

*"There is no chance, only choice." MW*

**WEEK 36 – SELFLESS ACTS OF KINDNESS**

*Parent Wellbeing: Who are the hidden people who give of themselves to help you have a good life. Thank each of them individually, telling them you appreciate their efforts.*

Studies have shown that it is the frequency of position emotions, not their intensity, which builds students' and our wellbeing most effectively, especially when it is through in person social connection. This effect is multiplied when it involves doing good for others to feel good, and feeling good to do good. These actions are called acts of kindness, and they show a willingness to reach out for social connectedness, a key skill of social-emotional resilience.

The most important point for us to impress upon students is that acts of kindness don't have to be big things, but rather regular little positive actions to lift others' spirits and wellbeing. Actions such as, a smile, making an effort to say good morning, a wink and asking how they are feeling, all generate positive emotions in others and ourselves.

We all have millions of mirror neurons which copy the expressions and moods of those around us. We can all remember being inspired by others positivity and unfortunately, also being pulled down by others negativity.

Asking students to write down in their planners/journals what they felt or what they did, will build the resilience skill, selfregulation, to be on the lookout for opportunities to be kind.

*"The smallest act of kindness is worth more than the grandest intention." Oscar Wilde*

# WEEK 35

**MIDDLE PLANNER** PAGE 94

**EXERCISE AND VITALITY**

**HEALTHY BODY, HEALTHY MIND**

**Wellbeing Bank:** to boost my Exercise and Vitality by learning about healthier ways to live.

When you are physically and mentally healthy, life is so much more enjoyable and achieving that depends on a balance of exercise, a healthy diet and thinking positively. Use your strengths to accept that it is your responsibility for improving your own health and adopting positive attitudes that every day is a gift to be lived fully.

Describe healthy things you are currently doing.

---

Some healthier ways to live that you could try daily include:

- spending an hour being physically active
- eating grain foods, fruits and vegetables
- snacking on fruit, yoghurt, celery, nuts
- drinking about 2 litres of water and eating smaller portions
- looking for good news stories in the media
- limiting screen time, junk and processed food
- having fun with friends and family
- having a healthy breakfast to supply brain and body energy.

> Website: Healthy Body, Healthy Mind activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to improve my physical and mental health?

1. \_\_\_\_\_

2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**

**Character Imaginations** – If you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

**RESILIENCE BUILDER**

There are three types of language people use when making a point. They are timid – weak disinterested words, aggressive – forceful and strong words, assertive – firm respectful words. With two friends make up three examples of each type of language.

**WHAT WENT WELL THIS WEEK AND WHY?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**CHARACTER STRENGTH FAIRNESS**

[www.viacharacter.org](http://www.viacharacter.org)

**STRENGTHS BOOSTER**

SONG STRENGTHS (see pages 8-9)

**SENIOR PLANNER** PAGE 94

**EXERCISE AND VITALITY**

**HEALTHIER LIVING**

**Wellbeing Bank:** to boost my Exercise and Vitality through daily exercise, healthier eating, adequate sleep and optimistic thinking.

To live in a healthier way is a choice, not a chance. There are no shortcuts to caring for your physical and mental health. It is a balance of daily exercise, a healthy diet, adequate sleep and thinking optimistically.

Unfortunately, many young people's health is suffering because they believe, "It's not going to happen to me."

Do a stocktake of what you are currently doing.

Daily exercise: \_\_\_\_\_

Healthy eating: \_\_\_\_\_

Nine hour sleep: \_\_\_\_\_

Thinking optimistically: \_\_\_\_\_

Some healthier ways to live include having a set time to exercise with friends and family; eating regular meals of grain foods, fruits and vegetables daily; snacking on fruit, yoghurt, celery, nuts, drinking plenty of water and eating smaller portions.

Look for uplifting good news stories in the media and limit your intake of junk and processed food.

Laugh and share jokes with friends and family to release "feel good" brain chemicals to help build your immune system. Have a healthy breakfast – the most important meal of the day – to supply brain and body energy.

> Website: Healthy Living activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to live in a more healthier way?

1. \_\_\_\_\_

2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**

**Character Imaginations** – If you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

**RESILIENCE BUILDER**

The quality of your relationships is a key influence in enjoying a healthy state of wellbeing. Go to page 15 and read *Respectful Relationships*. With two friends, for each of the questions discuss experiences you have had which would fit the described situation.

**WHAT WENT WELL THIS WEEK AND WHY?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**CHARACTER STRENGTH HUMILITY**

[www.viacharacter.org](http://www.viacharacter.org)

**HOW DID YOU FEEL THIS WEEK?**

😊 😊 😊

# WEEK 36

**MIDDLE PLANNER** PAGE 96

**MEANING AND PURPOSE**

**KIND THINKING AND ACTIONS**

**Wellbeing Bank:** to develop my Meaning and Purpose by looking for opportunities to be kind to others.

One of the best ways to help yourself think positively, is to always be on the lookout for opportunities to do acts of kindness for others, especially when you are feeling a little flat.

When you see their appreciative and happy responses, your mirror neurons go to work to make you feel happier too.

Describe what you currently do to do acts of kindness.

---

Acts of kindness can be little things, such as a smile and from little things, big things grow. Challenge yourself to say or do at least five kind things for others every day because they matter.

Whereas, when you only think about yourself, you tend to have a fixed mindset, believe that you are powerless to change things in your life and miss out on feeling positive emotions.

Acknowledgment: Barbara Fredrickson

> Website: Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to think more positively to do acts of kindness?

1. \_\_\_\_\_

2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**

**Body Focusing** – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

**RESILIENCE BUILDER**

An extension of positive self-talk is when you use assertive language with others to make your point, e.g. When you don't listen to my opinion, I feel not valued, so please respect what I say. With two friends make up at least five examples of assertive language you could use for different situations.

**WHAT WENT WELL THIS WEEK AND WHY?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**CHARACTER STRENGTH HUMILITY**

[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**

DISCOVERY LEARNING (see pages 10-11)

**SENIOR PLANNER** PAGE 96

**MEANING AND PURPOSE**

**SELFLESS ACTS OF KINDNESS**

**Wellbeing Bank:** to build my Meaning and Purpose through mindfully looking for opportunities to do acts of kindness for others.

An admirable way you live your life is to do good to feel good. Famous eye surgeon, the late Fred Hollows, lived by a Ralph Waldo Emerson poem, which finished with – "To know even one life has breathed easier because you have lived, this is to have succeeded."

It is interesting that most people gain far greater joy and satisfaction from doing acts of kindness for others than from receiving them. Acts of kindness are not about doing big things, but rather doing little things often, which add up to make a big difference to your and others' state of wellbeing.

Describe acts of kindness you have done or received.

---

When you do acts of kindness to make others' lives better, the flow on effect is that you experience positive emotions, which make you feel happy and fulfilled. Always be on the lookout for opportunities to give of yourself to grow personally.

Thank others who do acts of kindness for you. Be aware of becoming self-centred and only focusing on yourself.

> Website: Acts of Kindness activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to do more acts of kindness for others?

1. \_\_\_\_\_

2. \_\_\_\_\_

**MINDFULNESS ACTIVITY**

**Body Focusing** – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

**RESILIENCE BUILDER**

With a friend read *Why Self-Calmng Strategies?* (see index). Each of you choose a different one to try for ten minutes. How did it make you feel?

**WHAT WENT WELL THIS WEEK AND WHY?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**CHARACTER STRENGTH HUMILITY**

[www.viacharacter.org](http://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.

## A Black Swan Collaboration With WA Youth Theatre Company

### *Medea*

by **Kate Mulvany and Anne-Louise Sarks**  
Original concept by **Anne-Louise Sarks** after **Euripides**

**8 – 25 AUGUST 2019**

Studio Underground, State Theatre Centre of WA

Locked in their bedroom, two brothers play games to pass the time, as siblings do. Off-stage, their parents are having a very famous showdown. A radical update on a classic Greek myth that puts one of history's most notorious family breakdowns under the spotlight. Recommended 15+

Contains adult themes.

Bookings at [bsstc.com.au](http://bsstc.com.au)

Look forward to seeing you at the theatre.



**SUMMER DOMESTIC COMPETITION**

COMMENCES **19 OCTOBER**  
NOMINATIONS CLOSE 5 OCT

OFFERING **GIRLS ONLY** COMPETITIONS AT ALL CENTRES

**2** COMPETITIONS

LOFTUS RECREATION CENTRE COMP  
VIC PARK & BELMONT COMP

**UNDER 8 TO UNDER 18**

PERTHREDBACKS.ASN.AU MOBOOM

**mastermind AUSTRALIA**

**OCTOBER FINAL EXAM PREPARATION & REVISION PROGRAM**  
**For all students in Year 11 and 12**

The October Holiday Program offers ATAR students comprehensive subject revision and prepares students for their final ATAR Exams.  
Course will be conducted at:

**Week Two**  
**(Monday 7 October to Friday 11 October)**  
Hale School

**\*20% school discount per subject\***

For further information contact Dr. Robert Hallam at Master Mind Australia on 9486 1377  
Or visit [www.mastermindaustralia.com.au](http://www.mastermindaustralia.com.au)

**ACADEMIC GROUP**  
▲ ACADEMIC TASK FORCE ▲ ACADEMIC ASSOCIATES ▲ THE EXAM EXPERTS  
**Achieve Success at School**

**Achieve your best with Academic Group!**

**Yr 11 & 12 Programs**  
Holiday Revision and Exam Boost Seminars

<p><b>ATAR Exam Boost Seminars</b> Weekends in Term 3 and 4</p> <p>One day courses popular with time-poor students who want targeted exam help before their Mock and ATAR Exams. Classes pack in six hours of exam preparation from an ATAR marker learning what examiners are looking for and how to boost exam performance. Students will receive feedback on their work and learn strategies to improve marks.</p> <p><b>Dates:</b> Term 3 &amp; 4 on Saturdays and Sundays Most ATAR subjects offered - <i>View timetable online.</i></p> <p><b>Time:</b> 6 hours</p> <p><b>Venues:</b> Churchlands SHS, Rossmoyne SHS, Perth Modern School.</p> <p><b>Enrol Online:</b> <a href="http://www.academicgroup.com.au">www.academicgroup.com.au</a></p>	<p><b>ATAR Holiday Revision Programs</b> Term 3 School Holidays</p> <p>10 hour courses, perfect for students wanting thorough revision of their ATAR subjects and review of topics in preparation for exams. Increase understanding and confidence and receive fresh insights on course content.</p> <p><b>Early bird discount:</b> Enrol with full payment by Monday 9th September and receive 10% discount.</p> <p><b>Dates:</b> Week 1 &amp; Week 2 Term 3 School Holidays <i>View timetable online.</i></p> <p><b>Time:</b> 10 hours (2 hours each day/5 days)</p> <p><b>Venues:</b> Churchlands SHS, Rossmoyne SHS, Perth Modern School &amp; University of WA (UWA).</p> <p><b>Enrol Online:</b> <a href="http://www.academicgroup.com.au">www.academicgroup.com.au</a></p>
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**Yr 7 - 10 Programs**  
Holiday Skills Development Program

Specially designed courses designed to equip students with the necessary skills for ongoing academic success. Specialist teachers engage students with targeted teaching that promotes learning development.

Courses available include: Advanced Maths, Intermediate English, Foundations Maths and English, Learning Skills and Essay Writing.

**Early bird discount:** Enrol with full payment by Monday 9th September and receive 10% discount.

**Dates:** Week 2 Term 3 School Holidays

**Time:** 6 hours (3 hours each day/2 days)

**Venues:** Perth Modern School.

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

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

9314 9500  
[learn@academicgroup.com.au](mailto: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.**

## Working Therapeutically with Children

This two day training workshop is for those professionals who have little or no experience in working with the particular challenges of working therapeutically with children, and who wish to extend their understandings and skills in using expressive therapies with children. As well as hands on experience in using a range of expressive therapy modalities, a framework for assessment and case conceptualisation will be explored.

The often complex issues that arise for the therapist in clearly defining the boundaries of confidentiality in the work with the child, while balancing this with the caregiver(s)' need to have an understanding of the child's particular challenges and needs for support, will be discussed, and the skill of when and how to have a conversation regarding this with the caregiver(s) will be practised.

The workshop will focus on:

- Using expressive therapies with children between 6-13 years.
- Doing an assessment and case conceptualisation.
- How to identify the child's preferred intelligence and working with that.
- Hands on experience in working with sand, clay, symbols, drawing and music.
- Working with the significant caregiver(s) to establish boundaries of confidentiality and what will be and won't be shared with them regarding the work that is happening with the child.

Where: WEST LEEDERVILLE - Level 1, 22 Southport Street  
When: Thursday 5 & Friday 6 September  
Time: 9.00am - 4.30pm  
Cost: \$440 per person

Bookings are required. Please phone 6164 0200 to enrol.

## Defusing Angry and Abusive Customers

You're at the front line of service delivery. It may seem that you can do little to respond to angry and abusive clients and customers. *But you can!* This half day workshop shows you key principles and strategies to defuse clients' and customers' anger and reduce abusive behaviour right from the start. It also assists you to reduce your own stress levels.

Topics we will cover in this session include:

- Why do people become angry and abusive?
- What angry people need and want
- The art of self-control
- Starting off successfully
- The art of cooperative language
- Verbal self-defence techniques
- Assertive limit setting

Where: WEST LEEDERVILLE - Level 1, 22 Southport Street  
When: Wednesday 11 September 2019  
Time: 9.30am - 1.00pm  
Cost: \$110 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](http://www.relationshipswa.org.au)

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Relationships Australia