



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 7 Term 3

#### Principal's Report

Our Lawley Legend Arthur Leggett turned 101 last Sunday week and I was invited to attend his birthday party. On Tuesday Arthur came to school with a photographer from the local newspaper to have his photo taken outside his Library. He truly is an amazing man and an example of living your life well.

Well done to our Certificate III Music students who took part in their final recital last week. In front of an audience of family and friends they were individually videoed and assessed to see if they had achieved the competency required. On Sunday the Junior String Orchestra took part in the Junior Orchestral Festival at Churchlands SHS. They were impressive as was their conductor Jade Martin from IMSS.

I have been advised by the Department that I am one of two principals selected to attend the China Marketing trip from 26 Oct -1 Nov. I will be responsible for promoting government schools. We will visit Beijing, Nanjing, Chengdu, and Guangzhou.

Recently, Interact (the student arm of Rotary) celebrated 10 Years at Mount Lawley SHS. Larry Manno and other Rotary dignitaries came to school and helped the students celebrate their efforts which has seen more than 300 students participate in the program throughout the years.

Justin Coulson will be making returning to Perth for a staff development day and also will be providing a lecture for parents/carers on the 14th October at ECU lecture theatre at 7pm-9pm, speaking on "How to make Teenagers Thrive". All parents/carers have received electronic information about this lecture from Connect recently. Online booking is also available from our school website.

In the planning stages is our new STEM building program. Building will begin in early 2020 for completion by the end of the year.. It will consist of a mechatronics studio, two science laboratories, an engineering facility and 2 general classrooms.

Enjoy the school break and a reminder that students begin Term Four on Tuesday 15 October.

**Lesley Street, Principal**

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#### CONGRATULATIONS



**Riley 8F3**

Riley is representing Western Australia in the U13 Ice Hockey Tournament in NSW.



**Harrison 7M5**

**Seth 7O5**

**Minh 9F8**

**Ken 9M6**

**Thi (Anh) 10M1**

These students



received a high distinction (Top 3% in Australia) in the recent Australian Mathematics Competition. **Eddy 11F2** Eddy received a high distinction (Top 5% in Australia) in the recent

Australian Mathematics Competition.



**Sacha Year 9H8** and **Grayson 11H2**

are finalists in the Premiers ANZAC Tour for next year. They are in the final 22 students to be interviewed from close to 500 school final submissions. Of the final 22 only 10

will be chosen to go on the tour.



**Poppy 8O5 & Lottie 8M5**

received a High Distinction for their project for the Maths Talent Quest and their state entry has now progressed to the upcoming National Competition.



**Blake 11H3** auditioned with WA Youth Jazz Orchestra (WAYJO) and was successful in the position of lead player touring the North West with the orchestra in September.



**Richard 7O5** will be overseas on a soccer training tour in the UK, including Championship (UK Tier 2) club Premier League club Tottenham Hotspur and Charlton Athletic.



**Lochan 10O1** will be competing in the Thailand Para Badminton International in Bangkok.



**Brodie 8H5** recently competed in the Drag Racing Sunset Strip Nationals in Mildura, Victoria where he did his new personal best speed of 136km/h. Overall he qualified 8th and is now sitting 2nd (Junior Dragster) overall for the season.



### MOUNT LAWLEY STUDENT WINS TOP STATE TREASURY PRIZE



Jasmine Year 12 ATAR Economics student, participated in the annual state-wide Treasury – ETAWA (Economics Teachers Association for WA) Essay competition and won the first prize of \$2000. This competition is open for all year 11 and 12 ATAR Economics students. Jasmine’s topic required her to present an understanding of the current state of the Western Australian economy and what can be done to improve the WA economic performance. She presented a strong argument for diversification of the WA economy so as to make it more resilient and vibrant and suggested that the government needs to start looking at startups and make Perth the innovation capital of Australia. Well done Jasmine.

**Ms Sunila Singh, Economics Teacher HASS Department**

1ST MEETING  
TUES 11 FEB  
2020 7PM ,  
UPSTAIRS,  
MAIN ADMIN

Lawley Art Auction:  
1 night of selling  
premium WA art to  
fund Arts student  
programs at  
MLSHS

## The 2020 Lawley Art Auction needs you!

Team player, a great communicator? Love art? Have skills or experience in computing, selling, organising, charming sponsors, wielding a hammer or punching out a persuasive email? Maybe you're just a helpful person or want to be involved at your child's school?

LAA funds state of the art equipment, workshops, excursions for Music and SVAPA.

Volunteer positions are now vacant on the committee so come join us and ensure we can continue to go that extra mile in your child's education and provide stellar entertainment such as you've had the pleasure of enjoying from Music and SVAPA!

Check out lawley art auction on Facebook, Instagram or [www.lawleyevents.com](http://www.lawleyevents.com)

AND

Email us now on [chair@lawleyevents.com](mailto:chair@lawleyevents.com)



## Cook like an Italian!

Learn to make your own Pasta



Join us for a Masterclass with Tania from "Little Italian School".

You will prepare, and enjoy, delicious Italian pasta.

- When:**  
Friday, 1st November 6.15pm for a 6.30 start, finish 9pm.
- Where:**  
Cooking room upstairs in specialist building, Mt Lawley SHS
- Cost:**  
\$75 couple or \$40 single      Max 32 places
- Reserve your tickets now at TryBooking:**  
<https://www.trybooking.com/BFJTG> or search "ITALIAN PASTA MAKING CLASS - MLSHS"
- Wine available for purchase on the night.**
- Door prize and raffle!**



This is a Mt Lawley SHS— Language Parent Support Group Fundraiser. We support language education to all MLSHS students.



## DEPARTMENT OF EDUCATION GIFTED AND TALENTED PARENT INFORMATION EVENING



The Gifted and Talented Parent Information Evening for the 2020 testing cycle will be held at Mount Lawley Senior High School on Tuesday 19th November 2019 conducted by the Department of Education Gifted and Talented Unit. The presentation will start at 6pm upstairs in the blue Main Administration building from Woodsome Street.

The session will contain content and detail the application, selection and placement process for entry to Gifted and Talented Secondary Selective Entrance Programs. During the evening Mount Lawley Senior High School will also provide information on the Gifted and Talented Languages Program. This Parent Information Evening will run for approximately 90 minutes.

**RSVP via this link:**

<https://www.eventbrite.com.au/e/departement-of-education-gifted-and-talented-parent-presentation-evening-tickets-73050402721>





### ROTARY FOUR WAY TEST SPEAKING COMPETITION

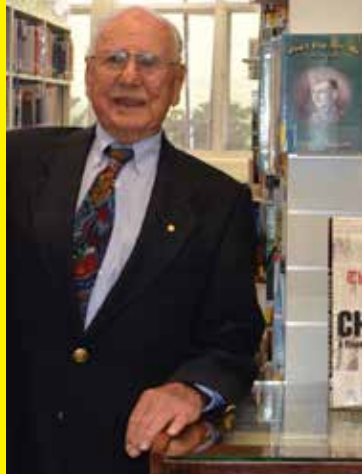
Year Ten students Suu Kyi (1002) and Lilit (1002) represented Mount Lawley SHS at the recent Rotary 4Way Test Speaking Competition held at Mount Lawley Golf Club.

They spoke with maturity and class, and each student presented well-written and well-delivered speeches. Suu Kyi was declared the winner and will go through to the District Round in October. – they worked hard in their preparation and it showed. It’s a pity both of them couldn’t share first place  
*Ms Alice Basini English Department.*



### LAWLEY LEGEND TURNS 101

Recently our Lawley Legend Arthur Leggett turned 101 years old. The local Community Papers keen to write an article about his birthday milestone and were impressed that he has a library named in his honour. This location provided a good backdrop for his photoshoot for the newspaper. Head Boy Ronan and Head Girl Jasmine also congratulated Arthur on his achievement.




**The Four-Way Test**  
of the things we think, say or do.

- 1 Is it the truth?
- 2 Is it fair to all concerned?
- 3 Will it build goodwill and better friendships?
- 4 Will it be beneficial to all concerned?







### JAPANESE LANGUAGE COMPETITION

On the 31st of August, I and another Year 11 Japanese student, Chloe, participated in the 2019 JLTAWA Speech Competition, hosted by the Japanese Language Teacher's Association of Western Australia. Each of us prepared and presented a 3-minute speech, and were asked several questions pertaining to our speeches, in Japanese. Every student and contestant in each of the divisions performed amazingly, and it was a wonderful experience to witness the achievements of older competitors. The competition was an amazing display of Japanese language skills and was a great opportunity for students to connect with the community of Perth residents who support the pursuit of the Japanese language.

Written by **Sasha**



### SOCK IT TO SARCOMA DAY

Few people have ever heard of sarcomas – but that number is growing thanks to the work of 'Sock it to Sarcoma!' Sarcomas are a group of rare bone and soft tissue cancers that are aggressive and often strike children and young people for no apparent reason. On average, 325 West Australians are diagnosed with sarcomas each year – yet it remains a relative unknown in the community. Awareness and early detection are vital because at present, two in five sarcoma patients do not survive five years after diagnosis. *Sock it to Sarcoma!* raises funds to support medical research in Western Australia, promotes awareness and educates the community about sarcomas.



Why *Sock it to Sarcoma* fund raiser at Mount Lawley Senior High School ? In memory of William Tucker a past student of our school and Head Boy in 2016 who sadly lost his battle to a sarcoma in 2018. The Year 11 Student Councillors are happy to see this fund raiser come to fruition and hope that Mount Lawley staff and students embrace this event over the coming years.

**Ms Julie-Ann Ogilvie Year 11 Coordinator**





Over the past 10 years the Interact Club has supported both International and Local projects. They have raised funds in many innovative ways including, car washes, cake stalls, chocolate sales, sausage sizzles and assisting other Rotary Clubs with their fundraising events.

**INTERACT CLUB OF MOUNT LAWLEY  
10 YEARS OF SERVICE**

Happy 10th birthday to the Interact Club at Mount Lawley Senior High School. Larry Manno started the club 10 years ago with the support of District Governor Paul Gianatti and Principal of Mount Lawley Senior High School Milton Butcher. The celebrations took place on Thursday 5th September with District Governor Graham Peden, Principal Ms. Lesley Street, Associate Principal Michael Camilleri and members of the Rotary Club of Mount Lawley in attendance. The Interact Club of Mount Lawley at Mount Lawley Senior High School is sponsored by The Rotary Club of Mount Lawley.

- Projects that have been supported include:-
- Polio Plus
  - Camp Quality
  - Make A Wish Foundation
  - Heartkids WA
  - Aboriginal War Graves Project
  - East Timor Student Scholarships
  - Materials for September 14 School in East Timor and
  - Wheelchairs for Kids

Over the past 10 Years the Interact Club has raised and distributed over \$20,000 for their various projects.

The Interact Club of Mount Lawley has been awarded the Presidential Citation seven times in the last 10 years acknowledging their commitment to the Club.

**Mr Larry Manno**

The first meeting of prospective members was held on December 2008 with a group of Year 9 students and the Interact Club was chartered in January 2009. The first year of operation was with 30 Year, Ten students. Over the next three years as students moved on in years the numbers were increased by recruits from Year 10, so by 2011, the Club consisted of students from Years 10 to 12. From then on as the Year 12's left, recruits from Year 10 helped maintain member numbers. On average the membership, each year consists of approximately 60 students.



President Harris , Treasurer Leanne , Vice President Aleena and Secretary Veronica cutting the Birthday Cake

Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill.

Through these efforts, Interactors develop a network of friendships and learn the importance of:

- *Developing leadership skills and personal integrity*
- *Demonstrating helpfulness and respect for others*
- *Understanding the value of individual responsibility and hard work*
- *Advancing international understanding and goodwill*



Mount Lawley SHS Interact club members enjoying lunch to help celebrate its 10th Birthday.



District Governor Graham Peden (centre) presented Certificates to the Committee. From left, Treasurer Leanne, President Harris, Vice President Aleena and Secretary Veronica.





HOUSE ATHLETICS CARNIVAL



photographers Eloise Osborne Y9, Eoin Leal and Shirin Kwang Y7





## HOUSE ATHLETICS CARNIVAL

The House Athletics Carnival has been run and won for this year. We ordered some good weather and the day delivered with a lovely, sunny 24-degree day. Attendance and participation rates were substantially higher than previous years which is evident in the scoring, some houses scoring more than 1000 points more than 2018!

Student spirit and enthusiasm was high with awesome costumes and records being broken throughout the day. Once again novelty events proved popular however the Boost Juice van proved the biggest highlight of the day with the athletes.

HPE would like to thank students, staff, parents and the community for their support of the House Athletics Carnival. Congratulations to the individual champions, event winners and champion houses.

The results of the day are as follows.

Year	Gender	Champion	Runner-Up
7	Female	Luka	Tanami
	Male	Rishav/Hunter	Angus
8	Female	Tui	Umi
	Male	Trent	Oliver/Dallas
9	Female	Ruby	Amy
	Male	Will	Lachlan
10	Female	Madeleine	Alyssa
	Male	Idris	Alex
11	Female	Jaymie	Ella/Rachel
	Male	Hamish	Matthew
12	Female	Cate	Olivia
	Male	Connor	Jacob

### School Records

Year 7 Girls 100m	14.01s	Luka
Year 7 Girls Long Jump	4.36m	Luka
Year 7 Girls 80m Hurdles	14.72s	Luka
Year 8 Girls 80m Hurdles	14.25s	Tui
Year 7 Boys Long Jump	4.62m	David

### Middle School Results

<b>Murdoch</b>	<b>2706</b>
<b>Forrest</b>	<b>2499</b>
<b>O'Connor</b>	<b>2492</b>
<b>Hackett</b>	<b>2145</b>

### Senior School Results

<b>O'Connor</b>	<b>2091</b>
<b>Murdoch</b>	<b>1853</b>
<b>Hackett</b>	<b>1344</b>
<b>Forrest</b>	<b>1201</b>

### Overall School Results

<b>O'Connor</b>	<b>4583</b>
<b>Murdoch</b>	<b>4559</b>
<b>Forrest</b>	<b>3700</b>
<b>Hackett</b>	<b>3489</b>







### MATHS TALENT QUEST

The Maths Talent Quest ( MTQ ) is a national competition run by the Mathematics Association of WA for students around Australia to showcase unique talents and different ways of investigating problems. For the first time, the students from years 7 & 8 from the GAT and AE community teamed up in groups or pairs to explore a topic and explain its theory. Several teams and individuals were chosen to represent Mount Lawley Senior High School in the state competition.



Our School did very well for our first year of entering the competition. Year 8 students, Lottie and Poppy, won their grade's state competition and their project was entered to the national competition along with many high achievers from both grades. Every individual that was selected from their class to

compete received a certificate for participation, credit or high distinction.

Maths Talent quest was a memorable experience for all year 7 and 8 GAT and AE students. It was exciting working on the projects and served rewarding effort. We would like to thank Ms Lee for her enthusiastic efforts to allow us to participate in this event and even though we didn't see other school's entries, we were able to witness the glory of the students that went into the state competition.

*By Belis, Jessica, Bella and Nancy*



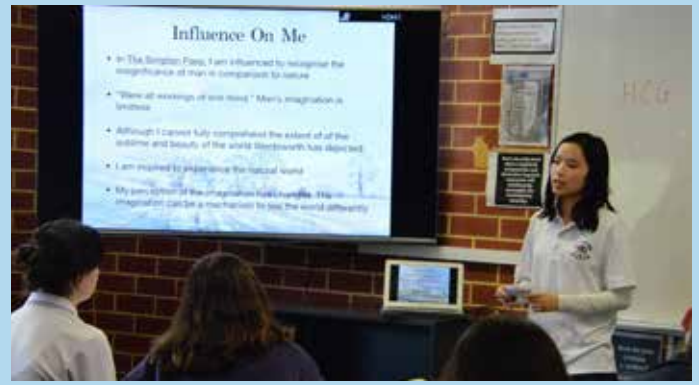




## YEAR 10 ENGLISH AE PRESENTATIONS

All I would add, from my perspective, is that this is a task that the AE students complete every year and each year the standard just gets better. The authors chosen by the students range from William Blake to Tim Winton, to Mary Shelley, to Pablo Neruda, to Franz Kafka, to Albert Camus and many more in between! Not all the students necessarily end up enjoying the author they chose but they do, at least, come away with some appreciation for the richness of literature that is available to them. The bonus is they inevitably end up learning about someone they may either have never heard of before or whose works they had never heard of. Thanks to the excellent presentations by their peers they are now able to make judgements for themselves about the merits of the works discussed and hopefully this will lead them to broaden their reading.

**Lucy Rennick**



## MATHS TALENT QUEST CONT.

### List of the students who participated in the Maths Talent Quest and the titles of their research.

Year 7 Jessica	<i>What IF Earth was a different size?</i>	High Distinction
Yr 7 Rosa	<i>Key to Kool Kicks</i>	Distinction
Yr 7 Jasper	<i>The Most Space Efficient Car Park</i>	Credit
Yr 7 Harrison & Luke	<i>The Chance of Winning the Lotto</i>	Participation
Yr 7 Isabelle Ooi	<i>Can Mathematical Equations be used to Create a Code?</i>	Credit
Yr 7 Belis & Stephanie	<i>The Total Cost to Raise a Newborn to the age of 20</i>	Credit
Yr 7 Chloe & Eladia	<i>Packing For Mars - How big a suitcase will you need to pack?</i>	Distinction
Yr 7 Richard	<i>Free Kick Conversion Rate</i>	Credit
Yr 8 Belinda, Raphael, Lyna, Chengyi, Laura	<i>Canteen Prices</i>	Credit
Yr 8 Nicola & Annalise	<i>How to Maximise Writing Productivity</i>	Participation
Yr 8 Rosie & Kristy	<i>How long does it take for dominoes to topple?</i>	Credit
Yr 8 Poppy & Lottie	<i>He's Always Watching - The Codemaker</i>	High Distinction
Yr 8 Regina	<i>Cost of Starting a Successful Mexican Café</i>	Credit
Yr 8 Harrison & Angus	<i>Male vs Female Number Preferences</i>	Participation





### WELCOME KYZER THE THERAPY DOG

Mount Lawley Senior High School welcomed two new staff members at the start of Term 3 this year. Julie Guilfoyle is an experienced Education Assistant who has extensive experience in both government and private schools as well as with organisations such as 'headspace'.



She is also the owner and handler of Kyzer, our second new staff member.

Kyzer is a Golden Retriever, an accredited therapy dog.



Kyzer is a well known personality who previously worked at Chisholm College, nursing homes, and primary schools before taking up his new appointment at Mount Lawley SHS.

Kyzer and Julie both work Monday to Thursday (*except Thursday for Kyzer*). Julie's role is to assist students with special needs and other students who may have some learning difficulties. Sometimes she works without Kyzer in the classroom, often she works with Kyzer.



Kyzer's role is to enhance social and emotional wellbeing. His presence can de-escalate behaviour, stress and anxiety in our students. With some students it may be the first opportunity they have had to pat a dog.



Kyzer proudly wears his school uniform each day, attends assemblies, and among other things distracts nervous or anxious students during immunisations and assessments. He has already become a much loved part of the school with staff and students alike.

**Mr Neil Hudson, Student Services Coordinator**











### INTERNATIONAL FLAVOURS IN YEAR 10

Hola Amigos! Recently we invited Gerson, our Facilities Manager , to come into our Yr 10 Home Economics International Foods class to teach us about foods from Venezuela.



Wow! We made delicious 'Arepá' (type of food made of ground maize dough) with a range of fillings including chicken, avocado, cheese and ham. Delicious!

Thank you Gerson for sharing some of your culture and traditional foods with us!

**Charlie Gordon Yr 10**







### Year 9 - TASTING MEAT PIES

Mount Lawley Senior High allows a various amount of choices for subject electives including Food Fundamentals for Middle School. This semester has seen students participate in various scientific activities within our cooking class. As part of an assessment, we weighed whole pies, pie fillings and taste multiple brands of meat pies, record and evaluate our results. We also documented nutritional information for each pie brand. The brands were *Coles*, *Four'N'Twenty Chicken and Vegetables*, *Four'N'Twenty Beef* and *Scotts*. I can say for certain that the *Four'N'Twenty Beef* was the best one. After tasting all the pies, we filled out a booklet, evaluated each of the pies and stated reasons for our results. Overall, the whole class had lots of fun and thoroughly enjoyed the lesson as did I. In our following lessons we made our own pies in order to compare nutritional value, costs and taste of both the store bought and our home-made pies. Most of us found out that the homemade pies were a better value for money in terms of the quality of ingredients used, taste and cost.

**Mila Bukilic**







## YOU'RE NOT BEAUTIFUL: THE PROTECTION OF THE LOST AND UNLOVED

The 2019 Year 11 Drama Production of *"You're Not Beautiful: The Protection of The Lost and Unloved"* commenced on Monday the 16th and Tuesday the 17th of September; two glorious nights filled with magic, wonder and laughs from both parents and students who attended.

Ella Monaghan, Eli Metcalf, Sophie Flanigan, Sharlene Baloch, Asha Rourke, Taylor Crofts, Ella Molyneux, Ava Hart, Bailey Mclaughlin, Rachel Myles, Imogen Shanahan, Dakota Tillbrook, Kirby Jones, and Neve Kerr all took part in the massive production played on both evenings and displayed their brilliant acting skills to portray the recurring theme of *"a better world."* All together, they became Distracted Theatre.

With contentment, humour, visions and even death: *You're Not Beautiful* deals in endless themes. But in its deeper explorations of humanity and the need for a better world, it's also a play with current issues and everyday triumphs.

The first-half, thwarted with cultural and social musings, offers

a deep overview of television ads that explore themes of the negative aspects of social media drama and the recurring notion of deceit, an economic gap between the rich and the poor, and the destruction of the environment. There is a delicate balance between all of these themes, reshaping the world for future generations. With lights colourful enough to entrance, the first twenty-five minutes of the performance was spent with joyful laughs, concerns of worldly issues and wondrous music.

The play followed Bertolt Brecht's Epic Theatre conventions, as studied prior to the making of the production.

If there is any dark, tragic and deathly undertow at work, the second half seems to be emphasising the play's preservation of childhood innocence and how fairy tales remain briefly in youth until it is destroyed by the world's lack of joy. With the audience position elsewhere, the perception of the play altered and a new light shone upon the loss of innocence and deception. Red light, physical movement around the theatre space, and impenetrable music, the play sent shivers down audience member's spines by following Grotowski's method of Poor Theatre and its relevant conventions.

Mr Tomas Mawer, the producer of the show, had sought for all Year 11 Drama students to contribute in the production by taking design, directing and researching roles. Each student was given a particular role and responsibility to uphold when creating the production, such as costume designers (Sophie

Flanigan and Imogen Shanahan) lightning designers (Bailey Mclaughlin and Kirby Jones), sound designers (Eli Metcalf and Taylor Crofts) and scenographers (Neve Kerr and Rachel Myles). Directors, Ella Monaghan and Ava Hart, were leading rehearsal processes, after-school practice and weekend contributions. Helping craft the show by researching and managing the stage were Sharlene Baloch and Asha Rourke, dramaturgies, and Dakota Tillbrook and Ella Molyneux.

Nevertheless, the big-hearted energy and dedication provided by the Year 11 Drama students (or should I say; Distracted Theatre) brought persistent delights and fears into the minds of the audience members, and hopefully inspired them to create a better world for future generations.

**Written by Sharlene Baloch**











**YEAR 9 VISIT CONSTRUCTION FUTURES CENTRE**

During Camp Week, Year 9 students were all given the opportunity to spend time doing some career exploration. Every Year 9 student was invited to step outside of the classroom and go on an excursion that encouraged them to learn about the people, occupations and technologies that plan, create and manage our built environment. The Construction Futures Centre, located in Belmont, allows students to discover the diverse career opportunities and pathways available in WA's building and construction industry through a hands' on, interactive experience designed to be completed at their own pace.

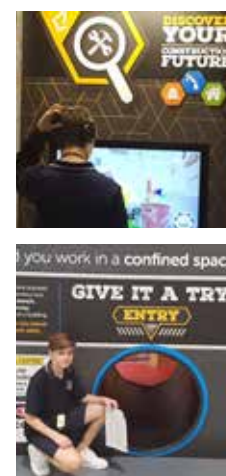
The Centre includes a range of virtual and augmented reality technologies, artefacts, videos, games and static displays specifically designed for the Centre to educate and inspire students. Operating the crane from the virtual heights of the Perth CBD was the highlight for many students. The Centre has an open day this school holidays, so if the excursion sparked an interest in your son or daughter, consider accompanying them for a follow up visit. Bookings are essential.

**Ms Renae Hill, Associate Principal – Years 9 & 10**

Last week was a busy one in the Year 9 Building, students that were not on camp were taken to the Construction Training Fund Centre – a government initiative that is 100% industry funded to support the future of construction. Students had the fantastic opportunity to look at a range of careers in the Building and Construction Industry. They were able to operate various machinery using VR, design and build their own home through AR, develop an understanding of how our homes and infrastructure is built, have a deeper look at the three types of construction industries (residential, civil and commercial) and even how many trades it takes before you can switch your light bulb on (FYI ten!!).

The students had an intense few hours to explore the two levels with a range of careers in plumbing, electrical and brick laying, to being an Environmental Designer, Drafter and Estimator.

**Ms Kelly Ngatai, Excursion Coordinator**















### YEAR 12 'PASTA CRAFTERNOON'

During the last week for Year 12 students one very creative relaxing activity was a 'Pasta Crafternoon' for the Year 12 students during Lunch 2 in the Senior School Building. It was well attended and it was fantastic to see the students laughing and singing to the music while they made bracelets, necklaces and collage pictures from pasta. As a couple of the Year 12 students noted they had come full circle with the activities reminding them of pre-school.

*Ms Julie Simons, Associate Principal Senior School*







# RUOK DAY?







### TEXTILES: CLOTHING DESIGNS BY YEAR 9 &10

This semester the clothing design classroom was bursting with creativity. Students were given the freedom to pick what they'd like to make and which fabrics to utilise. Over the course of the semester, students used sewing machines to create items such as bags, skirts, dresses and so much more. Along with creating useful items, students picked up invaluable skills such as using a sewing machine, ironing and hand sewing. After finishing up their projects, the class undertook an assignment looking at the story of wool. From it, we learned how to care about wool and many other interesting facts.

*Written by Linda Antoff*

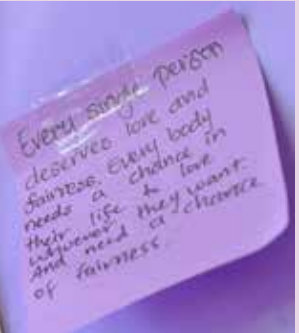






### WEAR IT PURPLE DAY

On Friday 29th of August, the Student Mental Health and Wellbeing Committee held it's annual Wear It Purple Day to celebrate and support the LGBTQ+ community. Everyone was encouraged to visit the purple stall outside of Student Services where you could have a chat with the friendly Committee Members about everything purple or write a pledge to stick on the Pledge Wall. The pledges were all unique and inclusive; ranging from positive messages about being yourself to declarations of support for the LGBTQ+ society. The day exuded inclusivity and acceptance and was a big step forward for not only the LGBTQ+ community at Mount Lawley but the entire student body. Support was record-breaking with heaps of Middle School students dressed up and Senior School turning out well too! It was



a great sight to see so much purple all around the school and all the encouragement went a long way!

**Ella Dickie 1103**







### VET TRAINING FOR TEACHERS

On Wednesday the 4th of September, all of the teachers who deliver Vocational Educational and Training (VET), attended a professional develop session at the John Forrest Trade Training Centre.

The teachers undertook a Training Needs Analysis (TNA) under the Innovation & Business Skills Australia (IBSA) VET Capability Framework. The TNA results will be analysed and future PD organised to upskill the VET teachers.

A representative of MPA Skills, Mark, then delivered a session addressing the Rules of Evidence and Principles Assessment to ensure that the teachers' methods of assessment were current and in line with the Standards for Registered Training Organisations (RTO's) 2015.

After morning tea, we toured the Trades Training Centre in both the painting and plumbing areas.



Under the supervision of Stuart, the Plumbing Trainer from MPA Skills, we each made a copper candelabra, using the up to date techniques involved in the plumbing industry... crimping... not soldering... It was an informative and highly entertaining session!!

**Catherine Smith, Careers and VET Coordinator**



### HASS GENERAL PSYCHOLOGY YEAR 11

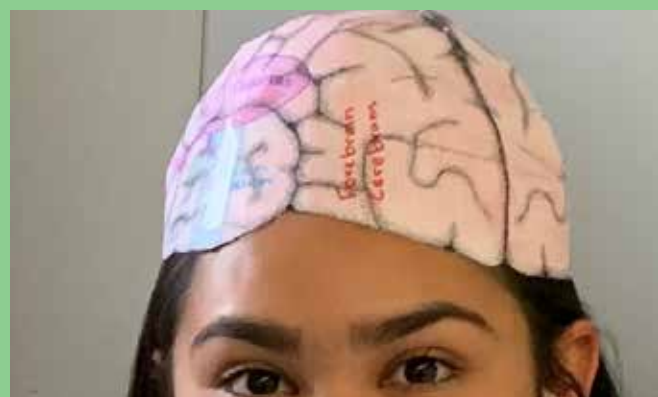
Year 11 General Psychology students were studying the biological influences on the brain and bases of behaviour. We coloured in and labeled brain hats as a visual hands on learning experience. Here are some quotes from my students.

Anabella Bakreski - *"It helped in learning different parts of the brain and their effect on human behaviour"*

Lailaa Rawat - *"It was a fun activity colouring the brain and helped me remember major functions of the brain to excel on the assessment."*

Jessica Fung - *"Colouring was fun and brought me back to primary school days when it was exciting to learn."*

**Ms Diane Calligaro, Psychology Teacher HASS Department**







**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 38 – ACTIVE LISTENING**

*Parent Wellbeing: Core values are what you stand for, so you can live a good life. Your strengths action your core values. From Values for Life choose six of your core values and the strengths you could use to action them. (see website)*

**WEEK 37 – SAVOURING THE MOMENT**

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

The frenetic pace at which the world is moving today means that often special events we experience are quickly forgotten. We don't have time to maintain the joy and positive emotions we enjoyed at the time. There is so much more to life than increasing speed and relishing the journey is what it should be about.

Teaching students how to prolong and relive the feelings from magic moments is an effective way to build their wellbeing even further. Being able to do this is called savouring the moment.

There are tried and proven ways to savour including, when the moment is happening, take photos and record your feelings on your phone, then listen to the recording and look at the photos to relive the event. Or, after the experience, write down the positive emotions and feelings you had, then read your story to enjoy the experience again.

When things are not going as well as they could for students and they are despondent, encourage them to relive their special moments, by asking them to tell you their story about the event and using active constructive responding to ask them to tell you more several times. They will soon bounce back to be more positive.

*"Good things don't happen in a hurry." German Proverb*

A key strength to cultivate in students is a love of learning and when this is achieved they pay attention and are mindfully connected to themselves and their teacher. This enables them actively listen with a sense of wonderment and awe, which in turn, creates classes which are places of adventure, experimentation and exploration that arouse students' curiosity to thrive and flourish in their education.

The secret is to teach them to listen with their eyes, their ears and their hearts. This enables students to absorb and question the main messages and how they connect with what they already know, by asking themselves, "How does this connect with what I already know?"; "How can I use this knowledge?" "How can I apply it to new situations?" "How can I make predictions based on this knowledge?"

Active listening also involves reading body language, listening for verbal cues and changes in voice tones to emphasise certain points.

Expecting students to sit in class passively and absorb knowledge is non-productive and disengaging for them. Learning should be about wonder and excitement, not merely a transfer of knowledge. The keys to effective learning and teaching are the processes of active listening and exploring with their teachers.

*"Learning is not the filling of the bucket, but the lighting of the fire." Saying*

**WEEK 37**

MIDDLE PLANNER

PAGE 100

SENIOR PLANNER

PAGE 100

**STRENGTHS AND EMOTIONS**

**SAVOURING MAGIC MOMENTS**

**Wellbeing Bank:** to build my Strengths and Emotions by making special moments last longer.  
 All too often, special and satisfying moments you experience seem to be over before they began. Being able to make these moments last longer is called savouring.  
 To learn how to savour a moment, slow down, connect with yourself and only focus on the moment. Practise tuning your senses into reliving the sensations you had. Write down the positive emotions you felt and read it often. Draw pictures or take photos of the moment on your phone to view later. You can savour what is happening now, what has happened in the past or what you are looking forward to in the future.  
 Describe an experience you savoured to make it last longer.



Learn from young children playing, they are experts at savouring. They happily stay focused, enjoying each and every moment, as if time doesn't exist.  
 > Website: Savouring activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to deliberately practise making magic moments last longer?

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

**MINDFULNESS ACTIVITY**

**Character Strengths** - describe or role play two things you could do for each of these character strengths - zest, curiosity, leadership.

**RESILIENCE BUILDER**

When using the *When this happens, I feel ...* so please stop... structure of assertive language, what are five strengths which could help you and five emotions you could feel?

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

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

**STRENGTHS' BOOSTER**

DAILY STRENGTHS PRACTICE (see pages 8-9)

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

**STRENGTHS AND EMOTIONS**

**SAVOURING THE MOMENT**

**Wellbeing Bank:** to build my Strengths and Emotions through extending or reliving special moments.  
 Savouring is prolonging or reliving the joy, gratitude and fulfillment of special experiences you have. It's about slowing down and connecting with yourself to thoroughly enjoy the uplifting positive emotions you felt at the time.  
 You can savour what is happening in the present right now or special things that have happened in the past or events that you are looking forward to in the future.  
 Describe an experience where you savoured it to relive the great feelings.



Taking photos of meaningful moments and journaling how you felt allows you to go back and relive them again later. Savouring is an activity which enables you to self-generate positive emotions to boost your wellbeing.  
 Young children are experts at savouring and seem to be able to stay connected to positive emotions for a long time. They happily relive the past, thrive on the present and are excited for the future.  
 Practise tuning your senses into savouring as often as you can, because it broadens and builds your engagement with yourself and the moment.  
 > Website: Savouring activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to practise savouring special experiences more often?

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

**MINDFULNESS ACTIVITY**

**Character Strengths** - describe or role play two things you could do for each of these character strengths - zest, curiosity, leadership.

**RESILIENCE BUILDER**

The most pressing concerns for young people in your age group are relationship and study pressures, including social networking issues, prioritising, time management, completing learning tasks and coping with and overcoming stressful challenges. If you are really struggling coming to grips with what's required of you, with two friends discuss which trusted adults who you can seek help from.

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

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

**HOW DID YOU FEEL THIS WEEK?**



**WEEK 38**

MIDDLE PLANNER

PAGE 102

SENIOR PLANNER

PAGE 102

**POSITIVE ENGAGEMENT**

**LISTENING ACTIVELY**

**Wellbeing Bank:** to boost my Positive Engagement by listening actively to teachers and other people.  
 Listening actively to your teachers with all of your senses, builds relationships and respect. You do this by making eye contact and showing you are interested, tuning into their body language for messages, noticing voice tones to emphasise points and asking questions to learn more. Describe how you currently listen to teachers and others.

**ACTIONS**

What are two things I will start doing to listen more actively to teachers and others?

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

**MINDFULNESS ACTIVITY**

**Leaf Feelings** - pick up a small piece of a plant which has fallen on the ground and remove the leaves one by one. What does their texture feel like and how many are there?

**RESILIENCE BUILDER**

Saying sorry and making things right for the other person is a difficult thing to do. A good structure is - state what happened, say what you intended, describe how you feel, say what you will do to make it right for them and say sorry. With a friend make up an apology to someone you have upset.

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

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

**WELLBEING FITNESS CHALLENGE**

VALUES LIVING (see pages 10-11)



**CHARACTER STRENGTH LOVE OF LEARNING**  
[www.viacharacter.org](http://www.viacharacter.org)

**POSITIVE ENGAGEMENT**

**ACTIVE LISTENING**

**Wellbeing Bank:** to raise my Positive Engagement through actively listening to learn deeply.  
 Deeper learning begins with active listening in class and activating both sides of your brain. "You do this by tuning into your teachers' body language, including facial expressions, voice tones and hand movements. Describe how you currently listen to your teachers.

**ACTIONS**

What are two things I will start doing to actively listen in class to learn deeply?

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

**MINDFULNESS ACTIVITY**

**Leaf Feelings** - pick up a small piece of a plant which has fallen on the ground and remove the leaves one by one. What does their texture feel like and how many are there?

**RESILIENCE BUILDER**

The most pressing concerns for young people in your age group are relationship and study pressures, including social networking issues, prioritising, time management, completing learning tasks and coping with and overcoming stressful challenges. If you are really struggling coming to grips with what's required of you, with two friends discuss which trusted adults who you can seek help from.

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

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

**HOW DID YOU FEEL THIS WEEK?**







**WEEK 39 – SUPPORTING OTHERS**

*Parent Wellbeing: Look back to last week when you identified your core values. For each of them create two I believe ... statements about what you stand for as a person to live a good life by doing good to feel good and feeling good to do good.*

A key factor in maintaining a healthy state of wellbeing for students is to have at least two supportive peer groups they can share things with. It is inevitable that they will have problems with one of their peer groups, and having another one to turn to for support, will ensure that they will not slide into pessimistic thinking or feel social isolation. Too much electronic leisure time also detracts from their feeling of being connected. We need to encourage students to meet new people in places such as, sports and arts groups, choirs, life saving, debating, church or leisure pursuits.

Students can seek help from peer groups, friends, parents, teachers and outside groups such as Reachout or Kids Helpline. Knowing who is best to ask for different problems is a key skill in maintaining a healthy state of wellbeing. The strengths judgement, trust, courage and hope for the future empower students when they seek help. Healthy peer groups understand shared and clear expectations of each other, to speak up if they don't want to do something and have empathy for each other.

Seeking help is part of the key resilience skill of reaching out for social connectedness; encourage students to share their concerns.

*"I can't change the direction of the wind, but I can adjust my sails." Louisa May Alcott*

**WEEK 40 – RESEARCH REPORTS**

*Parent Wellbeing: With your fingers together, concentrate on your breathing and make them open and close as you breathe in and out for five minutes several times daily.*

Encouraging students to follow their curiosity, experiment with and question their learning will assist them to develop resilient, resourceful and reflective lifelong learning habits. Also, teaching them how to communicate their learning using a report process slows down their thinking to analyse, compare and evaluate what they discovered. Doing this will cultivate creative and critical thinking capabilities in them.

To clearly and meaningfully communicate to others what they have learnt and how it relates to their worlds, the thinking habit Communicating with Clarity and Precision comes alive here. They should tap into their dominant Multiple Intelligences on how they wish to present their investigation and findings, which could include, oral presentations, idea maps, thinking tools such as the Five E's of Learning and Learning Jigsaw, role plays, essays, power point presentations, posters, poems, blogs, songs or a combination of them. The main thing is to present what they have learnt and conclusions they made in a coherent and interesting manner.

There is considerable discussion about differentiation, ie, personalising teaching for students. This should also apply to how they present their learning. Students and teachers are finding that the variety of structures that the different Thinking Tools offer effectively enable this.

*"Quality is not an act, it is a habit." Aristotle*

**WEEK 39**

MIDDLE PLANNER

PAGE 104

SENIOR PLANNER

PAGE 104

**RELATIONSHIPS AND OPTIMISM**

**ASKING FOR SUPPORT**

**Wellbeing Bank:** to build my Relationships and Optimism by seeking help from the right people when I need it. Many students often leave it too late to ask for help when they need it and as a result the problem grows. Asking for help immediately is a sign of strength and different people are able to support you with different problems. Knowing who to ask is the key. Describe a time you asked for help and what you said.

The following people are always there for you:

- Family – they love, care for you, make you feel that you matter as a person.
  - Friends – they share highs and lows, laugh, have fun with and are there for you.
  - Teachers – they teach you how to learn and think critically and creatively.
  - Year Level Advisors/Coordinators/Counsellors – they assist you to overcome challenges which affect your wellbeing.
  - Outside Organisations – they help you with more serious emotional health issues.
- > Website: Help Seeking activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to know who to ask when I need help for different problems?

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

**MINDFULNESS ACTIVITY**

**Press Positives** – go through a newspaper or magazine to find three good news stories and describe why they make you feel good and the positive emotions you experience.

**RESILIENCE BUILDER**

Stress is a normal part of life and is our response to a challenge or change. With two friends brainstorm at least ten things which can be stressors for you and what you currently do to overcome the stress.

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**STRENGTHS' BOOSTER**  
EMOTIONAL STRENGTHS (see pages 8-9)

**CHARACTER STRENGTH BRAVERY**  
www.viacharacter.org

**RELATIONSHIPS AND OPTIMISM**

**SUPPORTING OTHERS**

**Wellbeing Bank:** to build my Relationships and Optimism through seeking help when I need it and building supportive relationships. With the rigours of senior study ever present and navigating life as an adolescent, it is perfectly normal to seek help and support from others when issues crop up. The important thing is to know who is the most suitable person or group to ask for different problems and how you will ask. Problems don't go away on their own and need to be shared honestly with others to overcome them. Describe a time you asked for help and what you said.

The following people are always there for you:

- Family – they love, care and provide the emotional support for you to feel that you matter as a person.
  - Friends – with them you share highs and lows, laugh and have fun. Don't burden them with serious problems.
  - Teachers – they teach you how to learn effectively and how to think critically and creatively.
  - Year Level Advisors/Coordinators/Counsellors – they assist you to overcome issues and challenges which affect your wellbeing.
  - Outside Organisations – they assist you with more serious emotional health issues.
- > Website: Help Seeking activity sheet, Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to build supportive relationships with others and seek help when I need it?

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

**MINDFULNESS ACTIVITY**

**Press Positives** – go through a newspaper or magazine to find three good news stories and describe why they make you feel good and the positive emotions you experience.

**RESILIENCE BUILDER**

When you find yourself in situations where you have to stand up for what you believe is fair, there are three types of language you can use. 1. Aggressive – punishing, threatening and hostile. 2. Assertive – firm, clear and non-threatening. 3. Timid – disinterested, giving up and indirect. Give two examples you have seen of each type of language.

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**HOW DID YOU FEEL THIS WEEK?**



**WEEK 40**

MIDDLE PLANNER

PAGE 106

SENIOR PLANNER

PAGE 106

**SKILLS AND ACHIEVEMENT**

**RESEARCH REPORTS**

**Wellbeing Bank:** to develop my Skills and Achievement by writing logical research reports. Having learned how to research in a more intelligent way, it makes sense to learn how to report on it more intelligently also. Describe how you currently report on your research.

To share what you discovered, conclusions you reached, predictions you can make and further research you suggest, follow the reporting process below:

- Aim:** describe the topic and your research aims in your words.
  - Solutions and Explanation:** explain the steps followed to investigate the topic and discuss solutions that worked and those that didn't.
  - Conclusion:** link your solutions to your research aims, asking, did you cover the topic and any issues to consider?
  - Evaluation:** are your solutions reasonable and are there any predictions or further investigations?
  - References:** list assisting people and materials.
  - Appendix:** organise much of your working here.
  - Bibliography:** list all sources of information used.
- > Website: Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to improve the way I report on my research?

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

**MINDFULNESS ACTIVITY**

**Name Game** – write as many books, movies or TV shows with characters whose first name begins with C or M.

**RESILIENCE BUILDER**

What stresses one person may not stress another person and their reactions can differ also. They include quickened breathing, sweating, increased heart rate, tiredness, pupils dilated. On an outline of your body draw what you experience when you are stressed so you are aware.

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**WELLBEING FITNESS CHALLENGE**  
LIFE'S TREASURE (see pages 10-11)

**CHARACTER STRENGTH PERSEVERANCE**  
www.viacharacter.org

**SKILLS AND ACHIEVEMENT**

**REPORTS ON RESEARCH**

**Wellbeing Bank:** to boost my Skills and Achievement through reporting on my research in a more effective way. Earlier you learned about a structured process to research more deeply and intelligently. To present the results of your research, there is also a more structured way to do so to bring out your best. Describe how you currently report on your research.

When reporting on research, train your brain to follow a logical step-by-step process, such as the effective one following:

- **Cover Page:** containing title of the report and your student details.
  - **Contents Page:** containing an accurate guide to the contents of your report, including a list of tables, diagrams and graphs.
  - **Abstract:** containing a brief summary of your report, highlighting outcomes, recommendations, predictions and methods used, including Thinking Tools.
  - **References:** containing individuals, groups and organisations who assisted you.
  - **Main Body of Report:** containing an introduction and how you went about your research, including analysis, evaluation, results, findings and conclusion.
  - **Bibliography:** containing reference sources used (refer index).
  - **Appendices:** containing relevant information to your report but not important enough to include in Main Body. Each appendix should be labelled and numbered.
- > Website: Wellbeing Builder Reflection.

**ACTIONS**

What are two things I will start doing to follow a more structured way to report on my research?

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

**MINDFULNESS ACTIVITY**

**Name Game** – write as many books, movies or TV shows with characters whose first name begins with C or M.

**RESILIENCE BUILDER**

Growth mindsets enable you to try new strategies when your usual ones don't work in solving a problem and keep on doing this till one works. Growth mindsets also underpin personal strengths such as determination and persistence. With two friends, go through the Thinking Tools on the website and select five new strategies which you will start using.

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**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.

# Rock and Water

## For Parent and Child

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

The following topics are discussed:

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

The course teaches the following:

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

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

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

Where: WEST LEEDERVILLE - Level 1, 22 Southport Street  
 When: Saturday 5 October  
 Saturday 7 December  
 Time: 8.30am - 12.30pm  
 Cost: \$70 per pair

Bookings are required. Please phone 6164 0200 to enrol.

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



### Exam Revision

#### Mathematics Tutoring by Experienced Maths Teacher



**PERSONAL INFORMATION**

Name: David Address: Level 5, 231 Adelaide Terrace, Perth  
 Mobile: 0414 644 952 Email: david@financialmc.com.au

I am a qualified and experienced secondary school mathematics teacher who specializes in tutoring students at secondary school level to either catch up on their peers or work ahead in preparation. Most qualified math's tutor available in Perth.

**Key Points**

- Have a Bachelor of Education majoring in Mathematics with a Science minor
- Have a Master's in Education
- Have a Master's in Business Administration
- 15 years of experience teaching mathematics in secondary schools for all years and levels
- 25 years of experience tutoring primary and secondary students in mathematics at all levels
- Conduct holiday 'catch up' sessions to prepare students for the coming term.
- Teacher Registration Number: 33097588
- Working with Children Card number: 2823381
- National Police Clearance number: SCN2633849502

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# CONSTRUCTION FUTURES



# OPEN DAY

Tuesday 1 October 2019

9am to 12:30pm

To book a session time  
phone 0455 234 278 or  
email [cfc@ctf.wa.gov.au](mailto:cfc@ctf.wa.gov.au)



Sessions start at 9am and 11am  
Admission is **FREE** | **BOOKINGS ESSENTIAL**



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