



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 5 Term 3 No. 1 2020

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Western Australia 6050 ABN 47 842 936 866

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PHONE: 08 9471 0300

MIDDLE SCHOOL (YRS 7-8)  
PHONE: 08 9471 0350

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### Principal's Report

As we come to the end of August it's been exciting to see some school activities including excursions and incursions resume. Although we are still in stage 4 COVID- 19 restrictions it feels a lot more like a normal, busy Term 3.

Our Hospitality students have hosted very successful breakfasts for our VIP supporters and a Year 9 Skills Breakfast as part of their Certificate Courses.

Some camps have been able to be held and the Bushrangers went to Millstream while the Year 10 Leadership Camp was held at Bickley. By all accounts all students had a great time and learnt lots of new skills.

A very successful Honour Society Assembly was held on 19 August and 24 Year 12 students were inducted into this prestigious society. They joined the 763 students who have been inducted into the society since its inception in 1982.

The STEM building will be ready for occupancy for the 2021 school year. The building will provide us with much needed additional facilities including two science laboratories, two general purpose classrooms, an engineering workshop, and a mechatronics workshop.

We have been working with Professor Stephen Winn from ECU so we can take advantage of the expertise and cross-curricular opportunities offered by the university and their partners with regard to STEM, WAAPA and our music program.

The Department of Education recently permitted us to send out invoices for Student Contributions and Charges and I would like to sincerely thank the parents who have already paid these accounts or entered into payment plans. I realise that some families are experiencing difficulties as a result of the impact of the pandemic but we do rely on this funding to purchase extra resources for our students and to fund additional activities and opportunities.

**Lesley Street, Principal**



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

## OUT FOR YEAR 12 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 2021.

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 9265 1500.

**CLOSING**  
3:30pm Friday, 4 September 2020 – Year 12 in 2021  
3:30pm Friday, 30 October 2020 – Years 7-11 in 2021

### ACADEMIC & FINANCIAL EQUITY (RESOURCE LIST) SCHOLARSHIPS 2021 - OUT FOR YEAR 12 EARLY START

Application forms for the Academic and Financial Equity scholarships are now available for students in **Year 12 in 2021**.

They can be downloaded from the school website at <https://www.lawley.wa.edu.au/view/scholarships> or collected from the Main Administration Office.

These applications due **3:30pm on Friday, 4 September 2020**.

Families are encouraged to submit their applications ([Click here for weblink](#))



### PAYMENT OF SCHOOL VOLUNTARY CONTRIBUTIONS AND CHARGES

Payments can be made by debit or credit card using our secure payment facility, BPOINT.

Please visit our website [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) click on Information tab, scroll to Payments. ([Or click here for weblink](#))

Alternatively, you can pay in person, by cash, cheque or Eftpos at the front office. Internet banking is also available using the following bank details: **Mount Lawley Senior High School BSB 066118 Account Number 00900116**. Please use your child's surname, initial and Form as a reference, for example Smith A F701.

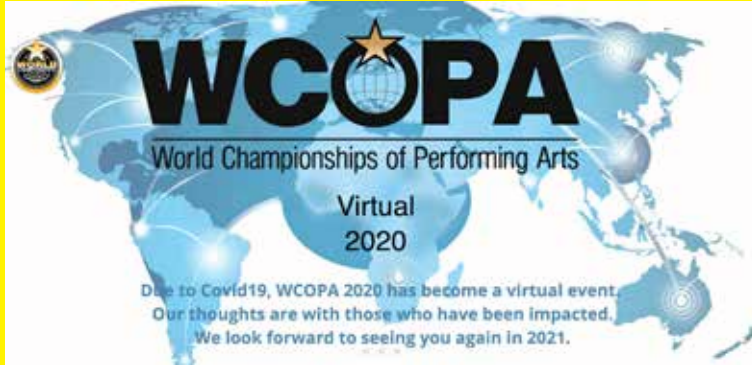
If you would like to set up a payment plan please contact Julie Moxey, Manager Corporate Services, on 9265 1503, or via email at [julie.moxey@education.wa.edu.au](mailto:julie.moxey@education.wa.edu.au).



## WORLD CHAMPIONSHIP OF PERFORMING ARTS WINNER

Year 9 Music student **Louis 901** has just won **GOLD** for the *junior category* for the **World Championships of the Performing Arts** in the category of *Music Instrumental*.

Due to COVID all entries were via video and its wonderful to see an Australian student being able to participate in such a huge competition. We are so proud of Louis's achievement.



### CONGRATULATIONS



**Rosie 8H5** entered the **2020 KSP** (Katherine Susannah Prichard) **Spooky Story Competition** with a short story and her entry has been shortlisted and will be published in a book later this year.



**Orlando 1001** ventured into his first professional acting job recently, appearing in the ABC drama, *The Heights*, during Episode 18 in Season 2. Orlando is from a Creative Arts family with his mother, who is a stage director and his actor father, who is also in the same ABC Drama and plays Orlando's on-screen father.

### STUDENTS ARTWORK SELECTED FOR THE META EXHIBITION

SuuKyi (Yr11) and Georgie (Yr 12). Both these young ladies's artwork was selected for display in the META exhibition at North Metropolitan TAFE. Their artwork was selected from a record breaking 167 entries and from a record breaking 54 schools across Catholic, Independent and Government system/sectors. Despite all the disruption of 2020 these students have excelled in the production of their artwork. Georgie's work *Social Beings, Watercolour on paper* SuuKyi's digital artwork *Underneath the Mask*, Inkjet print on canvas received an honourable mention as the runner up artist from the exhibition.



### YEAR 10 STUDENT WINS ECONOMICS CARTOON COMPETITION

In August Year 10-12 students were invited to participate in the Economic Teachers of Western Australia's inaugural cartoon competition. Three students per school were allowed to be entered on any of the three themes for 2020.

- 1: *Economic contagion*
- 2: *Supply and demand make the world go around*
- 3: *Job Keeper, Job Seeker, Job Maker..what's next?*



**Matilda** Year 10 (1003) has been named the joint winner in Category 2, sharing the \$300 prize. Her cartoon will now be used by Economic Teachers of Western Australia (ETAWA) in their publications. Congratulations Matilda!





## STUDENT WINS STATE & NATIONAL CHINESE LANGUAGE COMPETITION

The Chinese Bridge (Hanyu Qiao) Chinese Proficiency Regional and State Competition, was recently held in July, encourages secondary and university students to improve their Chinese by taking part in an annual worldwide Chinese speaking and performance competition. With more than 200 students from 100 nations usually competing in the Global Finals each year.

The **Chinese Bridge (Hanyu Qiao) Chinese Proficiency Competition** is the largest international Chinese language competition in the world. Students aged 15 years and over who do not speak Chinese as a first language take part to demonstrate their language proficiency, knowledge of China, and skill in a cultural performance such as music or art.



Confucius Institute

## Chinese Bridge (Hanyu Qiao)



Year 11 student **Suu Kyi** won a place in regional finals, which then led to the National Finals, where she represented WA, she came second. She now will be competing in the Global Finals, representing Australia. The competition was held online due to the COVID-19 travel restrictions, which also created additional IT connection challenges for Suu Kyi; however, despite these Suu Kyi was successful with her comprehension test and her cultural singing performance. Special thanks go to Confucius Institute Chinese Language Support Assistant, Miki Yan who helped Suu Kyi improve her Mandarin skills to a competitive standard.



## 'DESIGN AN AD' 3 WINNERS FROM MOUNT LAWLEY

This year the school was very successful in the West Australian's Newspaper *'Design an Ad'*, with three of our students winning this WA competition.



The students were given a list of events/companies/products to design an advertisement.

The winning advertisements were:

<i>Awesome Festival</i>	<b>Mya,</b>	<b>852</b>
<i>Crunch &amp; Sip</i>	<b>Angela,</b>	<b>805</b>
<i>Fremantle Prison</i>	<b>Eoin,</b>	<b>805</b>

Congratulations to all students who had their winning advertisements printed in the 'ED' section of The West Australian newspaper in August.





### ASSEMBLY AWARDS TERM 3 STUDENT OF THE MONTH AWARDS



Mia Year 7, Joshua i Year 8, Laura Year 9, Courtney Year 10, Manlena Year 11, April Year 12 and Lesley Street Principal.

### STUDENT COLOURS PRESENTATION



Dashielle Year 12, Kate Year 11, Leanne Year 12, Brendan Year 9, Sacha Year 10, Amy Year 10, Will Year 10 and Lesley Street Principal

### NOMINATIONS FOR STUDENT OF THE MONTH AWARDS





# young ORIGINALS

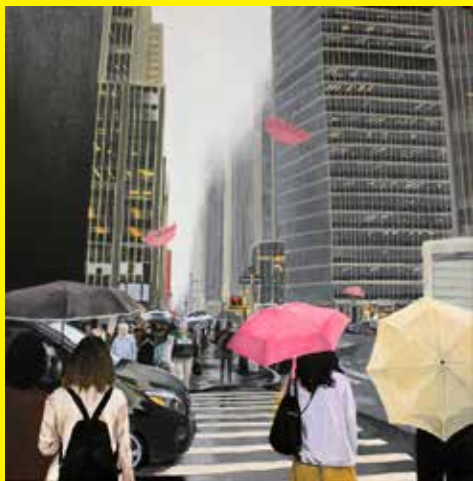
## SELECTED ARTWORK FOR YOUNG ORIGINALS EXHIBITION

After a highly competitive entry round and a comprehensive judging process, the following artwork from Mount Lawley Senior High School have been selected for this year's Young Originals exhibition:

- Underneath the Mask by **Suu Kyi**
- Open Book by **Sophie**
- Save Yourself by **Heather**
- 6th Avenue on 52nd Street by **Ben**



Save Yourself by Heather



6th Avenue on 52nd Street by Ben



Open Book by Sophie Flanigan  
Chapters 1-6



Underneath the Mask by Suu Kyi



## HISTORICAL SCHOOL BOTTLES DONATED TO MOUNT LAWLEY SOCIETY

The school's collection of old bottles which had been sitting in cardboard boxes for a few decades in the library required a new home. The school's original site before the building of Mount Lawley SHS was previously a rubbish tip for the local council, so we assume that these vintage bottles were found on the existing school site.

For future library displays the school has retained some of the bottles, and the rest have been donated to the Mount Lawley Society, whose aim is to preserve the heritage of Mount Lawley, Inglewood and Menora. Three Year 7 Humanities & Social Science students, Choe, Grace and Brayden were on hand to assist Beth, a member from the Mount Lawley Society with transporting the bottles.

Some of these bottles have made quite long journeys as the glass imprints on the bottles were from Ireland, Belfast, New York and Melbourne. Now they are resting at the society to be researched and classified by future historians. For further information about the society visit:

<http://www.mountlawleysociety.org.au>



Mount Lawley Senior High School's old bottles relocated in their new home, the Mount Lawley Society Office.



## NATIONAL YOUTH SCIENCE FORUM (NYSF)

Along with 200 other science nerds from all over Australia, we participated in what can only be described as some of the best ten days of our lives. The National Youth Science Forum (NYSF) is a program run by youth, for youth to provide passionate Year 12 STEM students with a wealth of opportunities to discover possible careers and interests beyond high school.

The three of us (Nathan, Shayera and Emily) were lucky enough to travel to Canberra and Brisbane to attend lectures, laboratory visits and science workshops in the Australian National University and the University of Queensland.

It was such a great experience to meet like-minded students and share the opportunity to see what university life is all about, meet famous scientists in their fields and develop our networking skills at social events such as the Science Dinner and the Science Communication Panel.

Personally, we thought it was so rewarding to learn about exoplanets, quantum superconductors, hypersonic jet engines and Boeing aircrafts from PhD students at the university. We've come back to Perth with a plethora of knowledge that we'll be able to share with our peers at school.

All in all, the NYSF has changed our perspective on STEM and university life, and we've made connections that we'll keep long into the future.

*Written by Shayera, Nathan and Emily*





### LOCAL PRIMARY SCHOOL TEACHERS VISIT

A high priority for Mount Lawley SHS is to enhance our links with our Primary School partners. On Tuesday 26 July, we invited the Year 6 teachers of our 'local intake' primary schools to come into the school for a tour, information session and, of course, afternoon tea. It was a fantastic experience to have the Yr 6 teachers in the school, especially for our Yr 7 students who were incredibly excited to see their old teachers once again. The excited response from our Yr 7's is testimony to the strength of the relationships and bonds that exist between our students and their primary school teachers. The primary teachers know so much about our incoming students that they become an invaluable resource for us when transitioning students into Mount Lawley SHS. Many thanks go to the teachers for making the effort to come out to our school and to the Principals who allowed them to come.

*Mr Steve Raphael, Associate Principal, Middle School*



**MOUNT LAWLEY SENIOR HIGH SCHOOL LOCAL PRIMARY SCHOOLS VISIT 2020**





## HONOURS SOCIETY ASSEMBLY

The Mount Lawley Honours Society Assembly was held on Wednesday 19th August. The Society was first created in 1982 to recognise hard work, consistent application and excellence in academic achievement. 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 General pathway can be granted membership to this elite club. Students gain entry to this club through their application to their studies in Senior School and their results.



This year we were delighted to invite a past Honour's Society student from 2009 Dr Devaki Wallooppillai, as our special guest speaker. She addressed the inductees and the whole student body, about her time at the school and the variety of different pathways her career has taken her. Devaki stressed the need for the Honours Society inductees to

work hard to achieve and being brave and adaptable in their attitude towards their future plans. The 24 members of the 2020 Honour's Society were then inducted into the Society.



Simon Millman, MLA took to the podium to congratulate the members of the 2020 Honour's Society. Emily on behalf of the 24 inductees replied.

The Senior Concert Band and Choir were a strong presence at the Honours Society Assembly, with the School Choir singing the School Song and the National Anthem. 'Quad City Stomp' and 'How to Train Your Dragon' were the other two items performed. The inductees, their parents and special guests then enjoyed a delicious morning tea to celebrate the occasion.

### Honours Society

#### 2020

*Shayera*

*Olivia*

*Sara*

*Sarah*

*Indira*

*Sia*

*Blake*

*Aiden*

*Cameron*

*Jessica*

*Matthew*

*Neve*

*Chloe*

*Gabriel*

*Felicity*

*Nathan*

*Emily*

*Nina*

*Saul*

*Kai*

*Jayden*

*Marie*

*Ngoc Anh (Thy)*

*Ethan*







## YEAR 10 LEADERSHIP CAMP

During the end of Week 3, 45 Year 10s attended the annual Leadership Camp at Bickley Outdoor Recreation Camp. The three day camp was action-packed and taught us so many valuable lessons about leadership, teamwork and pushing ourselves.

We participated in many different activities run by the Bickley instructors including canoeing, a flying fox, vertical challenge, orienteering, catapult building and mountain biking. These all required many of us to try new things and put ourselves out of our comfort zone. In the process, we learnt more about ourselves and those around us.

We undertook a 'leadership conference' with Ms Hill. This activity was extremely beneficial to the progression of our leadership skills as it allowed us to understand various styles and motivators of different people. This understanding is necessary for good leaders and therefore the opportunity was something that I'm sure many of us valued.

Mr Hudson taught us about the White Ribbon program to educate us about violence - especially of that by males against females. It was heartbreaking to see the facts and truly see the reality of it all. This session was certainly worthwhile and the raised awareness is definitely needed within our society.

One of the activities that seriously left its mark was the gratitude activity with Ms Robinson. We all wrote letters to someone we were grateful for which allowed us to reflect on how lucky we all are. The people around us are all so important in our life journeys, and shape who we are. Some tears were shed during this and the activity left us even more thankful for the opportunities that we have been given.

Over the camp, many new friendships were formed. Those who had never really talked before made new connections and got closer to different people. This was honestly one of the most rewarding parts of the camp. "Warm fuzzies" were another part of the camp that further allowed us to get closer as a group. The concept let people leave nice notes for other people to read at the end of camp, and it was honestly so enriching to read them all.

Other activities on the camp included playing lots of basketball, a boot camp run by Jade Browning, some early morning walks & runs, yoga, trust exercises, an exciting quiz night with Andrew Paul and a memorable talk from Olivia Trahair - our 2017 head girl and a Zero2Hero advocate.

The leadership camp is an experience that will definitely stick with us all for a long time, and we are all grateful for such an opportunity. We definitely recommend that everyone who gets invited attends because this camp was truly awesome.

**Written by the Year 10 Councillors**





## YEAR 9 SKILLS CELEBRATION BREAKFAST

The Year 9 Skills Celebration Breakfast was hosted to congratulate invited students for being a top performer in one of their Year 9 Semester One Courses (other than those already recognised through extension classes).



Prior to the breakfast, students had an opportunity to hear Mount Lawley Senior High School alumni **Olivia Trahair** talk about her experiences and share her advice.

Olivia graduated as Head Girl in 2017 with many awards and in Year 11 was a State Finalist in the Rotary Four Way Speaking Competition. During her speech, she shared with us aspects of her journey and the importance of a balance between school and extra-curricular activities.



Some of the lessons she wanted us to keep close to our hearts included:

- *taking up every opportunity you receive*
- *learn from the people around you*
- *find what you're passionate about and get involved with it*
- *learn to say no, be self-aware and listen to what your body is trying to tell you.*

Following the address, students moved to the Hospitality classrooms where they were served breakfast and drinks by the Year 12 Certificate II in Hospitality students. Here, students were able to speak on a personal level with our guest and enjoy the rest of their morning.

The breakfast was restaurant quality and delicious and we all enjoyed it!

Overall, approximately 50 students were invited to this breakfast and we all received Certificates of Recognition which we can include in our portfolios.

The School Principal, Ms Street, as well as the Associate Principals, our Year Coordinator, Ms Blitvich and a large number of other teaches also attended the breakfast to recognise our achievements.

**Laura Y9 Councillor**





### DESIGNING MINI GOLF COURSE IN MATHS

Recently the members of Year 7 GAT and AE worked in pairs to create our own mini golf courses based on angles, trajectory and geometry in our Maths class. We had to include different shapes and objects, as well as many different angles, to test our knowledge on what we had learnt over the past few weeks. We were encouraged to try and make our courses as creative as possible. Some of the students went above and beyond and built some amazing courses. Jack and I created ours in the shape of a dog with the obstacles being the facial features of a dog. We have displayed them in our classroom.

**Vincent Moreau-Barrett**

During Year 7 Maths , Community 5 students covered the topics of angles and trajectory. Firstly, we did all the writing and reading. Then the fun began! Our job was to design five mini golf courses on paper, measuring the angles. After choosing one of the five, we built a model of it. We had to be creative and use different shapes and angles. Some of my friends made theirs in the shape of a boot. From the project we learned a lot and enjoyed the activity. I want to say thank you to our teachers for organising this.

**Sachet**





### WHERE IS THE LAMB SAUCE ?

Term 3 Science was quite a fascinating subject. We learned about biology. And the most exciting thing we did this term was to dissect a sheep's brain. We did the obvious - cutting it open, poking at the insides, identifying parts with pins, it was a good thing, however, that we had plastic gloves to wear. We had to use different coloured pins to point out specific areas of the brain. The brain was frozen, but to no one's surprise, as it defrosted, the pins kept sliding out. We had to stick the pins in the main parts of the brain such as the brain stem, cerebrum, cerebellum, to be honest, the dissection was fun to do. We got to hold the brain, and if I had to describe the feeling, I would have to say it was weird. It felt slippery, slimy, and it was frozen, so it felt kind of like a frozen ice-cream. The inside didn't look like much, just white and pink sections. It looked like what we expected and didn't smell too bad.

**Mason Year 9**





### SCIENCE CRYSTALS YEAR 8

Last term during our Year 8 Science class, we were learning about how crystals form. We dissolved Alum in hot water and separated it into two batches; one that would cool faster and one that would cool slower. We did this to observe how the temperature of the environment would affect the growth of the crystals. It was enjoyable and interactive to cooperate with others in this experiment. In the next lesson we came back to find that our crystals had grown immensely inside the test tubes. The ones cooling slower tended to have larger crystals while the ones cooling faster had smaller sized, yet more abundant, crystals. This experiment was fascinating, and we were able to discover new things in detail first-hand, and discuss it with our peers later on.

*Shirin 805*





**YEAR 8 MONSTER BALL CARNIVAL**

This year, instead of the Year 8 Sport Carnival we had the incredibly fun Monster Ball Carnival! On the day, we got to play tons of different sports including basketball, ultimate frisbee, soccer, floor ball and tug of war. However, the highlight of the day was going on the monster ball obstacle course: a blow up maze with slides and climbing walls! It was fun doing it with my friends (i fell over multiple times). For lunch, we all had delicious zing bars and hotdogs which made it even better. We had such a good time playing all of the different sports and trying out the ones that I wasn't particularly good at (plus eating food!). I hope that we'll be able to do something similar next year.

**Chloe**

*'The Monsterball Challenge was amazing, the whole day was just full of fun and excitement. It was entertaining and we also took a day off school so that's like half the reason why I liked it :). Ms Jones created the whole day for us and the inflatable was very expensive so we just want to thank her for all the time and dedication she put into this day for us Year 8s. My favourite part of the day was definitely the huge inflatable castle. Overall it was super fun and I would definitely do it again.'* **Wegahta and Grace**

*'Thankyou so much for the Monsterball Carnival, it was organised well and I really enjoyed it. My two favourite activities from the carnival were Basketball, and the monsterball bouncy castle. It was really fun to have a unique day such as this and I can't wait for the next time we are going to have a similar activity.'*

**Alon**

*The Monsterball Carnival was really fun. The inflatable course was by far my favourite thing we did all day. It was also fun to join up with a different form and I was to be with my friends all day.* **Sofia**



**CERT II SPORT COACHING STUDENTS IN ACTION**

On Tuesday the 11th August the Year 8 students participated in the Year 8 Monsterball Ultimate Challenge Carnival Day which involved students participating in Basketball, Floorball, Tug of War, Relay games, Soccer, Ultimate Frisbee and taking on the challenge of the 60m Monsterball Inflatable Ultimate Challenge Obstacle Course.

Our Year 11 students in the Cert II Sport Coaching course did an awesome job of umpiring, leading and coaching throughout the day at the stations that the students rotated through. The students had heaps of fun and enjoyed a Sausage Sizzle and icy pole for lunch. After some wild and wet weather leading into the day it turned out to be a mainly fine day with only a couple of light showers, briefly adding to some extra slippery fun through the obstacle course and faster slides. Lots of tired and I think some sore bodies but smiling faces were seen by the end of the day. The students were all amazing and a great day was had by all.

**Ms Sharon Jones**







### SCIENCE YEAR 7 TOWER BUILDING SKILLS

We had great fun in Year 7 Science last term! Mrs Colasante challenged us with the task of building towers, but we were only allowed to use spaghetti, one marshmallow and tape to complete the task. Teamwork was very important in this STEM activity as we only had 20 minutes to build the tallest tower.

We discovered that some shapes are stronger than others and many of the final structures had impressive design techniques. Everyone really enjoyed competing against each other to see who could be the most creative and successful. It was such a fun and interesting lesson. Thanks, Mrs Colasante!

**Amberlie 7M4**







### SVAPA BAGS



Each year the SVAPA Year 7 class submit a design for a Specialist Visual Performing Arts Bag, a gift to next year's new SVAPA students. The Art teachers choose the winning design and the SVAPA Parent Support Group Committee fund the production of the bags.

This year's bag was designed by Mya "After being in SVAPA for most of the year in 2019 I tried to design an image that represented myself and SVAPA.

*This was done by using bright cheerful colours representing the bright energy and creative minds of my classmates. The paint brush, drama faces and saxophone represented the 3 facets of the SVAPA program."*



### YEAR 7 SCIENCE ECLIPSES

In Year Seven, we are learning about the Moon, Sun and our planet Earth. We have had a wonderful time learning about the phases of the Moon and eclipses with fun 3D models created by Mrs Colasante.

We learnt about how the Moon interacts with both the Earth and the Sun by using a globe of the Earth, a foam ball for the Moon and a bright torch to represent the Sun. The Sun and Moon create a solar eclipse, and the Earth and Moon create a lunar eclipse.



A solar eclipse is when the moon blocks the sun light rays from the Earth for approximately 3 minutes. A lunar eclipse is when the sun, Moon and Earth are aligned creating the illusion that the Moon has vanished. An eclipse can also be total or partial. For example, a total lunar eclipse can occur when there is a full moon that is directly in Earth's shadow (umbra), and a partial eclipse can occur when there is a full moon and part of the moon is in the Earth's shadow

With our new knowledge on the Moon, Sun and Earth we can better understand our planet. **By Genie.754**





## CYBER SAFETY WORKSHOPS FOR YEAR 7 & 8

Mount Lawley Senior High School has invited Candise Adams from Safe Counselling Australia to run cybersafety workshops with our Middle School students.

These workshops are designed to protect and prevent students from any harm that may be encountered within the online environment. These workshops will occur this term during weeks 8 and 9.

These workshops encourage students to have a deeper understanding and knowledge of the cyber world.

The workshop includes information on:

- Respect and Consent
- What is Cyber-bullying
- The emotional effects and consequences
- Statistics
- Problem-solving discussions
- What to do if you are being bullied online (*including how to report it*)

The Year 8's workshop also includes the above information and:

- Sexting
- The hidden GPS data in a photo that is posted online.
- Pornography online and addiction
- Grooming Behaviour
- Who can help you?

Bullying can happen at school, at home or online. It is never

okay, and it is not a normal part of growing up. A child must know what to do in a cyberbullying situation which will encourage power and control rather than shame and guilt.

- Cyberbullying is the unwanted and uninvited harassment of an individual (or more) via the use of technology that is relentless and singles out the victim(s). It predominantly affects teenagers due to social media. Cyberbullying is more likely to occur amongst those aged 12-18 years old because of the technology given to them and required for them to use. It can happen anytime and anywhere, which makes it difficult for the victim to escape or hide from it. The effects of cyberbullying are extensive compared to the known "schoolyard bullying."

- Includes sending mean, hurtful or threatening messages or images of another person

- Posting sensitive, private information to hurt or embarrass another

What to do if you are being bullied online-

- If you are under 18 (*or are reporting on behalf of someone under 18*) you can make a complaint about cyberbullying to eSafety. They can take action to get serious cyberbullying material removed, and provide advice, support and assistance.

<https://www.esafety.gov.au/report/cyberbullying>

- You can contact Kids Helpline-1800 55 1800 for 5 to 25-year-olds. All issues. Confidential phone counselling available all day, every day. Online chat open 8 am to 12 am EST daily.

- Or contact Headspace 1800 650 890 for 12 to 25-year-olds. All issues. Phone counselling available all day, every day. Online chat open 9 am to 1 am EST daily.

For any questions or information on the Cyber-safety workshops, please don't hesitate to contact [candise@safecounselling.com.au](mailto:candise@safecounselling.com.au) or [www.safecounselling.com.au](http://www.safecounselling.com.au)





## ALUMNI CLASS OF 1988 : SARAH BRILL

Sarah Brill grew up in Perth and began writing at the age of 15. She initially focused on play writing but also wrote for film and radio. She attended four National Young Playwrights Workshops before graduating to the National Playwrights Conference in 1994 with her play *Who the F... is Erica Price*.

*Who the F... is Erica Price* was first performed in 1996, produced for Artrage, the Perth Fringe Festival. In 1998, Sarah worked as a writer in residence with Salamanca Theatre Company in the production of *Reality Check* and in 2000 wrote a commissioned play for them entitled *Super Serious*. She has had two radio plays produced by the ABC, *BORED* in 1997 and *See* in 2001. In 1999, she was awarded a two-year mentorship through Playworks.

Her first novel *Glory* which dealt with anorexia was published by Spinifex Press in 2002. After the birth of her children Sarah became interested in sustainability and permaculture. In 2017 Sarah completed a Masters of Sustainable Built Environment and currently works in organics diversion. Sarah lives in Sydney with her partner and three sons. *Symphony for the Man* is her second novel. Spinifex Press Website :

<https://www.spinifexpress.com.au/shop/9781875559817>

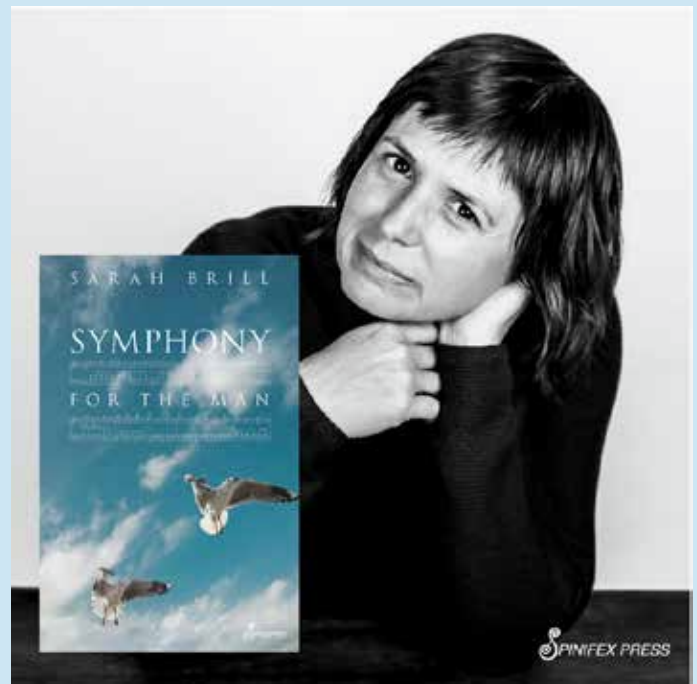
### **Symphony for the Man, by Sarah Brill**

'Sarah Brill's second novel *Symphony for the Man* is an exquisite book — do not let it slip under your radar because life is not as usual at the moment!

It is a deceptively simple story. Narrated from the perspective of the two main characters in alternating brief 'chapters', the novel is about two lonely people whose paths cross in the busy city of Sydney. What I really liked about it is that both have mental health issues, but that is not the focus of the story. The last time I read a book that tackled mental illness as perceptively as this one was *Isabelle of the Moon and Stars* by S. A. (Sarah) Jones (see my review): what I admired about that book was that it showed that Isabelle's condition is only part of her, and it doesn't define her. And this is true of the characters in *Symphony for the Man* too. In different ways, both make a life on their own terms.

This is the blurb:

*1999. Winter. Bondi. Harry's been on the streets so long he could easily forget what time is. So Harry keeps an eye on it. Every morning. Then he heads to the beach to chat with the gulls. Or he wanders through the streets in search of food, clothes, Jules. When the girl on the bus sees him, lonely and cold in the bus shelter that he calls home, she thinks about how she can help. She*



*decides to write a symphony for him.*

*So begins a poignant and gritty tale of homelessness and shelter, of the realities of loneliness and hunger, and of the hopes and dreams of those who often go unnoticed on our streets. This is the story of two outcasts – one a young woman struggling to find her place in an alien world, one an older man seeking refuge and solace from a life in tatters. It is also about the transformative power of care and friendship, and the promise of escape that music holds.*

*An uplifting and heartbreaking story that demands empathy. Amid the struggles to belong and fit in, we are reminded that small acts of kindness matter. And big dreams are possible.*

Of course reading this book at this time in history is a heartbreaking reminder of the vulnerable people who are struggling to survive the lockdown. Harry has an obsession with knowing the exact time, and his daily schedule involves approaching people to ask for it. His meals come from ransacking bins, and sometimes from the everyday kindness of the local restaurants and cafes. How homeless people are getting on in deserted shopping precincts where the hospitality industry has shut down, I can't imagine. Launch Housing in Melbourne is appealing for donations—no doubt there are other support organisations doing the same thing in other states—but what this crisis has taught us, I hope, is that our society should never have let homelessness become so devastatingly widespread. I grew up in an era where the only homeless people were the 'derros' in the park, and the police came round each night and took them back to the City Watchhouse for a feed and a bed for the night. Well, it isn't like



that now. There is a horrible moment in the book when Harry discovers that his bus shelter is modified to stop people from sleeping there. The cruel indifference of that beggars belief. If any good comes out of the pandemic, it will be that societies reform existing social and employment structures that have left so many people vulnerable to instant joblessness and the Centrelink queue; sudden poverty with literally no money for food or anything else; escalating levels of unpayable personal debt; and the risk of eviction from rental properties for some of our most at-risk families. The nameless girl in Symphony for the Man would be in exactly that situation...

So, do you want to read a troubling story like this right now? I would say, yes you do. Because, like Philip Salom's novels about Australia's underclass, Symphony for the Man will lift your spirits. No author could write such books without witnessing the kindness of strangers, and that is exactly what we all need right now.....'

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<https://anzlitlovers.com/2020/03/31/symphony-for-the-man-by-sarah-brill/>

Posted by Lisa Hill March 31, 2020



### NATIONAL YOUNG PLAYWRIGHTS' WEEKEND

**Sarah Brill**

I was given thirteen days' warning about my acceptance to the Eleventh N.Y.P.W. (National Young Playwrights' Weekend) - and thirteen days fly when you're stage-managing a school production. So before I knew it I was sitting in Perth Airport looking at people aged between 12 and 18, trying to spot the other four playwrights. Having no luck, I made my way across the tarmac, narrowly missing a truck, and into my window seat. I sat there looking for possible playwrights and asking myself why I was there. I had written a total of one play, and had no intention of writing many more, but they sent the cheque and I couldn't refuse.

There were only three of the other four people on the plane; one flew in a day early and I managed to discover two of them, and the Great Australian Bight, during the trip over.

I loved Sydney the moment I saw it. It was night and the whole place looked huge compared to Perth. The four of us were met as soon as we got off the plane by a woman holding a mask. She was Faye Westwood, the Artistic Director of Shopfront, who directed us to Margot Edwards (Co-ordinator of N.Y.P.W.) who directed us to our luggage and her near-dead car.

All 25 playwrights stayed at the house adjoining Shopfront Theatre in Carlton. The playwrights came from every state in Australia except the Northern Territory.

The four Perth-ites literally clung together in a room full of strange people. We sat dejectedly for about an hour, sizing people up and telling bad jokes. Finally, we broke the monotony by going for a walk, which broke ice everywhere.

On our return, we huddled by the fire, and writers became actors as we did our own reading of a play written by the two attending Tasmanians. Josie (from Perth) and I found ourselves with roughly four parts. It was well after twelve, Sydney time, before we slept, but this was the earliest night we had.

There were two workshops every day, with people who were actors, directors, writers and designers. David Williamson made an appearance as well, but unfortunately I did not have a workshop with him. He did, however, make a great impression, and all I ever heard was that he was tall and had nice knees.

Some of the readings were remarkable. One play, by Tasmanian Russell Bywater, was basically a monologue. This had only a man and a doctor who came in at the end and told you what it was all about. The play lasted about half an hour and was on the effects of Vietnam (I worked this out before the doctor, and was very proud of myself.) It was this part of the weekend which opened my mind to writing. I never realised how closed it was, with only my limited experience in theatre.

This was not the only way my horizons were widened. Sitting in a circle with a fire and guitar on Friday night, I learned what Tasmanians do for fun. This involves sitting with a lot of people and making a fool of yourself.

On Saturday night, we took a trip to the centre of Sydney and Nimrod Theatre, where we saw "The Golden Age" by Louis Nowra. We then did a rushed tourist act and saw the Opera House and Harbour Bridge before retiring to Margot's town house, again with a guitar. By three o'clock, we were back at Shopfront trying to hold onto our last night.

But all too soon it was morning and then afternoon, and before I knew it I was again on a plane going in the opposite direction.

I will never forget the weekend, and never expect to relive it. It was something you have to be lucky to experience. I gained so much.

Sarah Brill



Year Book 1988 Page 51

**Year 12 School Testimonial extract ....** 'In the last two years Sarah has clearly demonstrated her ability as a young talented playwright, indeed in 1987 she was accepted to attend the National Young Playwright's Weekend. Some of her plays have been performed at school and proved very successful. Sara was awarded the Year 12 Media Prize in 1988.'



Year Book 1987 Pages 56 & 57



**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 27 – FEEDBACK AND EMPATHY**

*Parent Wellbeing: Grit is your long-term passion, persistence and self-regulation to accomplish 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 28 – SAYING SORRY AND FORGIVING**

*Parent Wellbeing: Achieving something requires combining the following internal and external components: self-belief, intrinsic motivation, positive engagement, hope, character strengths and process praise. For each of these describe how effective you are.*

To live a fulfilling and meaningful life, it is important for students to learn how to apologise to others they have upset or done the wrong thing by. Similarly, when the shoe is on the other foot, they need to be prepared to forgive others who have upset them. And, also it will benefit their own wellbeing when they forgive themselves for silly things they have done.

It is amazing how much emotional energy gets used up every day by people holding grudges. In some ways this situation is quite understandable, because it takes a considerable amount of courage to open our hearts to say sorry or forgive others who have upset us. The issue can be that others may not be prepared to accept our apology and forgive us, and that's where courage comes in. Making the effort to at least try, will lift a load off our shoulders.

And to do this, students will have to use strengths to their fullest. While many students know about and talk about their strengths, they don't often use them. Apologising and forgiving are ideal opportunities for students to consciously and deliberately practise using them, and from this comes personal growth.

*Acknowledgement: Lyubomirsky and Diener*

*"It takes courage to apologise and forgive." MW*

**WEEK 27**

MIDDLE PLANNER PAGE 78 SENIOR PLANNER PAGE 78

**RELATIONSHIPS + EMPATHY**

**FEEDBACK AND EMPATHY**

**Wellbeing Reality:** by showing empathy when giving and receiving feedback, both of you will feel grateful for the ideas. Feedback is a wonderful way to share with and learn from others to grow their and your wellbeing.

When receiving feedback, listen and appreciate the messages you have been given, consider and then act on them. When giving feedback, use the sandwich method, good stuff before and after not so positive points.

*Acknowledgement: Ericsson & Anderson*

Discuss with a classmate – when are times you have received feedback which made a big difference in your life?

When are times you felt feedback was criticism of you and why?

*Last Word – use all the brains you have and any you can borrow.*

**MINDFULNESS**

**SONG EMOTIONS.** Listen to a song three times that is telling a story and describe the emotions you are feeling and the emotions you think the singer is trying to get across.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what things could you do to respectfully and non-violently communicate with others to resolve disagreements and conflicts you are having in your relationships?

**CHARACTER STRENGTH:** Use **HOPE** to do **WORKING STRENGTHS** on page 131. [www.viacharacter.org](http://www.viacharacter.org)

**RELATIONSHIPS + EMPATHY**

**GRATEFUL FOR FEEDBACK**

**Wellbeing Reality:** through giving and receiving feedback to learn about others' and share your perspectives, you will expand and add depth to your understandings on topics. Feedback enables you to use all the brains you have and any you can borrow. Listening to others' thoughts about what you are doing provides opportunities to grow personally and academically. Giving feedback to others gives them new insights also. People who just exist see feedback as criticism, whereas people who live see it as an exciting way to broaden and build their ideas and perspectives.

*Acknowledgement: Ericsson & Anderson*

Discuss with a classmate – when are times you learnt new ways to look at things from others' feedback?

What can you do to invite others to join in with you in giving and receiving feedback?

*Last Word – the more actively you listen to others the more you grow yourself.*

**MINDFULNESS**

**SONG EMOTIONS.** Listen to a song three times that is telling a story and describe the emotions you are feeling and the emotions you think the singer is trying to get across.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what are three problems you currently have? Use this process to help you solve them. 1. Describe problem; 2. Brainstorm at least five ideas; 3. Weigh up the value of each idea; 4. Choose one; 5. What needs to be done and by who; 6. Try it; 7. If it doesn't work try another idea.

**CHARACTER STRENGTH:** Use **HOPE** to do **WORKING STRENGTHS** on page 133. [www.viacharacter.org](http://www.viacharacter.org)

**WEEK 28**

MIDDLE PLANNER PAGE 80 SENIOR PLANNER PAGE 80

**MEANING + PURPOSE**

**FORGIVENESS AND APOLOGISING**

**Wellbeing Reality:** by learning to apologise to and forgive others and yourself, you will untie emotional knots in their and your hearts. It takes a lot of energy to hold a grudge, use it instead for positive things. Forgiving is not excusing what happened, but rather getting on with life. Saying sorry and asking for forgiveness from others, also relieves their and your feelings. Forgiveness has been shown to benefit your physical and mental wellbeing.

*Acknowledgement: Lyubomirsky and Diener*

Discuss with a classmate – when are times you have apologised or shown forgiveness to others?

Who are people you really need to apologise to or forgive?

*Last Word – find the courage to forgive and apologise to grow.*

**MINDFULNESS**

**TRUTH TRAFFIC LIGHTS.** Reflect on an event that happened which you weren't happy about. Open the thinking tool Truth Traffic Lights and use it to describe what's true, what's uncertain, what's not true and your feelings.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – why is empathy important in building and maintaining respectful friendships and relationships? What happens when people don't show empathy for others?

**CHARACTER STRENGTH:** Use **HUMOUR** to do **HIDDEN PEOPLE** on page 133. [www.viacharacter.org](http://www.viacharacter.org)

**MEANING + PURPOSE**

**SAYING SORRY AND FORGIVING**

**Wellbeing Reality:** through showing the courage to open your heart to apologise for things you have done to upset others and even more strength to forgive those who have upset you, you will truly demonstrate that other people matter to you. Apologising and forgiving untie emotional knots, benefit others and your wellbeing and enable you to optimistically get on with your life. Holding grudges, blaming others and justifying your upsetting behaviours to yourself, shows a lack of strength and you don't believe in your heart that other people matter.

*Acknowledgement: Lyubomirsky and Diener*

Discuss with a classmate – when are times you have apologised for your actions and forgiven others who upset you?

Who do you need to apologise to and those you need to forgive and then show courage to do so?

*Last Word – courage is the virtue which inspires your other strengths to come alive.*

**MINDFULNESS**

**TRUTH TRAFFIC LIGHTS.** Reflect on an event that happened which you weren't happy about. Open the thinking tool Truth Traffic Lights and use it to describe what's true, what's uncertain, what's not true and your feelings.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what respectful strategies could you use should you choose to end a close relationship? What are three strengths you could use and three emotions you could feel?

**CHARACTER STRENGTH:** Use **HUMOUR** to do **HIDDEN PEOPLE** on page 135. [www.viacharacter.org](http://www.viacharacter.org)



**WEEK 29 – PROJECTS**

*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.

The main thing students will be doing in their lives in the 21st century is learning, and to do this successfully, they need to slow down enough to be in the moment to think hard about what they looking at. Google in some ways has taken the emphasis away from looking beyond first impressions; everything seems to be instant these days.

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, you can ask them to describe how they are thinking using Habits of Mind. Also, using the brain pathway building structure of Thinking Tools, provides opportunities 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. 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, they can make predictions from their findings. *Acknowledgement: Anderson & Ericsson*

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

**WEEK 30 – BREATHING AND KIND MEDITATION**

*Parent Wellbeing:* To become your best possible self, spend at least 30 minutes every day in a chilling place away from home and school, to make the emotional transition between the two; called the Third Space. Brainstorm five places that could work for you. *Acknowledgement: Adam Fraser*

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

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

There are two techniques for breathing described in students' planners/journals which will very quickly relax them and prompt more optimistic mindsets. Try them yourselves.

Thinking about people and things close to their hearts will distract their amygdalas from their pressing issues and put their rational minds in charge of their thinking. It also increases their oxygen intake and blood flow to the brain which promote clarity of thought.

*Acknowledgement: Hofmann, Grossman & Hinton*

*"It's not what happens to you, but what happens in you." W. Mitchell*

# WEEK 29

**MIDDLE PLANNER** **PAGE 82**

**ACCOMPLISHMENT + OPTIMISM**

**PROJECTS**

**Wellbeing Reality:** by using a reliable process and Habits of Mind when researching, you will be able to think more clearly and intelligently. Try this process:

- Define – write topic in your words, break it into smaller pieces and create time targets.
- Locate – ask library teachers and use the Internet to find information.
- Select – check accuracy of collected data.
- Organise – write a draft using main points and parent/teacher feedback.
- Present – finish project with bibliography.

*Acknowledgement: Anderson & Ericsson*  
Discuss with a classmate – when are times you have followed a research process?

What do you think three benefits of showing grit to follow a research process could be?

Last Word – being smart isn't something you are, but something you do.

**MINDFULNESS**

**SOUNDS.** For five minutes close your eyes, concentrate and listen for ten different sounds. How are each of the sounds being made and by whom or what?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what are seven shared and fair expectations that students and teachers could create together to ensure your class acted respectfully and made positive progress in your learning?

**CHARACTER STRENGTH:** Use **SPIRITUALITY** to do **BREATHING STRENGTHS** on page 131.

www.viacharacter.org

**SENIOR PLANNER** **PAGE 82**

**ACCOMPLISHMENT + OPTIMISM**

**INTELLIGENT RESEARCH PROCESS**

**Wellbeing Reality:** through using more intelligent research processes you will give yourself opportunities to grow academically. Doing the same things and expecting better outcomes is fooling yourself. To achieve higher quality results, leave your comfort zone to follow the process below, which will stretch your abilities.

- Define – write the topic in your words and create time targets for little steps.
- Locate – ask library teachers to help find information.
- Select – check information's accuracy.
- Organise – write a draft and conclusion using main points, seek parent and teacher feedback.
- Present – stylish final and bibliography.

*Acknowledgement: Anderson & Ericsson*  
Discuss with a classmate – what processes do you currently follow when researching and are they working for you?

What more intelligent things could you do to improve the quality of your research outcomes?

Last Word – all growth comes from doing better things, not from doing more.

**MINDFULNESS**

**SOUNDS.** For five minutes close your eyes, concentrate and listen for ten different sounds. How are each of the sounds being made and by whom or what?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what could you do to ensure the safety of your friends and yourself in the various social situations you are involved in? What are three situations you have been in socially where you needed to keep your friends and yourself safe and how did you?

**CHARACTER STRENGTH:** Use **SPIRITUALITY** to do **BREATHING STRENGTHS** on page 133.

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# WEEK 30

**MIDDLE PLANNER** **PAGE 84**

**HEALTH + STRENGTHS**

**BREATHING AND KIND MEDITATION**

**Wellbeing Reality:** by combining deep breathing and thinking about loving and kind things you care about, will enable you to feel very calm.

While breathing deeply concentrate on what follows below firstly for yourself, then your family, they and then your friends, they.

May I (or) they be well,  
May I (or) they be happy,  
May I (or) they be peaceful,  
May I (or) they let go of anger and sadness.

*Acknowledgement: Hofmann, Grossman & Hinton*  
Discuss with a classmate – when are times you would benefit from this loving and kind breathing and meditation?

Who or what are five people or things you treasure in your life and why?

Last Word – keep loved ones you treasure always in your mind.

**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.

**CHARACTER STRENGTH:** Use **KINDNESS** to do **BRIGHT AND LIGHT** on page 133.

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**SENIOR PLANNER** **PAGE 84**

**HEALTH + STRENGTHS**

**FIVE TREASURES LOVING BREATHING**

**Wellbeing Reality:** through adding loving and kind thinking and deliberate actions when deep breathing, you will significantly increase its effectiveness in self-calming you.

Write down five people, pets or things that you treasure in your life. Then holding up one of your hands, run a finger from your other hand up your small finger breathing in and then down the other side breathing out, while thinking of your first treasures. Then repeat this for each of your treasures on your other fingers and thumb. Being able to self-calm builds your wellbeing.

*Acknowledgement: Hofmann, Grossman & Hinton*  
Discuss with a classmate – what do you do to relax yourself when you are feeling stressed and how do you use deep breathing?

When are times you practise doing five treasures loving breathing to relax yourself?

Last Word – deep breathing and meditation are only effective if practised regularly.

**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.

**CHARACTER STRENGTH:** Use **KINDNESS** to do **BRIGHT AND LIGHT** on page 135.

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**WEEK 31 – FUN, JOY AND WELLBEING**

*Parent Wellbeing: Have a photo 7 week by taking a photo on your mobile every day of something which makes you happy and full of positive emotions.*

Being a teenager should be a most satisfying and enjoyable time in students' lives. Safely negotiating new relationships, risk taking activities, having fun and learning about what their best possible self could look like are stimulating experiences. The natural highs students get from having fun in person with groups of family and friends, come from the brain's feel good brain chemicals serotonin and oxytocin. No electronic pleasure comes close in intensity to being with other people.

Humour is a wonderful thing to enjoy for students to lighten up. It creates opportunities to look on the bright side of life, have fun and laugh, which boost positive emotions that nurture feelings of optimism and hope for the future. Everyone has mirror neurons which imitate the expressions and emotions of those around us. By encouraging students to be on the lookout for the funny things in life, they can unconsciously use mirror neurons to benefit their and others' wellbeing through the release feel good brain chemicals into their bloodstream.

The best tonic when they are feeling a little down is to do something kind for someone else or have fun with other people. Being with others in person is what most humans need.  
*Acknowledgement: McQuaid & Kern*

*"A day without laughter is a day wasted." Saying*

**WEEK 32 – PROCRASTINATION AND ENGAGEMENT**

*Parent Wellbeing: A skill of social-emotional resilience is being able to think flexibly. Describe a time you have done this and how you could do it more often*

Most students know when they are procrastinating, but don't have positive coping strategies to overcome it. An effective keystone habit which overcomes putting things off is Takeoff Ten. It works like this. Students make a list of tasks they regularly put off doing, choose one and apply themselves solidly for ten minutes with no interruptions. Then repeat the process.

Using positive self-talk, setting self-expectations and the strength bravery will also assist their efforts. Trying to do too many things at once, uses up all of the data that their brains can process at one time, also causing procrastination.

Causes of procrastination include:

- *Perfection – wanting to produce the "perfect" piece of work; obsessed with detail*
- *Organisation – wanting to be totally prepared and as a result not getting started or lacking the necessary study and research skills to perform the task*
- *Self-Doubts – lacking the self-confidence to tackle the task*
- *Prioritising – being unable to prioritise their activities to get the things done that they have to do*
- *Motivation – lacking a purpose for being at school; "having to" rather than "wanting to"*
- *Over Choice – having too many choices, and not choosing one to start on.*

One certain thing, procrastination will not go away by ignoring it.  
*Acknowledgement: Pink & Radel*

*"Procrastination is the art of keeping up with yesterday." Saying*

# WEEK 31

MIDDLE PLANNER	PAGE 86
<div style="background-color: #f96; padding: 5px; text-align: center;"> <b>POSITIVE EMOTIONS + GRATITUDE</b> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>FUN, JOY AND WELLBEING</b></p> <p><b>Wellbeing Reality:</b> by looking for opportunities to have fun and laugh with others, group feel good brain chemicals, serotonin and oxytocin, will be released to build kind and trusting relationships.</p> <p>Serotonin, creates feelings of emotional wellbeing that you matter. Oxytocin, creates feelings of kindness, empathy and social connection with others. Whereas, dopamine and endorphins are individual feel good brain chemicals. Dopamine, creates natural highs of motivation in you. Endorphins, create positive feelings through exercise.</p> <p><i>Acknowledgement: McQuaid &amp; Kern</i></p> <p>Discuss with a classmate – when are times you have felt each of these brain chemicals?</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>Why do you think being with and having fun with others is so satisfying for everyone?</p> <p>.....</p> <p>Last Word – feel the joy of fun from in person social connections.</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>MINDFULNESS</b></p> <p><b>EMPATHY.</b> Reflect about a friend who has been through a difficult time. What are five emotions you think they have experienced and what emotions could they have intensified to?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>RESPECTFUL RELATIONSHIPS</b></p> <p>With a classmate discuss – when are three times problems which have been ignored and not sorted out, have caused issues in your respectful relationships? Looking back, what could and should you have done?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>CHARACTER STRENGTH:</b> Use <b>HUMILITY</b> to do <b>VALUED STRENGTHS</b> on page 131. <small>www.viacharacter.org</small></p> </div>	<div style="background-color: #f96; padding: 5px; text-align: center;"> <b>SENIOR PLANNER</b> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>POSITIVE EMOTIONS + GRATITUDE</b></p> <p style="text-align: center; color: #f96;"><b>THE JOY OF OTHER PEOPLE</b></p> <p><b>Wellbeing Reality:</b> through making the effort to laugh and have fun in real time with real people, you will feel true joy through your group feel good brain chemicals, serotonin and oxytocin. These feelings of social connectedness and of being valued by others are long lasting. Whereas, the natural highs from endorphins and dopamine are short in duration. Endorphins are released through exercise, laughing and having fun. Little endorphin hits keep you going. Dopamine is released when you feel pleasure and give you feelings of satisfaction, especially from social media.</p> <p><i>Acknowledgement: McQuaid &amp; Kern</i></p> <p>Discuss with a classmate – what feelings do you experience when you laugh and have fun with other people?</p> <p>.....</p> <p>What are three events or situations in the coming week where you will feel the joy of other people through serotonin and oxytocin?</p> <p>.....</p> <p>Last Word – choose lasting joy by being with others in person.</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>MINDFULNESS</b></p> <p><b>EMPATHY.</b> Reflect about a friend who has been through a difficult time. What are five emotions you think they have experienced and what emotions could they have intensified to?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>RESPECTFUL RELATIONSHIPS</b></p> <p>With a classmate discuss – make a list of things you regularly put off. Then start doing one of them and not move for 20 minutes. Repeat the process for the other items on the list. What affect does procrastination have on respectful relationships?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>CHARACTER STRENGTH:</b> Use <b>HUMILITY</b> to do <b>VALUED STRENGTHS</b> on page 133. <small>www.viacharacter.org</small></p> </div>

# WEEK 32

MIDDLE PLANNER	PAGE 88
<div style="background-color: #f96; padding: 5px; text-align: center;"> <b>ENGAGEMENT + MINDFULNESS</b> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>PROCRASTINATION AND ENGAGEMENT</b></p> <p><b>Wellbeing Reality:</b> by understanding why you procrastinate and how much your brain can process, you will have the self-awareness to avoid putting things off.</p> <p>Procrastination is often caused by trying to be perfect or lacking the skills and confidence to start. Your brain can process 110 bits of data per second and when glued to your phone, you use 60 bits. The remaining 50 bits are quickly used up, leaving too few get started.</p> <p><i>Acknowledgement: Pink &amp; Radel</i></p> <p>Discuss with a classmate – when are times being glued to your phone has caused you to procrastinate?</p> <p>.....</p> <p>Which gives you the biggest dopamine hit, doing what you have to do on time, or living for social media?</p> <p>.....</p> <p>Last Word – be strong, you control you, not your phone.</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>MINDFULNESS</b></p> <p><b>STOP AND THINK.</b> Think about, celebrate and write down five Positive Personal Descriptors that make you shine and flourish as a person.</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>RESPECTFUL RELATIONSHIPS</b></p> <p>With a classmate discuss – who are three groups of people you know who really show that their relationships are respectful? What things do they do to make you think this?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>CHARACTER STRENGTH:</b> Use <b>HONESTY</b> to do <b>EMOTIONS SPOTTING</b> on page 133. <small>www.viacharacter.org</small></p> </div>	<div style="background-color: #f96; padding: 5px; text-align: center;"> <b>SENIOR PLANNER</b> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>ENGAGEMENT + MINDFULNESS</b></p> <p style="text-align: center; color: #f96;"><b>PROCRASTINATION AND CORTISOL</b></p> <p><b>Wellbeing Reality:</b> through creating the keystone habit to turn off your phone and immediately start what you need to do for ten minutes often, you will develop other habits to overcome procrastination. Lacking organisational skills and seeking to be perfect also can cause to procrastinate, but the above keystone habit will get you moving to start doing; you can always improve on a draft. Procrastination often makes you feel anxious, which is caused by the brain chemical cortisol. Once you start "doing", it quickly leaves your bloodstream.</p> <p><i>Acknowledgement: Pink &amp; Radel</i></p> <p>Discuss with a classmate – what are three immediate pleasurable things which distract you from getting started?</p> <p>.....</p> <p>What are three simple, but tough things, you can do to overcome procrastinating?</p> <p>.....</p> <p>Last Word – it's totally your choice – are you a senior student with your own goals or are you a social media slave?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>MINDFULNESS</b></p> <p><b>STOP AND THINK.</b> Think about, celebrate and write down five Positive Personal Descriptors that make you shine and flourish as a person.</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>RESPECTFUL RELATIONSHIPS</b></p> <p>With a classmate discuss – what are two things you do which calm you when you are under pressure? What are two actions you took which got you through tough times in the past? Do you share these actions with friends?</p> </div> <div style="border: 1px solid #f96; padding: 5px; margin-top: 5px;"> <p style="text-align: center; color: #f96;"><b>CHARACTER STRENGTH:</b> Use <b>HONESTY</b> to do <b>EMOTIONS SPOTTING</b> on page 133. <small>www.viacharacter.org</small></p> </div>



**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 33 – PLATINUM WELLBEING REALITY**

*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.*

The Golden Rule has been the shared by generations of parents with their children, namely, treat other people the way that you like to be treated. But what if others want to be treated in a different way to the way that you like to be treated? A key resilience skill is having and showing empathy for others needs and feelings, but the Golden Rule seems to be about your needs and feelings.

The Platinum Rule on the other hand is, treat other people the way that they like to be treated. It embraces the true meaning of showing empathy. Making the effort to discover and understand others' needs and feelings means that your levels of social connectedness are flourishing. As Stephen Covey once said, *seek first to understand, before seeking to be understood.*

With students, a great respectful relationships building activity, is to set them the task of discovering how each of the people in their family likes to be treated. Doing this will build their social-emotional resilience capabilities. Showing empathy is about students focusing on other people, not themselves. And it's funny how the more they focus of understanding others, the more they begin to understand themselves. *Acknowledgement: Alessandra, Rath & Clifton*

**Wellbeing Measurement Tool: Students, staff and parents can measure the state of their wellbeing by taking the free PERMAH survey at <https://permahsurvey.com>**  
*Acknowledgement and thanks: Dr Peggy Kern & Michelle McQuaid*

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

**WEEK 34 – SERVICE TO OTHERS**

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

We have a biological need to work together and have social interactions with others to feel valued, respected and appreciated. These interactions release the brain chemicals, serotonin and oxytocin, which reduce anxiety and enhance mind and body functioning. Our ancestors lived together in tribes sharing and giving of themselves for each other and did so to survive and feel good. Numerous studies have shown that people who are generous and give their time to help others, are healthier, less depressed and have longer life expectancy.

Unfortunately, the 21st century is moving so fast, and many people see themselves as time poor, volunteering and service organisations are in decline. But if people knew the immense benefits associated with giving of themselves to make others' lives better, they would perhaps make the effort to join service organisations.

To cultivate altruistic attitudes in students about the need to give service to other people, Strengths for Relationships weeks occur in the middle of each term. Every student and class, has the responsibility to focus their efforts on creating activities which show gratitude, teamwork, kindness and leadership. The sowing of these mindsets can bring wonderful personal and community growth. *Acknowledgement: Frankl, Diener & Dutton"*

*"Give that they may grow." Royal Children's Hospital*

**WEEK 33**

MIDDLE PLANNER PAGE 90 SENIOR PLANNER PAGE 90

**RELATIONSHIPS + EMPATHY**

**PLATINUM WELLBEING REALITY**

**Wellbeing Reality:** by treating others and yourself with kindness and compassion, you will enable everyone's wellbeing to grow. The platinum rule is a great way to do this.

It is, treat others the way they like to be treated, rather than the golden rule, which is how you like to be treated. Every day treat others and yourself with kindness and give of yourself to show they and you matter. Doing this adds meaning to everyone's life.

*Acknowledgement: Alessandra, Rath & Clifton*

Discuss with a classmate – when are times you have tried to learn how others like to be treated?

What things can you do to learn how others like to be treated?

Last Word – kindness is the glue which holds people together.

**MINDFULNESS**

**GIVING.** If you had 10 million dollars given to you that you had to spend or you would lose it, what would you spend it on; whose lives could you positively impact?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – should you see some of your friends really feeling anxious and stressed with problems they are having, what are three suggestions that you could make to encourage them to ask for help? When are times this has worked?

**CHARACTER STRENGTH:** Use **JUDGEMENT** to do **STRENGTHS COLLAGE** on page 131. [www.viacharacter.org](http://www.viacharacter.org)

**RELATIONSHIPS + EMPATHY**

**GOLDEN AND PLATINUM**

**Wellbeing Reality:** through using both the golden and platinum rules when with other people, you will build and maintain trusting relationships, because they feel you think they matter. Most people use the golden rule of "treating others the way you want to be treated."

But there is another rule that works for you even better. Try the platinum rule of "treating others the way they want to be treated." Nearly everyone feels positive emotions from those around them being kind, generous, grateful and being happy and smiling. Golden and platinum open your heart and others' hearts.

*Acknowledgement: Alessandra, Rath & Clifton*

Discuss with a classmate – when are times you have deliberately and consciously used the golden and platinum rules?

What things can you do to work out how others want to be treated?

Last Word – you may feel vulnerable opening your heart to others, but it's worth it.

**MINDFULNESS**

**GIVING.** If you had 10 million dollars given to you that you had to spend or you would lose it, what would you spend it on; whose lives could you positively impact?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what are stressors as a senior student that have become more intense since Years 9 & 10? What are three positive coping strategies you have used to reduce your emotions? When have you experienced these stressors?

**CHARACTER STRENGTH:** Use **JUDGEMENT** to do **STRENGTHS COLLAGE** on page 133. [www.viacharacter.org](http://www.viacharacter.org)

**WEEK 34**

MIDDLE PLANNER PAGE 92 SENIOR PLANNER PAGE 92

**MEANING + PURPOSE**

**SERVICE TO OTHERS**

**Wellbeing Reality:** by focusing yourself on being generous and kind to others, you will contribute to making your community a great place to live. Giving adds meaning to life and increases your wellbeing and happiness. Giving is contagious and when you do something kind for others, they pay it forward to someone else, which can continue onto many more people.

This sense of service to others, builds your self-belief that what you do really matters.

*Acknowledgement: Frankl, Smith & Davidson*

Discuss with a classmate – when are times you have been generous to enable your community to thrive?

What are three generous things you could do to make a difference at school?

Last Word – it is impossible to do too much service for others.

**MINDFULNESS**

**SPRINKLERS.** Watch a sprinkler spreading precious water over our grass and gardens. Concentrate for five minutes on how it so gently spreads the drops and watch individual drops.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what things could you do if you found out that your friends were texting inappropriate images and putting pressure on you to join in? How could this affect your respectful relationships?

**CHARACTER STRENGTH:** Use **APPRECIATION OF BEAUTY AND EXCELLENCE** to do **WHAT WENT WELL** on page 133. [www.viacharacter.org](http://www.viacharacter.org)

**MEANING + PURPOSE**

**GIVING AND GIVING**

**Wellbeing Reality:** through giving of yourself for others, without expecting anything in return, will add real meaning to your life. But in reality, you get something very special back from their responses. You are filled with oxytocin, which celebrates positive relationships. When you receive a kind act, which you then forward to others, you experience more positive emotions through feeling others think you matter which releases serotonin.

You will be and feel at your very best, when you focus on giving service to other people.

*Acknowledgement: Frankl, Smith & Davidson*

Discuss with a classmate – when are times you have been kind, not expected anything back in return? How did you feel?

What are kind acts you can do often to make others feel that you think they matter?

Last Word – living by giving will enable you to experience a meaningful and fulfilling life.

**MINDFULNESS**

**SPRINKLERS.** Watch a sprinkler spreading precious water over our grass and gardens. Concentrate for five minutes on how it so gently spreads the drops and watch individual drops.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – practise self-calming by lying down, closing your eyes, breathing slowly through both your nose and mouth and tensing parts of your body for a count of five starting with your toes, feet, ankles, calves, knees... working upwards. You can work back down from your head as well.

**CHARACTER STRENGTH:** Use **APPRECIATION OF BEAUTY AND EXCELLENCE** to do **WHAT WENT WELL** on page 135. [www.viacharacter.org](http://www.viacharacter.org)





## 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.



# DBTeen

Mental wellbeing skills groups for young people and families



## REFERRALS OPEN

The DBTeen program is now accepting referrals for groups across Perth commencing September 2020

### What is DBTeen?

DBTeen is a dialectical behaviour therapy (DBT) informed program. It offers skills training for young people aged 14-18 who experience difficulties with emotion regulation, behaviour and interpersonal relationships.

The program is delivered in multifamily groups where carers develop the same skills alongside their teens

The program runs for 12 weeks and consists of weekly 3 hour sessions that run in the early evening or a weekend morning

### Want to know more or apply?

For more information and to complete a referral form please visit our website [www.lifelinewa.org.au/Services/DBTeen](http://www.lifelinewa.org.au/Services/DBTeen) call 9261 4436 or email [dbteen@lifelinewa.org.au](mailto:dbteen@lifelinewa.org.au)





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The Base@Belmont

# HEADSTART SESSIONS

## Free informal life-skills workshops & presentations for 16-25 years

Gain your independent skills for life & get help choosing a career, with youth-friendly industry professionals in the following sessions



**Upcoming Sessions** TERM 4 2020

- 22 Oct Study tips & easing exam stress
- 29 Oct Banking & budgeting
- 05 Nov Keeping fit & wellbeing
- 12 Nov Career pathways - Tafe, Uni or apprenticeships etc
- 19 Nov Resume writing & cover letters
- 26 Nov Interview skills
- 03 Dec Hospitality - cafe work
- 10 Dec Centrelink & Medicare
- 17 Dec Car stuff - getting a licence, buying a car & the basics

### HOW TO REGISTER:

Register your attendance online for free via:

[baseheadstartsessions.eventbrite.com.au](https://baseheadstartsessions.eventbrite.com.au)

(No limit on number of sessions)

### SESSION TIMES:

Thursdays 4-5pm on the above dates (please arrive at least 10 minutes before)

### SESSION LOCATION:

The Base@Belmont  
275 Abernethy Rd, Cloverdale WA 6105

*Sessions may be subject to change at late notice. Registered attendees will be notified if this occurs.*

THE BASE@BELMONT 275 Abernethy Rd, Cloverdale

T 08 9479 5794 E [belmont.base@ymcawa.org.au](mailto:belmont.base@ymcawa.org.au)

BelmontYouthServices BaseBelmont





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# PARENTING COURSES

Term 3 2020

West Leederville Branch

**Parent Teen Connection** Sat 22 & 29 Aug 9.30-1pm \$50 pp/\$75 couple

We know that adolescence can be a time of turmoil and change – for both children and their parents. There are plenty of things you can do to maintain a strong relationship and stay connected with your teen. This 2 week course will provide you with a practical ‘how-to’ guide to help you understand their behaviour and offer you some skills to manage their behaviour effectively.

**Parent Child Connection** Mon 31 Aug-21 Sep 6.30-9pm \$50 pp/\$75 couple

Parenting doesn’t come with a guidebook but we do know what helps create a strong parent-child connection – security, warmth, positive attention and good communication, plus boundaries and fair rules. This practical 4 week course will help you understand your child’s development and behaviour and give you some tools so you can parent with confidence and enjoy your kids.

**Understanding Stepfamily Relationships** Sat 5 Sep 9.30-4.30pm \$100 couple

Stepfamilies present a whole array of challenges that are different to those found in a biological family. It is a huge juggling act! This one day workshop is based on research that highlights some of the more helpful ways of forming and living in this new family, be it a stepfamily or a blended family. Learn some useful strategies around how to parent and maintain healthy relationships in this context.

**Partners to Parents** Mon 21 Sep 6.30-9pm \$45 couple

This one night session will assist couples move from being a couple to becoming parents. There are many joys and delights in becoming new parents and also many challenges. Managing the transition well and preparing your relationship for the change will help you build your strengths as a couple and help you manage all that lies ahead of you.

**Dads Raising Boys** Tue 22 Sep 6.30-9pm \$30 person

For a boy, a close relationship with his father is like gold. A father can be an anchor for a son. A Dad models behaviours that shape who they become as an adult. This workshop for Dads will assist in building their son’s self-esteem, healthy identity and resilience as well as managing challenging behaviours.

**Mums Raising Boys** Thu 24 Sep 6.30-9pm \$30 person

Mothers, who are usually their son’s primary female role model, play a vital part in developing their son’s identity, including their ability to be nurturing. This session includes building confidence and competence in sons and setting boundaries.

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


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

Relationships Australia



**COMMUNITY NOTICES**

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**Help celebrate WA's animal champions**

**NOMINATIONS NOW OPEN**

**FIND OUT MORE**

**WANTED: YOUNG ANIMAL HEROES**

***Do you know someone doing exceptional things to help animals? Do you know an animal doing exceptional things to help people? Celebrate their efforts by nominating them for an RSPCA WA Animal Welfare Award.***

We are looking for young people, under the age of 18, who have made an outstanding contribution to improving the lives of animals. It might be through fundraising, volunteering, education or any number of ways. Celebrate their efforts by nominating them for an RSPCA WA Animal Welfare Award.

Nominations are now open for the following 4 categories:

- Animal Award: for an amazing animal who has changed lives for the better
- Humane Award: for a display of true bravery in rescuing an animal
- Youth Award: for a young person, 18 years or younger, devoted to improving the lives of animals
- Community Action Award: for a person or group that works tirelessly to save animals and improve their welfare

We are particularly looking for nominations for our Youth Award. If you know of a student who has made a difference through fundraising, volunteering, education or any number of ways, we'd love to hear about them. Don't wait too long – **nominations close 28 August**. For more information or to download a nomination form visit the RSPCA website at [www.rspcawa.asn.au/awards](http://www.rspcawa.asn.au/awards)



**MASTER CLASSES TERM 3**  
**Online & Physical Classrooms**  
 (20% school discount)

Tuition for all students Year 7 to 12

Master Classes for Term 3 will be held at Christ Church Grammar School as well as an online interactive program that offers weekly tutorial sessions conducted once a week during the school term. Each week these classes reinforce and extend students' understanding of the work they are currently studying at school.

**ENROL NOW**  
[www.mastermindaustralia.com.au](http://www.mastermindaustralia.com.au)

**MASTERMIND AUSTRALIA**  
 Ph: 9342 2000 mob: 0488 102 907  
 email: [admin@mastermindaustralia.com.au](mailto:admin@mastermindaustralia.com.au)



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# BEACH BASH CALENDAR 2020

## 1<sup>st</sup> SUNDAY OF THE MONTH AT OSSIE INDOOR

AUGUST 2 <sup>nd</sup>	10:00 – 12:00
SEPTEMBER 6 <sup>th</sup>	10:00 – 12:00
OCTOBER 4 <sup>th</sup>	10:00 – 12:00
NOVEMBER 1 <sup>st</sup>	10:00 – 12:00
DECEMBER 6 <sup>th</sup>	10:00 – 12:00

Email: [basedwrestling.aus@gmail.com](mailto:basedwrestling.aus@gmail.com)  
[www.basedwrestling.org](http://www.basedwrestling.org)  
 YouTube: BASED Wrestling Australia

### INTRODUCTION TO SAILING 2020



Balance your screen time with outdoor activities next school holidays. Maylands Yacht Club is running an Introduction to Sailing Course during the first week of the September school holidays. This course is specifically aimed at school aged sailors and runs all week Monday to Friday.

- Monday 28<sup>th</sup> September to Friday 2<sup>nd</sup> October
- 9am to 1pm daily.
- \$180/student. Family discounts available.

Sailors are coached on Mirror dinghies (2 in a boat), and ultimately learn to sail a marked course. Sailors must be able to swim 25m unassisted.

To register, go to our trybooking link: <https://www.trybooking.com/BKJTK>

Instructors hold Working with Children checks. Maylands Yacht club observes COVID safe practices.

If a weekly intensive does not suit, then an All Ages Learn to Sail course is separately run on Sunday mornings over 9 weeks beginning 18th October. <https://www.trybooking.com/646706>

Any questions please email [secretary@maylandsyachtclub.org.au](mailto:secretary@maylandsyachtclub.org.au).

**Enrol Today**

**Year 11-12 Term 3 Master Classes**

**Enrol Today**

**Year 11-12 Term 3 Tuition Classes**

**Enrol Today**

**Year 7-10 Term 3 Tuition Classes**



### Year 7-12 Tuition Help

- Year 11-12 ATAR Subjects
- Year 7-10 English, Maths & Science

Receive one-on-one support from qualified teachers to improve school results. With our premium tuition you will receive:

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



### Why choose Academic Task Force Tuition

1. No big groups – 4 students max
2. Receive one-on-one support
3. Individual attention
4. Parents receive feedback on their child's progress
5. Learn with the support of your peers

Venues: Online, Churchlands SHS, Rossmoyne SHS and Perth Modern SHS



### Year 11 & 12 ATAR Master Classes

ATAR Master Classes are specialised courses that will help students maximise their grades and strive for the elite A and A+ scores. With our premium Master Classes you will receive:

- ✓ Access to WA's top ATAR teachers.
- ✓ In-depth teaching of the WACE Syllabus
- ✓ Weekly coaching
- ✓ Work through challenging concepts
- ✓ Exam preparation & strategies
- ✓ Interactive Online or In-School Classes



Venues: Online, Academic Group Applecross Office and Perth Modern School

Timetable & Enrol online:

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

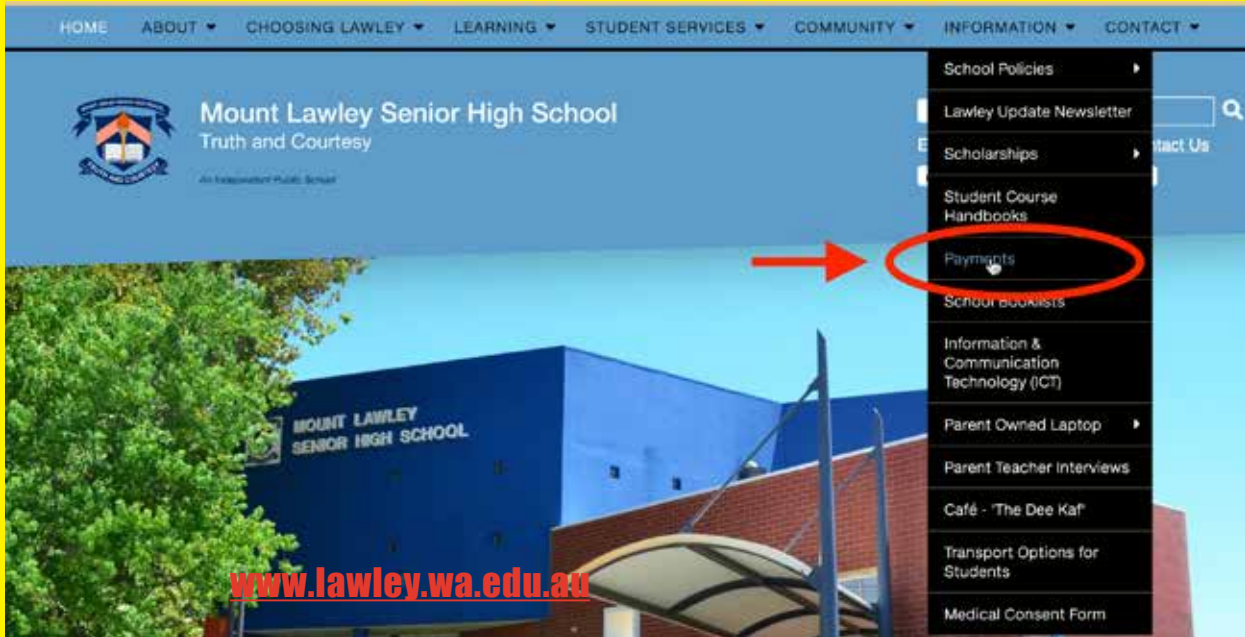
1. Click on 'Our Programs'
2. Select 'Year Level – Tuition or Master Classes'

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

93149500  
[learn@academicgroup.com.au](mailto:learn@academicgroup.com.au)



# NEW PAYMENTS BUTTON ON SCHOOL WEBSITE



[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)

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