



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 2 Term 1 No. 2 2021

Principal's Report

As we come to the end of what has been a short but very busy term, I want to thank the staff for their outstanding commitment to our students. As you can see from this update, there are a wide range of extracurricular activities that take place, both in and out of school, that our students benefit from, as well as an excellent teaching and learning program. Our P&C and the associated committees, including Music, SVAPA, GAT, Languages and the Lawley Art Auction, also add significant value to the school, and I would like to thank everyone involved for their ongoing efforts to support our students by providing additional resources and opportunities.

On Friday, 12 March, I had the pleasure of attending the presentation of the Rob Riley Award for the top ATAR Aboriginal student in WA. The ceremony was attended by the Director General Lisa Rogers and several other dignitaries. Taylor McKinnon, a Year 12 graduate from the Class of 2020, scored an ATAR of 96.6 and has been accepted directly into Medicine at UWA. The prize included a cheque for \$5000 to help with her studies.

I am always so proud of the efforts of our students when undertake fundraising for different charities and not for profit organisations. This term, our student participated in the World's Greatest Shave and raised \$11811.44 for the Leukaemia Foundation, while others took part in a 42km walk to raise funds for Ronald McDonald House. I am sure other students have taken part in other activities so if you are aware of any, please email me and let me know so I can acknowledge their efforts.

Last Friday afternoon we held the annual Languages/ Arts festival. In addition to being a fun event, it serves an important purpose in that it is used as a valuable and authentic assessment opportunity for our vocational certificate students in Business, Music and Creative Industries.

Our Chaplain Andrew has been visiting the Primary schools as part of our annual process of "spreading" the good word on what a great school our Local Intake Area students are able to access. Our continual improvement in both our student and staff efforts is matched by our ongoing beautification agenda, and the Middle School Courtyard is the latest example of our efforts to ensure that students have access to a quality environment.

A disturbing event occurred several weekends ago with much of the school being vandalised with graffiti as well as the cafe being broken into and equipment damaged.

65 Woodsome St, Mount Lawley
Western Australia 6050 ABN 47 842 936 866

MAIN ADMINISTRATION
PHONE: 08 9265 1500

MIDDLE SCHOOL (YRS 7-8)
PHONE: 08 9265 1573

UPPER SCHOOL (YRS 9-10)
PHONE: 08 9265 1543

SENIOR SCHOOL (YRS 11-12)
PHONE: 08 9265 1535

www.lawley.wa.edu.au
mountlawley.shs.enquiries@education.wa.edu.au

CONGRATULATIONS

Jet 10H2

Jet and his three footy teammates walked 42km to raise \$10,000 for Ronald McDonald House, dedicating their walk to a teammate who passed away at Xmas time. It was a massive achievement as they were the youngest to complete the course in nine and a half hours to complete the course.



Rosa (903), Euan (1003), Ella (Class of 2020) completed the recent Port to Pub Swimming Competition. They swam 19.7km in 6 hours and 16 minutes and came in first in their category, 16th out of a total of 120 teams of 4 and 2nd of all Juvie teams.



2021 CONTRIBUTIONS AND CHARGES



Reminders of Unpaid Billing Items have recently been mailed out - *thank you to those families who have already made payment.*

Payments can be made by Cash, Cheque, BPOINT, EFT or Credit Card (Master or Visa only)

Families are welcome to establish a payment plan.

Should you wish to pay your account by electronic funds transfer, please refer to the school's bank details below:

BSB: 066118 Account: 00900116, Commonwealth Bank.

Please include your child's surname, initial, form and description of payment (e.g. Smith J 10M C&C).

Please note that when making payments to the school by direct deposit or BPOINT, please enter the details of your child's surname and initial as a reference.



It's the worst vandalism we have experienced at the school for many years, and it took all weekend for graffiti removers, painters, BMW cleaners, Ed security, police and forensics to ready the school for Monday. Our CCT TV coverage did show four masked individuals, and the footage has been provided to police. We are working with them to identify the individuals involved, and if successful, we will seek restitution. If you have any information, please email or phone me 92651500. If any community members become aware of any issues after hours, please call Education Security on 92644771.

On a more positive note, I am delighted to announce that our music students have been invited to perform at the prestigious OPUS concert to be held at the Perth Concert Hall on 28 June 2021. Our Big Band 1 will perform on the main stage, while one of our Jazz combos will entertain guests in the foyer pre-show and at intermission. This a wonderful opportunity for our students to take part in an elite concert.

Lesley Street, Principal



LAWLEY ART AUCTION

After our unfortunate hiatus last year due to Covid-19 restrictions, we are very pleased that this year's premier fundraiser for MLSHS Arts programs is back on for 2021 - the Lawley Art Auction!

Renowned for the quality of art on offer from established and artists of Western Australia, the Lawley Art Auction relies on the voluntary spirit of parents of MLSHS. Funds raised support the SVAPA and Music programs with the costs of professional equipment and industry expertise to enhance our graduates and maintain the reputation of MLSHS for producing some of the best Arts alumni around. A superb night for all, it will be held on Saturday 19th June this year, and the committee is seeking your help to make this the best one yet.

Whether you'd like to join our team and help share in one of the roles that create and plan for the event, sign up to help out on the weekend or donate goods or services, you'll be welcomed with open arms.

In our initial planning stages at the moment, we'd love to hear from anyone in our community who may be able to assist with resources for the night such as lighting or temporary fencing.

Currently we meet every second Tuesday upstairs in the main administration building @7pm. Check out the school calendar or you can contact us on chair@lawleyevents.com, follow our website www.lawleyevents.com or follow us on Facebook and Instagram to keep in touch.

Amanda Humphreys, Publicity, Lawley Art Auction 2021

CLASS OF 2020 STUDENT AWARDED ROB RILEY MEMORIAL ATAR PRIZE

Taylor MacKinnon's story is an extraordinary one. We feel it would be inspirational for other students in her position. Taylor is a proud Whadjuk Noongar girl from Perth. She is an independent minor, which means from the age of 16, she lived in independent living accommodation - at Foyer in Leederville.



It takes a village to raise a child, and Mount Lawley Senior High School Principal, Lesley Street and the Mount Lawley Follow the Dream staff - Coordinator Tina Deegan, Assistant Shania Cuthbert and Tutor Roi Kagan were her major supporters along with Talicia Jetta - our Health and Wellbeing Coordinator who was a significant Aboriginal role model for her. Kathy Kickett at Foyer Foundation was amazing by providing a stable and quiet space for Taylor to live in and concentrate on her studies.



L-R: Kathy Kickett - Foyer Foundation, Shania Cuthbert - FTD Assistant & one of Taylor's tutors, Tina Deegan - FTD Coordinator, Taylor MacKinnon, Lisa Rodgers - Director General Department of Education, Lesley Street, Principal, Talicia Jetta - Follow the Dream Health & Wellbeing Coordinator & mentor for Taylor, who is now at Shooting Stars.

Taylor received the award which goes to the Top Performing Aboriginal or Torres Strait Islander student in all state schools in WA. To achieve an ATAR of 96.6 needs to be celebrated. Giving her the opportunity to connect to her culture through camps with Elder Uncle Noel Nannup - these were important to Taylor's success.

Taylor has been accepted to study Medicine at UWA. We are sure she will experience similar success in her studies.

FTD Coordinator Tina Deegan & Taylor MacKinnon



WORLD'S GREATEST SHAVE DAY

On Friday 12th March Mount Lawley Senior High School held the World's Greatest Shave. This year we had seven amazing students and two very brave staff members take part. The World's Greatest Shave aims to raise money to support vital research into diagnosing and treating blood cancer. The money also supports those families facing blood cancer.

Our Mount Lawley Senior High School Team raised an amazing \$11 811.44 for the Leukaemia Foundation who organises and promotes the event each year. We were also very lucky to have one of our parents, volunteer her time to do the shave off and haircuts. Special thanks to our Hairdresser , Michelle Farnan for donating her time.

Thank you to everyone who supported the event including the online donations, free dress day donations and Year 11 Hospitality nacho sales.

Jade Browning, Healthy Active Coordinator





2021 HOUSE SWIMMING CARNIVAL

The annual House Swimming Carnival at Terry Tyzack Aquatic Centre was run and won for another year. After the success of the themed carnivals of 2020, the House Captains were again given the responsibility of choosing a theme for House events such as the Swimming and Athletics carnivals. *All Things Aussie!* was selected, and what a decision that was, with staff and students dressing up and Aussie music blasting all day.

It was a fantastic day that showcased Mount Lawley Senior High School's swimming talent, participation and school spirit to the community. I would personally like to thank all the staff, students and parents/guardians for making the day such a positive one and big congratulations to Hackett for winning the overall House Shield. The first time I've ever sent a shield in the green direction.

2021 Records

Year	Event	Time	Athlete
Year 9	50m Freestyle	26.69	Joshua (O) <i>Previous Record was in 1994 held by B. Dixon</i>
Year 11	50m Freestyle	25.66	Pavel (M) <i>Previous Record was in 1993 held by K. McGrath</i>
Year 9	50m Breaststroke	38.44	Taig (H) <i>Previous Record was in 2012 held by S. Koczwara</i>
Year 11	50m Breaststroke	33.41	Pavel (M) <i>Previous Record was in 1993 held by K. McGrath</i>
Year 9	50m Backstroke	33.87	Taig (H) <i>Previous Record was in 2012 held by P. Nain</i>
Year 11	50m Backstroke	31.35	Pavel (M) <i>Previous Record was in 1993 held by R. Vitale</i>
Year 10-12	50m Butterfly	27.68	Pavel (M) <i>Previous Record was in 1998 held by B. Dixon</i>
Year 10-12	100m Freestyle	55.31	Pavel (M) <i>Previous Record was in 2011 held by D. Pietrocola</i>
Year 7 – 9	100m Freestyle	1.05.95	Taig (H) <i>Previous Record was in 2019 held by M. Kikiros</i>
Year 10-12	100m Breaststroke	1.13.54	Pavel (M) <i>Previous Record was in 1993 held by K. McGrath</i>





Middle School

Year		Champion	Runner Up
7	Girls	Ava	Charlie
	Boys	James	Riley
8	Girls	Zia	Hana
	Boys	Jack	Connor

Position	House	Points
1	O'Connor	600
2	Hackett	568
3	Murdoch	461
4	Forrest	207

Upper School 9/10

Year		Champion	Runner Up
9	Girls	Rosa	Ava
	Boys	Taig	Flynn Finn
10	Girls	Jazmin	Angela
	Boys	Mitchell	Cronan

Position	House	Points
1	O'Connor	729
2	Hackett	681
3	Murdoch	282
4	Forrest	246

Senior School 11/12

Year		Champion	Runner Up
11	Girls	Allegra	Heidi
	Boys	Pavel	Mitchell
12	Girls	River	Bella
	Boys	Max	Rohnan

Position	House	Points
1	Forrest	616
2	Hackett	450
3	Murdoch	369
4	O'Connor	363

Overall

Position	House	Points
1	Hackett	1699
2	O'Connor	1692
3	Murdoch	1112
4	Forrest	1069





YEAR 7 WELCOME BBQ

Set in the salubrious grounds of the Middle School, the Year 7 Parent barbecue was held last Tuesday 23 February. It was fantastic to see so many Year 7 parents turn out to support their child and Mount Lawley Senior High School. The evening provided an excellent opportunity for parents to meet and greet with their child's Year 7 teachers as well as many other teachers who were able to inform parents about various aspects of the school.



During the evening, parents were able to visit the physical spaces of their child's community and were addressed by the Community Leaders who were able to outline the specific features of our high performance, high care Middle School model. Subject teachers were also on hand to discuss the specifics of their own Learning Area.



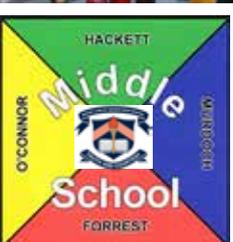
As the evening progressed, parents, carers, friends, students and staff were able to enjoy the balmy evening whilst enjoying a sausage-in-a-bun as they were entertained by three wonderful live bands made up from students across the whole school community.

The Year 7 Parent Barbeque is another important component of our students' transition into high school. The connectedness of our parents to the school is critical to the academic success of our students as well as well as contributing to our students' positive health and mental well-being.



We are very grateful for such a fantastic turn out from our parents and look forward to building on our relationships with you all as your child's educational journey progresses.

Mr Steven Raphael, Associate Principal, Middle School







INTERNATIONAL WOMEN'S DAY BREAKFAST

International Women's Day is held annually to commemorate the cultural, political and socioeconomic achievements of women. The day aims to raise awareness on issues including gender equality, reproductive rights and violence against women.

Mount Lawley Senior High School recognised the importance of this day on Wednesday the 3rd of March this year. Female student leaders from Years 11 and 12 attended a breakfast to celebrate International Women's Day. The event was hosted by Ms Street and the breakfast itself was provided by the Year 11 Hospitality students; this function was the first of their course.

Margaret Banks, an incredible woman who has defied many gender stereotypes throughout her career, was invited to the breakfast to speak to all of the attendees. We were lucky enough to hear about her inspiring life story, and understand that we too can achieve amazing things even if we are faced with gender discrimination.

Margaret influenced us in a positive way and the event was definitely an experience that female students and staff were grateful for.

Amy and Ashley





AUSTRALIAN COMPUTATIONAL AND LINGUISTICS OLYMPIAD



On Wednesday 3rd March, all Year 9 & 10 Gifted and Talented (GAT) Language students participated in the online Australian Computational and Linguistics Olympiad (OzCLO).

This team-based national competition challenged students to solve puzzles in fascinating real languages. Students worked together in teams of four on a range of analytical problems. They had two hours to complete five challenging questions with their team, developing students' time management skills, teamwork, persistence, and analytical skills. Well done to all students who took part in this challenge!

EQUAL OPPORTUNITY COMMISSION SPEED MENTORING

On International Women's Day, five Year 11 students represented Mount Lawley Senior High School at the Equal Opportunity Commission Speed Mentoring Event in Albert Facey House Perth. This was an opportunity to speak with female leaders of various professions about their experiences and their careers. Students had ten minutes per mentor and learnt about their challenges and how they overcame them as professionals. It exposed students to a range of professions and opened eyes to opportunities that may be available when they leave school. A lot of these mentors expressed that they learnt from a young age what they wanted to do, and they demonstrated to the students that by choosing a pathway you love you can continue to enjoy and develop yourself decades later.



We were all quite nervous at the prospect of being confined in a room and forced to speak for over an hour with complete strangers, however we found once we started, the mentors were really encouraging and supportive of our ideas about our school life and aspirations for the future. We walked away from the event with new-found knowledge and connections with people who we'd never expect to have had the privilege to meet. Well done to Matilda, Milla, Tea, Amy and Karishma for representing the school.



Written by Tea and Karishma, edited by Ms Robinson.



GAT CLUB TERM 1

On the 12th of March, the Gifted and Talented Language students from Years 7-10 had their first Gifted and Talented (GAT) Club for the year, coinciding with the school's free dress day.

It consisted of a few different activities, all exploring the cultures of Italy and China. Students in groups participated in Tai Chi (an Ancient Chinese Art form embracing the mind, body and spirit), paper crafts and sampling dumplings and bruschetta - both traditional foods. Throughout the afternoon, students had fun learning and experiencing the traditions of the two very different cultures.







UWA SCIENCE EXPERIENCE

Over the summer holidays, I was given the opportunity to attend UWA's Science Experience. I was able to partake in a fascinating Science,

Technology, Engineering and Mathematics (STEM) based program over 3 days, from Tuesday January 12th – Thursday January 14th hosted at the UWA Crawley campus. During the workshop, I was able meet with UWA scientists, current students and alumni, to learn about their research whilst seeing their science in action.

Upon arrival, I was sorted into a house and given a bag with various goodies and merchandise. I was able to meet my group leader and become acquainted with two particular girls who little would I know would become very close to me over the next few days. After a warm welcoming assembly, I was familiarised with some of the clubs and student societies I could join at UWA before moving onto the workshops. Over the course of 3 days, I was able to partake in a grand total of 6 exciting workshops. Some of my favourites include "The heart of science" and the "Phantastic Physics show" as I found them the most interactive and thrilling workshops to attend. The amount of STEM based activities I was exposed to during this short workshop truly broadened my perspective to all of the careers I could partake in in order to continue on this pathway. I dissected a heart, wrestled with a bicycle wheel (that nearly toppled me over), and played with liquid nitrogen in ways I've never done so before. We made cute little levitating 'trains', whilst also smashing hand balls at walls to visualise how the rubber balls react to the nitrogen. We had competitions to see who could make the best rockets with the materials available and launched them across James Oval. We were also able to toggle around with the same advanced technology marine

biologists use to accurately measure fish in the ocean and that's simply the tip of the iceberg.

Furthermore, we were shown many presentations which were handy in helping us wrap our heads around the UNI admissions process, UWA student guild and various health science career pathways at UWA. We were able to meet Anas Ghadouani, who gave us a new insight on water through his 'Water you talking about' show. After the BBQ lunch on the final day, the science experience came to an end with a fantastic chemistry show presented to us by Alan McKinley.

Laura





YEAR 12 PSYCHOLOGY VISIT PERTH ZOO

On the 23rd of February, the Year 12 Psychology ATAR students had the pleasure of attending the Perth Zoo, where we listened to a fantastic informational talk by Claire, who discussed conditioning in animals,

one of our main units in Term 1. We were able to learn about how the zoologists condition their awesome hyenas, orang-utans and Komodo dragon. We learnt how they taught Trisha, the 64-year-old elephant, to paint! How cool! After this informational seminar, we had the opportunity to stroke a spectacular python before venturing out on our own to discover the other animals and, of course, stopping to buy a refreshing icy-pole. Some of the incredible animals we visited were meerkats, tigers, sun bears, lions and penguins! Overall, it was an amazing excursion that was very beneficial to our studies and a lot of fun!

Kasia and Betty





SVAPA CAMP

I think we can all sum up in 2020 in one word, horrible. Especially for Year 7 and 8 SVAPA students as they were not allowed to go to SVAPA camp due to Covid 19 restrictions. Due to the teachers' amazing work, we were able to have another wonderful camp this year. We started the camp by organising our dorms which were chaos for both the students and teachers. Soon it was dinner time, and before we could sit down and enjoy ourselves, Miss Thomas decided to treat us to a table manners lesson. After dinner, we had a chaotic quiz night that consisted of:

1. Screaming answers at our teammates and
2. Scrunching up our answer sheets.

After that mess, we had some Year 12 SVAPA visitors come to play some fun games with us.

The next day, we woke up bright and early and went down to have breakfast and then started our group activities. The activities included; body weather, art, music, drama, media and swimming. In our music session, we had past student, Katy Steele come down and create a song with us. Katy Steele is a singer, guitarist and songwriter for the rock-band '**Little Birdy**'. We were incredibly lucky to have her worth with us. That night we had the SVAPA ball. It was lots of fun, and we all had a good time parading in our costumes and dancing. The next day was the last camp day, and our groups had to come up with a performance and then present it to the other groups. Each group did a great job showcasing their skills and use of the space around them. Later on, we packed up and left the campsite, leaving with us all the good memories.

By Isabella and Tia





YEAR 7-9 GIRLS AFL CARNIVAL

On Friday the 19th March, Mr Clarkson and Ms Jones took 40 students to the Year 7-9 Girls AFL Carnival. It was a sweltering day, and we had two teams, one in each division. There was some tough competition from other schools, including Governor Stirling, Ballajura, Eastern Hills and Dianella.

We finished 4th in Division 1, and we won Division 2.

The enthusiastic coaches Liam, Tyra, Lucas and Cara did a fantastic job. These Year 11 and 12 students supported the teams, and the coaches awards went to Eva, Maja, Fulori Laqai, Daisy and Ruby.

Overall it was a fun, super organised and grand carnival, and we look forward to the next one.

Ms Sharon Jones, Health & Physical Education

"I was nervous on the Girls AFL carnival day as I haven't played footy in a while. When we got there, everybody looked so big as we were playing against Year 8s and 9s as well, when we got on the field it was so much fun! The last team we competed against, Ballajura, were super rough, and we didn't think we would win, but we ended up winning the whole tournament for our division. When the hosts announced the winners, it was us! We were all so surprised! I had a super fun day and was exhausted by the end of it!"

Chloe 705





MONSTER BALL FOR YEAR 7s



The Monster Ball event was on Wednesday 24th February 2021. There were a lot of activities to take part in including learning about our mental health and fitness, team games, floorball and of course the best, the giant inflatable 60m obstacle course.



We attended mental health fitness sessions, one with a speaker from Bite Back who taught us about dealing with anxiety and another one where we learnt more about friendships. We also did a team building game building towers out of spaghetti in teams.

For the team games, we played leader ball, tunnel ball, ladders, running relays and the best game, tug of war, which was loads of fun, and even Kyzer joined in too.



The floorball was great fun, the game aimed to score as many goals as you could against the other team, you can attack and try to steal the ball, or if you have the ball, you can pass it to your friends. We also got an icy pole at lunch to cool us down.

Lastly, the big 60m obstacle course was by far the best out of everything. There were two parts to this great course. You could get timed and try to beat it or just compete with your friends. Inside the inflatable course, there are big cubes and other obstacles you had to run through, dodge through, climb through and even go under. There were two giant slides, one which was harder to climb and the second one was easier to climb and when you slide down, and you're at the end.

It was a great day, and everyone enjoyed it and had so much fun. We all went home very tired.

Charlotte and Meenakshi.







NATIONAL DAY AGAINST BULLYING AND VIOLENCE

The National Day of Action against Bullying and Violence occurred on Friday, 19 March. This is a day for schools, students and the community to say Bullying. No Way!

The school Student Wellbeing Committee organised a lunchtime activity which involved Bullying No Way! merchandise, information with passing students writing messages for the pin-up board. Then a display was created and then placed in the Middle School Community for the weeks following.

Jade Browning, Healthy Active Coordinator





NATIONAL RIDE2SCHOOL DAY

On Friday, 19 March, we celebrated National Ride2School Day. This day encourages students and staff to ride, walk, skate or scoot to school. The students and staff who participated enjoyed a pancake breakfast, with Andrew Paul, our school Chaplain and Jade Browning, Healthy Active Coordinator turning the pancakes on the BBQ, outside by our bike racks.

The school's bike rack area was decorated with colourful chalking from the Student Wellbeing Committee members. Well done to all the active commuters!





SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
 The Learning Curve Funded by School P & C For Year 7 & 8 parents
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 9 – RECOGNISING INTENTIONS

Parent Wellbeing: To be kind to yourself, make a Feel Good Menu. Come up with five things that you love doing that you can do in most places. e.g. doing simple stretching exercises, deep breathing, saying hello to or ringing people, or colouring in. When you are starting to feel stressed, pause, and do something from your menu to relax yourself.

Do you ever notice that when you are with happy people that you feel happy, with sad people that you feel sad and when you are with interested people that you feel interested. The reason for this, is that we all have what are called mirror neurons, which copy and intentions, moods and expressions of people you are with. Reflect for a moment: do you want other people to copy you? Will your children benefit from copying your intentions and moods?

For students to experience academic and personal growth, they need to surround themselves with other students who possess can do and want to attitudes, so that their mirrors neurons copy these positive mindsets. Equally, students can choose to demonstrate and role model intentions and attitudes which are positively contagious for their peers. Teachers teach really well and students learn really well when their mirror neurons are copying proactive intentions, bright moods and happy expressions.

As parents, you have a wonderful opportunity to show your children that you are prepared to welcome challenges and be resilient to bounce back from failure and setbacks. Adopting such mindsets will do uplifting things for both you and your children's wellbeing.

Acknowledgement: Greenfield & Iacoboni

"Children have seldom listened to their elders, but have never failed to imitate them." James Baldwin

WEEK 10 – GIVING AND SELFLESSNESS

Parent Wellbeing: When things don't go your way, as they can often do, you can learn much about yourself. By choosing to understand what you need to do to overcome your setback, and then making the effort to do it, you will grow as a person. Describe a time you have experienced this, what you learned about yourself

We have a biological need to work together and have social interactions with others to feel respected, connected and protected. These interactions release the brain chemicals, serotonin and oxytocin, which reduce anxiety and enhance mind and body functioning, give you natural highs. 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, when they made time to give 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 to grow relationships withing the school. The sowing of these mindsets can bring wonderful personal and community growth. They are also wonderful activities to do as a family.

Acknowledgement: Frankl, Diener & Dutton

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

Week 9

MIDDLE PLANNER	PAGE 26
<p style="color: #0070c0; font-weight: bold;">Relationships + empathy</p> <p style="color: #0070c0; font-weight: bold;">MIRROR NEURONS</p> <p>WHY: by understanding that you have millions of mirror neurons which unconsciously copy the moods, body language and feelings of people who are with you, your self-awareness will be raised to choose whether to copy them or not.</p> <p>HOW: think about how happy you feel when you are with positive people, and then how you feel when with sad and unhappy people. Be a powerful role model for others to copy by showing positive emotions.</p> <p>DO: what are two positive attitudes and behaviours you could role model for others to copy?</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>Which friends do you often unconsciously allow your mirror neurons to copy?</p> <p>_____</p> <p style="font-size: 0.8em; color: #0070c0;">How could the resilience skill, Connecting with Others, help you to do this? [pg 125]</p>	<p style="color: #0070c0; font-weight: bold;">Relationships + empathy</p> <p style="color: #0070c0; font-weight: bold;">RECOGNISING INTENTIONS</p> <p>WHY: by understanding that everyone has mirror neurons, which imitate the moods and expressions of people around them, you will be more self-aware when you are copying others.</p> <p>HOW: the key is to identify the intention behind the person's behaviour. They don't copy simple actions, such as scratching your head, because there is no deliberate intention behind it. They can be very powerful when you positively show that your intention is to master what you are learning. Both your teacher and other students will recognise this and respond in a similar way to benefit everyone's progress.</p> <p><small>Acknowledgement: Siegel, Greenfield & Iacoboni</small></p> <p>DO: what intentions do you want to convey to your teachers and other students when you enter the classroom?</p> <p>_____</p> <p>_____</p> <p>What do you think are each of your teacher's intentions for you and their subjects?</p> <p>_____</p> <p>_____</p> <p style="font-size: 0.8em; color: #0070c0;">How could the resilience skill, Connecting with Others, help you to do this? [page 119]</p>
<p style="color: #0070c0; font-weight: bold;">Respectful Relationships</p> <p>From Feelings and Emotions (pg. 132), what are two positive and two negative emotions that you often feel and what situations trigger each of them in you?</p> <p>Positive</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>Negative</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 	<p style="color: #0070c0; font-weight: bold;">Mindful Colouring In</p>
<p style="color: #0070c0; font-weight: bold;">What went well this week?</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 	<p style="color: #0070c0; font-weight: bold;">What went well this week?</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____
<p style="color: #0070c0; font-weight: bold;">Character strength</p> <p style="font-size: 0.8em; color: #0070c0;">Use CREATIVITY to do STRENGTHS BOOSTER MEDIA SEARCH on page 128.</p>	<p style="color: #0070c0; font-weight: bold;">Study Tip</p> <p style="font-size: 0.8em; color: #0070c0;">Study in 60 minute blocks: 50 minutes full focus work and 10 minutes recharge time.</p>

Week 10

MIDDLE PLANNER	PAGE 28
<p style="color: #0070c0; font-weight: bold;">Meaning + purpose</p> <p style="color: #0070c0; font-weight: bold;">GIVING AND SELFLESSNESS</p> <p>WHY: by discovering the uplifting power of using your strengths to give of yourself to help others to enjoy a healthier state of wellbeing and expecting nothing in return, you will be rewarded with feelings of thriving and flourishing.</p> <p>HOW: doing this can include, doing what you say you will do, showing others matter, listening with your eyes, ears and heart, doing the thing right and focusing on building respectful relationships. <small>Acknowledgement: Frankl & Nakanishi</small></p> <p>DO: when is a time you have been selfless and given of yourself to make others' lives better?</p> <p>_____</p> <p>_____</p> <p>What is something you could and should do today to show others matter?</p> <p>_____</p> <p style="font-size: 0.8em; color: #0070c0;">How could the resilience skill, Empathy, help you to do this? [pg 125]</p>	<p style="color: #0070c0; font-weight: bold;">Meaning + purpose</p> <p style="color: #0070c0; font-weight: bold;">GIVING AND MEANING</p> <p>WHY: by experiencing the special feelings you get when you give of yourself to make other people's lives better, you will want to do so more often.</p> <p>HOW: your kindness shows them that you care, which releases oxytocin into their systems, while adding a sense of meaning and purpose to your life. Their warm responses indicate that they value you, which releases serotonin into your system to grow your wellbeing. But it takes courage to give of yourself to others because they may not accept your kindness. When this happens open your heart anyway, your wellbeing will benefit.</p> <p><small>Acknowledgement: Frankl & Nakanishi</small></p> <p>DO: what is something you can do to give of yourselves to other students and your teachers?</p> <p>_____</p> <p>_____</p> <p>When is a time you have felt a sense of meaning and purpose in your life from volunteering to help other people?</p> <p>_____</p> <p style="font-size: 0.8em; color: #0070c0;">How could the resilience skill, Empathy, help you to do this? [page 119]</p>
<p style="color: #0070c0; font-weight: bold;">Mindful Colouring In</p>	<p style="color: #0070c0; font-weight: bold;">Respectful Me: I share</p> <p>Listening is often the best form of support when you or others are struggling. Listening and para-phrasing what is said without adding in any thoughts is the key. When is a time you have done this or someone has done this for you?</p> <p>For someone</p> <p>_____</p> <p>For You</p> <p>_____</p>
<p style="color: #0070c0; font-weight: bold;">What went well this week?</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____ 	<p style="color: #0070c0; font-weight: bold;">What went well this week?</p> <ol style="list-style-type: none"> 1 _____ 2 _____ 3 _____
<p style="color: #0070c0; font-weight: bold;">Character strength</p> <p style="font-size: 0.8em; color: #0070c0;">Use SENSE OF MEANING to do WELLBEING FITNESS CHALLENGE SELF-IMAGE on page 150.</p>	<p style="color: #0070c0; font-weight: bold;">Study Tip</p> <p style="font-size: 0.8em; color: #0070c0;">Set yourself a task to achieve in each study session, set a recharge fun activity too.</p>



WEEK 11 – FOLLOWING THROUGH ON GOALS

Parent Wellbeing: Plato and Aristotle both believed in the importance of developing three wills: intellectual will – mind, emotional will – spirit, physical will– body. These three wills work together to assist you to become the person who you wish to become. Describe how you could develop each of them further in yourself.

Research has indicated, that just thinking about the goals that they want to accomplish, is not sufficient for them to be motivated enough to pursue them with long-term passion. They just remain dreams. To muster the necessary enthusiasm and drive to strive for their goals, it is necessary for students to write down their goals, obstacles they may confront and strengths and people who can assist them to accomplish them. Avoid shoot for the stars goals, because maintaining their passion and zest over a longer period of time is often too difficult for them.

Setting three term goals, and then breaking them down into two week targets to achieve, provides students with regular little wins, which over the term, combine to assist them to move steadily towards their goals. The most effective goals in nurturing personal and academic growth are process goals, where they focus on following a series of steps and receiving regular feedback on their progress.

Unfortunately, our current school system demands performance goals, which only serve to increase pressure on students and their teachers. Converting performance goals into process ones will deliver the intended learning outcomes without the stress. Encourage students to use the goal setting, goal action plan and goal reflection pages in their journal/planner every term.

Acknowledgement: Frankl, Diener & Dutton

*“Little minds are interested in the extraordinary; great minds in the commonplace.”
Elbert Hubbard*

WEEK 12 – FEEL GOOD BRAIN CHEMICALS

Parent Wellbeing: Resilience is the ability to bounce back after setbacks and requires you to be able to: have optimism and hope for the future, regulate the strength of your emotions, control your impulses, think flexibly, have empathy for others, believe in yourself and build social connectedness with others. What does each mean to you?

Human beings have evolved living in tribes for survival, and as such, we are hard wired to be our best when cooperating with others to achieve things together. Over thousands of years, our biology has also evolved to support us to do this.

When we feel that others value us and think that we matter, a powerful brain chemical, serotonin, is released into our bloodstreams to create feelings of self-worth. When we experience trusting and loving relationships, another brain chemical, oxytocin, is released to make us feel loved and special.

They are called neurotransmitters, and they provide us with natural highs to thrive and flourish. These feelings come from being with other people in person to achieve things side by side and face to face. Many 21st century students prefer to be glued to their phones in their relationships, and miss out on feeling serotonin and oxytocin from in person interactions, and also causing their interpersonal skills development stunted.

When students enjoy honest and caring relationships with their families and friends, serotonin and oxytocin are flowing, they are happy in themselves and able to look for the good things they are doing. This puts them in a position to make the most of teamwork and feel socially connected with a sense of belonging.

Acknowledgement: Diener & Biswas-Diener

“A loving heart is the truest wisdom.” Charles Dickens

Week 11

MIDDLE PLANNER	PAGE 30
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Accomplishment + optimism

FOLLOWING THROUGH ON GOALS

WHY: by accepting that writing goals down is a proven way to lift your self-determination, you will be 60% more likely to overcome challenges to actually accomplish them.

HOW: to do this effectively each term when you write down your goals in the setting sections (after each term), complete a goal action plan for each of them. To ensure your academic and personal growth continues, it makes great sense to use your strengths to follow this process.

DO: how will doing this increase your chances to achieve your goals?

What things will help me commit to doing the Goal Action Plan page?

How could the resilience skill, Optimism and Hope, help you to do this? (pg 125)

Accomplishment + optimism

GOALS AND ACADEMIC RIGOUR

WHY: by understanding that you need to begin by writing your goals down, you will move forward and avoid your dreams remaining just dreams.

HOW: this includes, setting time targets to achieve along the way, creating strategies to complete each of these, and identifying obstacles you may need to overcome and what you need to learn. The Goals, Targets, Strategies, Plan (see page 33) is an effective tool to start converting dreams into goals and then into reality. Setting goals this way fills you with optimism and hope that you can shape your own future.

DO: what is one goal you have, and identify possible obstacles you may need to overcome?

For one of your goals, complete the matrix. What things do you have to learn to accomplish it?

How could the resilience skill, Optimism and Hope, help you to do this? (page 118)

Mindfulness Time

TONGUE HOLD. Close your mouth, breathe through your nose, and for one minute hold your tongue so that it doesn't touch any part of your mouth.

What were four different feelings that you experienced doing this?

1. _____
2. _____
3. _____
4. _____

Mindfulness Time

Choose one of these resources to explore self-calming and mindfulness activities.

What went well this week?

1. _____
2. _____
3. _____

Character strength

Use ZEST to do STRENGTHS BOOSTER FAMILY STRENGTHS on page 128.

Study Tip

Use a white board in your bedroom to write reminders and "stuff" to pump or relax you.

Week 12

MIDDLE PLANNER	PAGE 34
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Health + strengths

FEEL GOOD BRAIN CHEMICALS

WHY: by understanding feel good brain chemicals are released into your bloodstream when spending quality time with family and friends, you will be more likely to seek opportunities to do this. These are called neurotransmitters and their names are serotonin and oxytocin.

HOW: serotonin is released when you feel you are valued by others. Oxytocin is released when you feel loved and are around or with caring people. These don't come from social media.

DO: when is a time you have felt amazingly good when with other people?

What is an opportunity coming up where you are likely to have a great time with others to feel serotonin and oxytocin?

How could the resilience skill, Connecting with Others, help you to do this? (pg 125)

Health + strengths

NATURAL HIGHS

WHY: by reflecting on whether there are people in your peer group who are holding you back, you will be able to use your strengths to prevent this happening.

HOW: to influence your own future, find others who you feel that you will strive and thrive with. You are hard wired to be at your best when working together with others. Senior schooling requires you to be a self-regulated learner, and to feel the natural highs of serotonin and oxytocin, you need to make some tough and wise decisions about who you mix and study with.

DO: what tough and wise decisions do you need to make to become a more self-regulated learner?

From your peer group, who complements your strengths and would be good to study with?

How could the resilience skill, Connecting with Others, help you to do this? (page 119)

Curiosity Week

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength **CURIOSITY**, to grow relationships with your family, friends and school community. (Curiosity Week worksheet and Curiosity Wellbeing Award are in Individual Resources of www.learningcurve.com.au)

What went well this week?

1. _____
2. _____
3. _____

Curiosity Strengths Week

Aaron Swartz once shared, "what people call intelligence just boils down to curiosity" Who are three people or things that you are really curious to learn more about and to explore?

1. _____
2. _____
3. _____

Character strength

Use CURIOSITY to do WELLBEING FITNESS CHALLENGE AIMLESS WRITING on page 130.

Study Tip

At home start with the most pressing learning tasks first each night.



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK
The Learning Curve Funded by School P & C For Year 7 & 8 parents
Available online http://learningcurve.com.au
User MLSHS Password MLSHS6050

WEEK 14 - NEGATIVITY BIAS

Parent Wellbeing: Your choices shape your life, and research has shown, that 40% of your wellbeing is determined by the choices you make. Refuse to accept that you have no choices. The first choice that you have, is whether you choose to choose. Explore, do you choose to make choices, or are you pulled along by other people's choices?

As the human race has evolved, our biology has developed to adapt to our environment. Our ancestors lived in tribes to survive, protect themselves from dangers and to ensure everyone was provided for. Our first thought to look what is a threat or wrong with something is called our negativity bias. When we perceive a threat, whether real or imagined, our bodies go into the fight or flight response, which prepares us for action.

Adolescence is a time when self-image and social connectedness are the kings in their lives, which heightens their negativity bias to look for threats to them. This is more pronounced in the 21st century with the 24/7 social media presence in their lives. Then add the pressure of doing well at school and they are continually the fight or flight response.

While we can't change students' fight or flight response, we can teach them strategies to use which minimises the effects. These coping strategies include pausing when they notice themselves feeling tense, sharing with their champions, using positive self-talk, colouring in, exercising, breathing meditation and focusing on JOMO (Joy Of Missing Out). Essentially, being able to control their negativity bias, is reliant on us assisting them to develop their self-awareness of what is happening around and to them.

Acknowledgement: Baumeister, Brown & Hanson

"We don't see things as they are, we see them as we are." Anais Nin

WEEK 13 - POSITIVE SELF-TALK

Parent Wellbeing: What is something that you are passionate about doing? If you haven't, then find something to give you a reason to get out of bed every morning. To accomplish it you will need to stick at it show grit. To learn about how gritty you are, do Angela Duckworth's free Grit Scale Score at http://bit.ly/gritscale.

Often some of the most negative messages students receive come from their own mind chatter. This tends to happen when they are under pressure and have a fixed mindset that there is nothing they can do about their issues and which are beyond their control. Combine this with the turbulence of the adolescent brain and the ingredients are there for frequent stress and anxiety attacks.

One of the most effective positive coping strategies that we can teach students is the power of positive self-talk. In fact, it will benefit our state of wellbeing to use it often too. Positive self-talk are I can and I will statements, which students say over and over to themselves. Doing this, contests the negatives and moves their thinking from pessimistic to optimistic outlooks. It also focuses them to start looking for what is right in what they are doing. See the Positive Selftalk page which we can encourage students to use often.

The key to making positive self-talk most effective in maintaining growth mindsets, is to use it immediately they notice themselves having negative thoughts entering their minds. When used well, these statements act as excellent off ramps for negative thinking and fixed mindsets. Positive self-talk is using their strengths to believe in their internal control of themselves.

Acknowledgement: Ryan & Deci

"If it is to be it is up to me." William Johnsen

Week 13 Middle Planner and Senior Planner pages. Includes sections for Positive emotions + gratitude, Resilient Me: I am enough, and Resourceful Me: I adapt. Features self-talk exercises, reflection questions, and character strength activities.

Week 14 Middle Planner and Senior Planner pages. Includes sections for Engagement + mindfulness, Respectful Relationships, and Mindful Colouring In. Features negativity bias exercises, reflection questions, and a coloring page.



STEM WORKSHOP

For Years 9, 10, 11 & 12

Inviting students to come and explore Science, Technology, Engineering and Mathematics in an interactive and engaging environment through the CREATE program designed and developed by ECU School of Engineering.



DATES

6-9 April 2021 and 14 April 2021

TIME

9.15 AM – 3.00 PM

LOCATION

ECU Joondalup Campus Building 23

ACTIVITIES:

- Civil Engineering
- Robotics
- Motorsports
- Control & Automation
- Mechanical Engineering

ENQUIRIES:

Email: se-create@ecu.edu.au
Phone: (08) 6304 2924 / 2926

Limited places, book early

Registration form can be downloaded from <https://www.ecu.edu.au/schools/engineering/community-activity/stem-program-for-high-schools>



School Holiday Self Defence Courses for ages 6 to 16yrs.

Tuesday to Friday - 8 hours over 4 days
6th to 9th April 2021

6-11yrs 2-4pm
12-16yrs 2-4pm

These courses are suitable for any level of experience - new, existing and returning students.

6-11 yrs \$208 for 8 hours (over 4 days) Single-day \$58
12-16 yrs \$256 for 8 hours (over 4 days) Single-day \$75

Mt Lawley SHS receive a 10% discount on the 4-day courses.

(Paid online before 31st March). Use code – MLSHS at check out.

Jan de Jong Martial Arts Fitness has been teaching in Perth since 1952. Located in "the Atrium" in the CBD.

"Thank you, Maggie, for running a fantastic self-defence course for girls over the school holidays. My girls were at first very reluctant, but after I convinced them to join the course, they now agree that it was both worthwhile and enjoyable. The format and content of the course is perfect for beginners to the concept of self-defence (as my girls are) and would also be a good refresher for anyone who has done a course like this before. I think my girls discovered a new confidence in the way they can use their bodies and their voices to deal with confronting situations. I'm hoping my kids will never have to use the skills that you have taught them, but it gives me some comfort to know that they have a few tricks in their back pocket after the course. Now I'm waiting to sign up for the self-defence course for women."

This course is based on **Traditional Japanese Ju Jutsu** which was the effective and practical self defence of the Samurai in feudal Japan and is *not* the very different sport of Brazilian Ju Jutsu. Our teaching experience is vast, to include Australia and throughout the world. Jan de Jong Ju Jutsu is based on a Ju Jutsu system that has a 600-year history dating back to feudal times in Japan. Although there is no denying this rich and unique history of our school, we are constantly progressing our methodology to meet today's challenges.

Course Content: We recognize that young men and women sometimes struggling to recognize and deal with this rapidly changing world that seemed to be predictable and somewhat safer than the time we currently experience. Social media, bullying and some team sports can create unreasonable fear and can be a mine field for someone who is developing into adulthood.

- Would it be helpful to identify the correct path to take **under stress and pressure**?
- Would decision making be easier if you were given **simple and effective tools** to help you?
- Would **feeling safe** be of benefit when it seems that you are under threat?

We teach students to **be responsible for their actions** and to act in a balanced and considered manner.

Sample of course content:

- Use of effective body language and voice.
- Protective falling skills.
- Breaking free from grips.
- Overcoming fear of a confrontation.
- Evading a strikes.
- Body holds.
- Reflex training, testing your skills.
- Defending against neck holds.
- Chokes on the ground.
- Defending when on the ground.
- Rolling skills.
- Defending against weapon attacks
- Working with multiple attackers

Course instructors: Maggie de Jong - has over 30 years experience in teaching self defence to children. Paul Connolly – over 55 years experience in teaching self defence to children.

Wear comfortable and easy to move in clothing (t-shirt, track pants or shorts is ideal). Bring a water bottle. Change rooms and showers are available. There will be a short break in the middle of the session so bring a snack.

Bring your friends.

Bookings can be made via our website or by emailing us.

Parents are welcome to contact Paul and Maggie with questions on any aspect of the course. 0427970481 / 9321 8685.

Self-Defence

Training Course for Mount Lawley SHS girls

Learning how to *stay safe* and *protect yourself* against dangerous situations is essential in today's environment. Self-defence is an important tool that teaches you how to sense potential danger, attempt to avoid it and physically defend yourself if necessary.

When: 4 pm-5 pm Tuesdays 8th, 15th & 22nd June

Where: Yoseikan-Ryu Dojo at 9 Stanford Way, Malaga

Free!

Number Limited! Register your interest by emailing your full name and form class to tina.ho.lee@gmail.com

The course is carried out by highly experienced instructors under strict guidance and supervision and offers three one-hour sessions designed to teach participants basic self-defence.

You will learn how to:

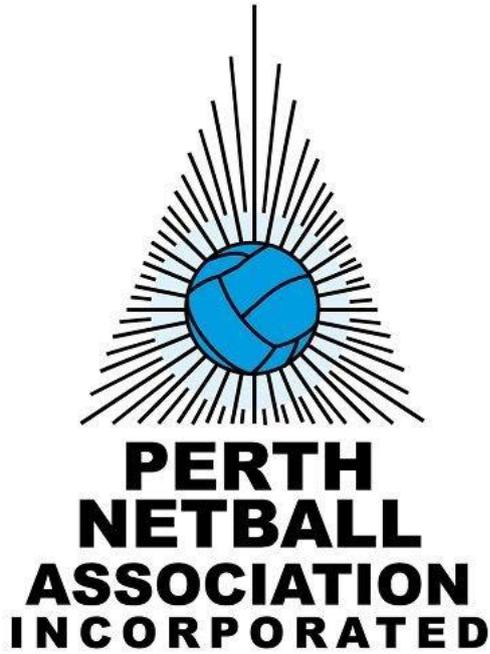
- ✓ **stay safe and be aware of your surroundings**
- ✓ **recognise potentially dangerous situations**
- ✓ **use words and actions to protect yourself**
- ✓ **perform basic strikes and kicks, and**
- ✓ **build self confidence.**



Exclusive to students at Mount Lawley Senior High School

Fully funded by Mount Lawley Senior High School P&C

Registration form required to be completed prior to participation.



Seeking players for our 2021 No Limits Program.

The No Limits Program is a fantastic opportunity for people, aged 12 and over, with an intellectual disability to engage with the sport of netball, meet new friends and compete in a safe environment.

This program involves a players camp, training sessions followed by representing Perth Netball Association at the Association Championships held at Matthews Netball Centre over the long weekend in June (5th June – 7th June).

If you are interested in participating in our 2021 No Limits Program please email Ashlin at pnaadmin@perthnetball.com.au by Thursday April 1st, 2021.



• WANTED •
YEAR 11/12 AFL PLAYERS FOR 2021

Mt Lawley Inglewood Junior Football Club welcomes new players for 2021. If you are in Year 11 or 12 - new to footy or experienced - join us now! Email: president@roosjfc.org.au or sign up at roosjfc.org.au

SCHOOL OF FREESTYLE MARTIAL ARTS

Looking to keep the kids off their devices over the holidays?

Muay Thai

Brazilian Jiu Jitsu

Come down over the holidays! Give it a go! What have you got to lose?

CALL NOW - 0429 123 202 for a two week **FREE** trial

Timetable

	Tuesday	Wednesday	Thursday	Friday
6:20pm – 7:20pm	Freestyle Martial Arts	Muay Thai	Freestyle Martial Arts	6.50pm – 7.50pm Brazilian Jiu Jitsu
7.30pm – 8.30pm	Shin Sei Kan WA School of Japanese Swordsmanship	Brazilian Jiu Jitsu		7.55pm – 8.55pm Muay Thai

0429 123 202 | 14 Government Road, Nedlands, WA 6009 | admin@sofma.com.au | www.schooloffreestylemartialarts.com