



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 4 Term 2 No. 2 2021

#### Principal's Report

It certainly has been a very different term with COVID-19 restrictions, at both ends of the term, causing delays and the cancellation of some school events, excursions and incursions. Thank you to the staff and outside organisations who have worked so hard to minimise the disruption to our students. It was disappointing to have to postpone the season of Midsummer's Nights Dream and the OPUS Concert until next term, but these things are out of our control. Details of the new dates will be sent out very early next term.

The successful Lawley Art Auction was held on 19 June, with over 350 people attending the event. I don't have the final amount, but I am told approximately 28K was raised. This is more than the 2019 total, as the 2020 auction had to be cancelled due to Covid-19 restrictions. It was a very busy weekend for the hardworking members of the committee who spent Friday afternoon and all day Saturday involved with the auction. Running this event is a huge undertaking that has required committee members to attend many meetings and put in hundreds of hours outside the formal meetings to undertake the huge logistical planning and organisation needed to host this event. That we have such dedicated parents willing to give so much time in the service of our students is commendable, and I am very grateful to them all.

Congratulations to our team of Year 8 students involved in the WA Schools Think Tank Challenge run by the WA Water Corporation. They finished in second place and have been invited to work with the Corporation to make their idea, a camp for primary students, a reality.

I was lucky enough to attend the French Cooking Class run by the Language Parent Support Group on Wednesday, 23 June. We were taught how to make sweet choux pastry, and we were able to sample our efforts for dessert. We were served a light meal of French onion soup with a baguette and a glass of wine. Well done to the organisers, parents and staff who supported this fundraising event. Over the last few years, the group has raised funds by having chefs show us to make pasta, handmade chocolates and Japanese cuisine. Next year we are hoping to have a Chinese chef teach us.

I hope everyone has a safe and happy break, and I look forward to welcoming students back on Tuesday, 20 July.

**Lesley Street, Principal**

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#### CONGRATULATIONS



During the April School Holidays, **Leah 8M5** travelled to Sydney to compete in the Australian Track and Field Championships.

Leah claimed 2 National titles - Under 14 Girl 100m Sprint National Champion AND Under 14 Girl 200m Sprint National Champion.

She also equalled the W.A 100m State record and was 8 milli seconds off breaking the 200m record (-ve head wind). Furthermore, her times for both events were faster than the same events for the next age group up (Under 15 girls). Congratulations Leah.



Congratulations to **Judd 10F2** who has been selected for the Western Australian U16's State School Boys Hockey team.

Like last year, and again this year, with the ongoing volatility caused by COVID-19 outbreaks, hot spot declarations and border closures, all School Sport Australia Championships for 2021 have been cancelled. However, Judd will be travelling intrastate in some upcoming tournaments.



#### Vale David Hawke

The school would like to acknowledge the passing of David Hawkes, a parent at the school in the early 2000's. Aside from his media accomplishments, David was very involved in our parent bodies, serving on the Music Parents Support Committee, one of our early SVAPA Committees and as one of the founding organisers of our very successful Art Auction. He also served for a number of years, during the time of the school rebuild, as our P&C President. An enthusiastic and genuine man, his involvement and contributions are valued, and his gentle and caring nature is missed. On behalf of our school community, we extend our condolences to Rosemary, Amanda and Alice, and to the rest of David's family and friends.



## SCHOOL UNIFORMS

The store will reopen during the **second week** of the school holidays on **Monday 12 July**.

Please note with the cold weather there are still some issues with students wearing NON School uniform items.

**Notes will not be accepted and students will be asked to change their items with clothing supplied by Student Services.**

*In the future the uniform shop will also be stocking plain white/blue tops which can be worn as an undergarment under the school white/blue tops.*

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## 'LEAVERS' PARENT INFORMATION SESSIONS

Parents and carers of school Leavers (Year 12) will be provided assistance to navigate this year's school Leavers celebrations. A free information session for parents/carers will be held to discuss how to keep revellers safe in the South West.

Hosted by the Western Australia Police Force and the Department of Education, the session will help parents to talk with their children about staying safe around alcohol and other drugs and while travelling as a driver or passenger.

Three information sessions will run across the metropolitan area and the South West. Dates and times are as follows:

**North Metropolitan** – Sunday 25 July, 10.00am – 12.00 noon  
Sunset Suite, AQWA Sorrento

Register:

<https://www.eventbrite.com.au/e/talking-leavers-2021-hillarys-tickets-156197736635>

This session will be live-streamed via YouTube for those unable to attend a session in person.

**South Metropolitan** – Thursday 12 August, 6.30pm to 8.30pm - Plympton Room. Tradewinds Hotel Fremantle  
Register:

<https://www.eventbrite.com.au/e/talking-leavers-2021-fremantle-tickets-156199148859>



**GRIP LEADERSHIP CONFERENCE**



This year, the Year 10 Councillors were invited back to the GRIP Leadership Conference at the Perth Convention and Exhibition Centre for the second time. The conference was designed for student leaders to hear from by many inspiring guest speakers. It aimed to equip students with specific leadership skills that can be used in school and in future careers. The speakers outlined many important aspects of how to be a good leader.

The day kicked off with the first session called "Time to Lead," followed by a the second session, "Time to Take Responsibility". They were thought provoking and informative sessions and even though we were inspired, we were pleased to break for morning tea. Surrounded by so many other schools and students, morning tea was a way of connecting and mingling with other students and meeting new people. A major highlight of the day was meeting new people from a range of other schools. Many connections were made, both from formal group work and the opportunities that arose through informal networking.

The "Involving Students in School Events" session taught us four new strategies to attract greater involvement in our school events. Other councillors attended the "Creative Ideas for School Which Aren't Events" session. In this workshop, we gained lots of great ideas from other schools to help student leaders add variety to the way we positively influence our school community.

We were so grateful for being invited and able to attend and meet other schools. It was an amazing privilege and we gained so much knowledge while enjoying ourselves on the excursion. **Written by Kate**



### ALUMNI NEWS

#### ROSA CLIFFORD CLASS OF 2016



Rosa has recently graduated with first class honours from the Sydney University Conservatorium. She was selected to participate in the WASO 'Composition Project' with WASO musician, cellist Nick Metcalfe. The 'Composition Project' offers young and emerging Australian composers the opportunity to compose a new solo work for a WASO Musician. Rosa's composition was performed at the Perth Concert Hall during the first week in June.



The piece titled 'Interior Tone' was stunning. The work reflected insightful and thoughtful musical ideas and captured the idiomatic qualities of the cello so beautifully. *(You might even think that Rosa was inspired to write for cello having had a super inspiring cellist as a teacher in her early years.*



Needless to say - we enjoyed seeing Rosa's work live and as you can see by the pic - we are so proud.

**Michelle De Rozario, Teacher in Charge Music.**

*Rosa wrote this trio in 2015 for harp, flute and cello when she was in Year 11.*

*In 2016 Rosa graduated Mount Lawley Senior High School with works written for clarinet ensemble, piano solo and a string quartet. The string quartet was played by the Mount Lawley SHS string quartet at the Year 12 Graduation Awards ceremony in 2016. Rosa's work demonstrated a real empathy for instrumental techniques and timbre nuances.*



### CONGRATULATIONS



**Mya 803** has been selected as part of the WA State Gymnastics team to attend the Nationals in Queensland.



Congratulations to **Allegra 11M3** who has been selected for the OzSquad and will attend an Australian Waterpolo Training Camp at the Australian Institute of Sport (AIS) in Canberra. Allegra trains at Beatty Park with the Triton Club.



**Sebastian 701** recently attended the Australian Little League Baseball Championships in Lismore NSW as part of the Eastern Phantoms Little League Baseball team representing Western Australia.



**Ava 705** has selected to represent WA in the 10-17 Years Triathlon Cross Country camp. We wish Ava all the best in this competition which will be held next term.



**Haylie 10H1** represented WA in Ice figure skating at the Hollins Trophy Competition held in Sydney, NSW this month. Congratulations to Haylie who won 5th place.



Congratulations to **Ivy 12H3**, who participated in the WA section of U18 Raw Comedy in the Melbourne International Comedy Festival earlier this year and won second place.



### EX POW ASSOCIATION SERVICE

On Friday 14 May, in partnership with the Ex POW Association, we hosted 200 people to the annual service at Kings Park. The school adopted the Association and the memorial in 1997 and each year our Senior Band, choir, prefect's and councillors take part in the service. This year the Premier Mark McGowan, Lord Mayor Basil Zempilas, Simon Millman MLA Member for Mount Lawley, representatives from the Army, Navy and Airforce and several exservice associations and veteran's families attended along with veterans Arthur Leggett (102) Syd Shaw (98). It was a very moving service and our choir, and the concert band were outstanding.

**Jayda Corunna** gave a wonderful Welcome to Country address, **Jack Carter** our School Captain did a fine job as MC, **Kate McCracken** read Psalm 121, while **Steven Borinage** recited the Lord's Prayer and **Seb Hensley** recited the Ode. I would like to thank Ray Galliot, secretary of the EX POW Association who played such a pivotal role in the success of the day.

**Lesley Street, Principal**

*(Photographers : Joshua Abordi and Eloise Osborne)*







**MOUNT LAWLEY SENIOR HIGH SCHOOL  
KURONGKURL KATITJIN -  
COMING TOGETHER TO LEARN  
CULTURAL RESPONSIVENESS PROGRAM**

In promoting its ethos of high performance and high care, Mount Lawley SHS has established a Cultural Responsiveness training program that involves seven (7) modules over 20 hours. Over 90 staff have voluntarily participated in the program since its inception in 2017, including eight staff from our feeder primary schools. The workshops have been designed to specifically address AITSL Standards 1.4 and 2.4, as well as each standard in the Aboriginal Cultural Standards Framework. Learning Circle Technologies are employed to deliver the program, which require participants to take responsibility for their own knowledge and skills development as they engage with each module.

Six of the modules are presented in two hour blocks after school, the seventh module involves a practical tool making workshop and the final module involves an experiential full day field trip to sites of significance around the Perth Metropolitan area. The program is facilitated by experienced Aboriginal educators and cultural trainers. Furthermore, staff gain recognition for participating in this program and connecting the “learnings” to their teaching or administrative role(s) within the school. There is also an expectation that staff will share their experiences with colleagues.

Staff are certified once they complete all the modules and present their action plan to the Program Coordinator. Action plans must make tangible links to the Aboriginal Cultural Standards Framework (ACSF) and demonstrate access to the extensive resource references provided during the program. Staff are also invited to complete a pre and post program survey that allow them to rate their progress along a ‘Cultural Standards Continuum’ as well as provide the Coordinator and Presenters with feedback necessary to maintain program quality. The following pictures highlight some of the activities undertaken throughout the year.

- Topics covered during the respective modules include:
- ⇒ Cross-Cultural Comparisons.
  - ⇒ Busting Myths About Aboriginal People.
  - ⇒ Miscommunication: Why are we all prone to it?
  - ⇒ Aboriginal People and Innovative Firsts.
  - ⇒ How to Adopt or Lead Aboriginal Perspectives in One’s School or Classroom?
  - ⇒ How the Past Shapes the Present but What About the Future?
  - ⇒ How One Learns to Learn: A Practical Tool Making Session?
  - ⇒ Appreciating Noongar Country (Field Trip)

Staff are welcome to contact Program Coordinator Phil Paioff, should they wish to partake in the aforementioned workshops planned for 2022.

**Dr Philip Paioff, Program Coordinator**



### ABORIGINAL EXCELLENCE PROGRAM RESEARCH PROJECT

An important aim of the 2021 'Aboriginal Excellence Program (AEP) Research Project' is that it complements this year's NAIDOC theme of HEAL COUNTRY. AEP students have been working with Aurora Environmental Managing Director Dr Mark Shepherd and Director Mr Brad Dermody in understanding how to protect the land and its waterways. During the first workshop, Mark and Brad provided background information on the work conducted by Aurora Environmental, which included monitoring water and pollutants. They went on to explain why 'WE' will be engaging in some scientific measurement practices at one of Aurora's major operational sites on the Swan River adjacent Optus Stadium. The aim of the project is for students to observe, practice and conduct scientific experiments that support monitoring and care for our environment. Students were also supported by Mr Jason Barrow (Noongar Cultural Consultant) who talked about the importance of protecting cultural heritage. Jason focussed on providing a cultural perspective on the significance of water and water management techniques that were, and still are, practiced by Aboriginal Peoples.

The second workshop required students to engage in the water sampling process using water scooping, storage and quality measuring equipment (as shown in the pictures below). The trial testing was done at the pond adjacent our school and ECU. This region was traditionally referred to as Jingeerjerdup or place of the honey eater. Students took water samples from the pond and used a water quality meter to determine five (5) key measures being: 1. Temperature, 2. Turbidity, 3. Dissolved Oxygen, 4. Acidity and 5. Suspended Sediment.

The third workshop involved a visit to Optus Stadium, where water samples were taken from the Swan River or Derbarl

Yerrigan. Students employed the same measurement processes used in 'workshop 2' but they displayed far greater efficiency and competence the second time around. Jason also provided an overview of the cultural significance of the area whilst Brad explained the importance of regularly monitoring the water in and around Optus Stadium. The following pictures show AEP students gathering water samples, conducting the respective readings and busily preparing their data for presentation to Aurora Environmental, Mr Barrow and Dr Paioff.

The next phase of the research project is for students to formally collate their data and prepare it for presentation to fellow students, staff and families at the end of year Award and Presentation Evening.

**Dr Phil Paioff AEP Program Coordinator**





### 12 GEOGRAPHY GENERAL MEETS THE DFES

During Term 2 Year 12 Geography General students and the Year 11 Geography ATAR students were able to sit down and listen to two volunteer firefighters from the Department of Fire & Emergency Services (DFES). They were able to teach us the methods, they use to prevent fires and how to stop fires from spreading any further.

Rik Mills is an Area Officer and Training Coordinator for the DFES, who shared this information with us alongside some bad jokes. Rik was also able to share his knowledge about getting involved with the firefighters and his role as a volunteer firefighter. The class was glad they came to the school. We all hope to share their knowledge with other students in the future.

*Patrick, Year 12 Geography General*





### YEAR 8 CELL PROJECT

In Term 1 Science, the Year 8's explored the structure and functions of cells and cell organelles. In addition to this, we made cell models and posters displaying the information about the animal, plant and fungi cells. This was a fun project to demonstrate our knowledge of the cell organelles in our own creative way. Some people made models from polystyrene spheres, and other used clay and cardboard.

*Written by Sofia*





### TERM 2 MUSIC CONCERT

On the 16th May, the Music Department hosted three concerts showcasing concert bands, string orchestra's, classical guitar ensembles, flute choir and vocal ensemble at the Richard Gill Auditorium at the WA Academy of Performing Arts (WAAPA).

Under the direction of both the Instrumental Music School Services (IMSS) staff and Mount Lawley SHS Music staff the students performed brilliantly. These concerts can be viewed via the Vimeo link on the school website.

<https://vimeo.com/channels/lawleylive>





**TERM 2 MUSIC CONCERT**





# TERM 2 MUSIC CONCERT





### SPINNERS DESIGNS BY YEAR 7 MATHEMATICS

For Mathematics, all the Year Sevens studied Data, Statistics and Probability. Students made two spinners, one biased and one fair. The Investigation asked us to spin both fair and biased spinners 20, 50 and 100 times. Then we put the data into three different frequency tables, answered questions on our predicted theory and then the experimental probability. Students found some spinners were easier to spin than others. Some year 7's made their spinners out of wood, others out of paper, even wooden phone holders and much more. There were some amazing Lego spinners! This assignment helped us learn about Data, Statistics and Probability while still allowing us to be creative and have fun. **Written by Ashley**

In Mathematics, all the Year Seven students were learning about Data. We had started studying the topic of Statistics, so our wonderful teachers, Ms Farr, Ms Adams, Mr Dean and Ms Lee, set us up with an investigation of creating a fair and a biased spinner. We had plenty of time to create our fair and biased spinners and complete a booklet. The spinners that everyone created were extremely different. Some spinners were made out of wood, whereas others made them out of paper. When it came to handing the Investigation in, we had the opportunity to share our spinners with other class members. Our teachers were extremely impressed with the creativity and variety of spinners. This assignment was both challenging and fun. **Written by Ali**





### GAT CLUB TERM 2 – ITALIAN

On Friday the 4th of June, the Italian GAT classes visited Laguna Veneto Social & Bocce Club, located in Dianella, to learn how to play bocce and were provided with some delicious Italian food. At the venue, we were explained the rules and brief history of bocce by some Italian bocce champions. We enjoyed a delicious lunch of bread, cheese, pasta and gelato.

After a flavourful lunch, students were guided to the eight bocce lanes, where we split up into groups of three to learn and play bocce against our classmates.

The game aims to roll the ball as close as you can to the jack. Each player had one turn, and the team who moved the bocce closest to the jack got a select number of points. The champions who taught us how to play bocce were very kind and willing to help us improve our bocce skills. Each game differed, but the goal was to win, but we learned it wasn't winning or losing but enjoying the experience with our friends at the end of the day.

The GAT Italian students were delighted to be given this opportunity. They were highly appreciative of the members taking time out of their day to teach us bocce. Students found playing bocce exceptionally fun and hope to do something similar in future GAT Clubs.

Arrivederci!

***By Tumali and Audrey, Year 8 GAT Italian students***







### YEAR 7 JAPANESE LANGUAGES VIDEO MATSURI

This year our talented Japanese students again entered the Japan Foundation’s Video Matsuri Competition where students are required to make a short film in Japanese.

This year’s theme was butterfly, and the Year 7 Japanese students interpreted this in many different ways – from the use of Origami butterflies to the incorporation of a handmade butterfly ring and Claymation – any creative notion to possibly do with a butterfly was explored.

The competition is a great way for our Japanese Language students to incorporate their knowledge in a fun and dynamic way allowing them to use their language in context.

Results will be out in September, and we wish all our entrants success. **Ganbatte**



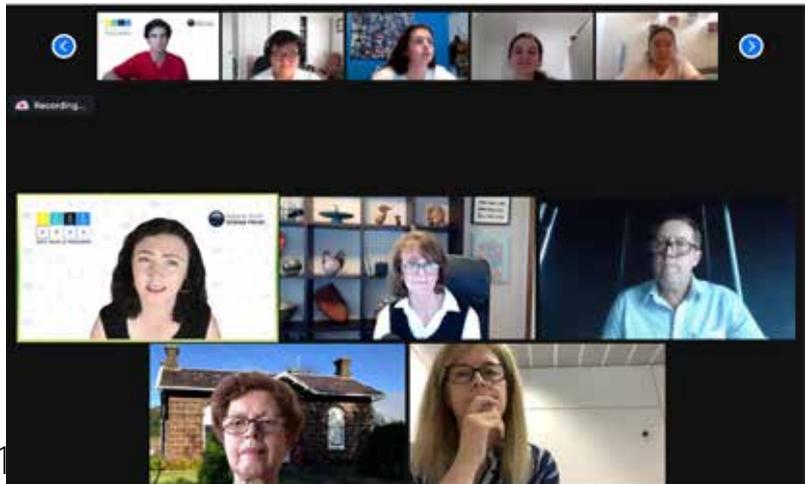


### NATIONAL YOUTH SCIENCE FORUM (NYSF)

The National Youth Science Forum is a program run by youth, for youth, designed to give Year 12 students an insight into the diverse study and career options available in the fields of Science, Technology, Engineering and Mathematics (STEM).

Due to the COVID pandemic, NYSF was a bit of a different experience for the almost 600 participants this year. For three weeks during the Summer holidays, we attended a series of lectures, laboratory visits, hands-on work shops and had the opportunity to listen to famous scientists and Nobel Prize Laurates. The mode of delivery was a hybrid, most of the lectures were over Zoom and to break up the screen time, the NYSFers from Western Australia travelled to different hubs at universities such as UWA, Murdoch and Curtin.

It was a rewarding experience in which we learnt about gastroenterology, forensics and immunology to aerospace engineering and defence drones. At the NYSF, you're surrounded by like-minded people who have similar passions as you and you're able to form friendships and a whole support network that are in the exact same shoes as you. It was truly an experience of a life time and I'd recommend it to any person, even to those with the slightest interest in STEM as the perspective you go in with is flipped on its head and you leave feeling so much more knowledgeable about the wealth of opportunities waiting to be discovered by our young minds. The possibilities for the future are endless, and these possibilities start with us. Thank you to Mount Lawley Rotary Club for their support. **By Noor**





## STEM STUDENTS ENTER THINK TANK COMP

In week three, eight of the year nine- and two-year ten Design and Technology students went on an excursion to the City of Bayswater to the 2021 Water Corporation Think Tank Challenge. We all came into this experience not really knowing what would happen, but we were all eager to give it our best shot. We were tasked with coming up with anything to do with water conservation addressing the idea of 'water, only use what you need'. After lots of ideas passing through the group, we finally came up with the idea of a three-day camp for Primary School students to explore Perth's water sources, experience traditional owners' connection to them after, and educate themselves on their experience, called the Triple E Camp.

We presented this to the judges and were announced as one of the winners of our competition which meant we moved on to the finals. Here we had to present in our fancy blazers and ties, but in the end, we came second out of twenty-one schools, this is an achievement that we are all very proud of! We came out of this experience with greater knowledge of the traditional owner's connection to water and the land, understanding Perth's water sources, and experiencing a new environment to test our creative design skills under a time crunch. Some may say that the highlight of the Think Tank was the food. Still, I really enjoyed working with some people that I had never even talked to before and seeing what their ideas were and how they would solve a very apparent problem within our society: water scarcity. But this experience also gave us the chance to meet new people from other schools. After the finals, we had an opportunity to talk to the other schools, which was terrific. We had a great time talking to Saint Norbert's team about school and their amazing idea. Competing in this Think Tank gave us new knowledge, experiences and friends.

**By Amy**

## YEAR 11 ZERO2HERO PRESENTATION



During the General Studies time in week 8, Year 11 students received a talk from former Mount Lawley Head Girl, and now the Fundraising & Programs Support Officer at Zero2Hero, Liv Trahair. *'Love yourself – a guide to self-care and resilience'* was the workshop given by Liv, which introduces the eight steps to staying mentally healthy.

The proceedings began with an acknowledgement of country and a quick introduction into what Zero2Hero aim to achieve and what the difference between 'mental health' and a 'mental illness' is. 'Talk about it', 'Eat Right' and 'Stay Connected' were the first three key tips on staying mentally healthy, followed by 'Accept Yourself', 'Keep Active', 'Take a break', 'Do what you love' and finally, 'Ask for Help'. This presentation allowed the Year 11 cohort to learn about what it is to have healthy practices and explore how important their time was to them with a resounding analogy. Although rather difficult topics were discussed, Liv ensured that everyone took something away from this presentation by creating an exciting, engaging, and educational platform for us all to learn about a vital topic.

I cannot stress enough how valuable this was to the Year 11 community. We want to thank everyone who helped organise this event for the Year 11 cohort and a huge thanks to Liv, especially for coming out and everyone at Zero2Hero for doing the amazing work they do.

**Written by Will Year 11**



### ASTRONOMICAL SCIENCES WITH YEAR 7 GAT

In Science during Term 2, Ms Fitter's students have been either creating skits or posters about the history of astronomy and archeoastronomy.

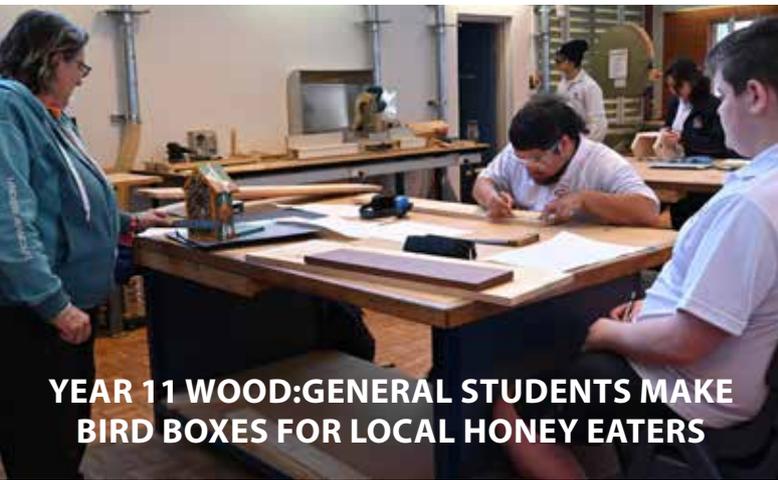
The skits were about the history of Astronomy and dramatized the events around scientific discovery and were all so interesting! They were all entertaining and amusing, having included many humorous elements and jokes! Overall, the skits were all very enjoyable and ingenious being both funny and informative, and engaged the audience.

The groups doing posters researched about Archeoastronomy, where different cultures used astronomy as a part of their culture, religion, mythologies, etc. We discovered that all the planets were named after Greek gods and goddesses and that there is an extra constellation, Ophiuchus, that could be added to the original zodiac constellations. We discussed the Zodiac constellations and what they represented to the ancient Greeks. The posters were very visually appealing, creative and decorative while including great detail. From the descriptive information displayed in the posters we learned plenty about different mythologies from different cultures.

Overall, everyone did a fantastic job showcasing their information and these posters are something to be proud of.

#### Yr 7 GAT students





**YEAR 11 WOOD:GENERAL STUDENTS MAKE BIRD BOXES FOR LOCAL HONEY EATERS**



**“Measure twice. Cut once.”** It is the catch cry of any seasoned woodworker. This project is to make a Bird Box to place around the school to house the many native birds, such as the Honey Eaters that flit in and out of the trees surrounding the school. The brief is to use recycled materials which means joining planks together with a biscuit joiner to get the right size for the student’s design. Students need to consider the needs of the small birds, whether they need a perch and ways to discourage unwanted species from invading the nest.

We are looking forward to seeing several different solutions to the design brief by students from the Materials, Design & Tech: Wood General 11 class.

**Nicki Summers, Technologies Teacher**





**YEAR 10 STUDENTS TRY-A-TRADE**



The school's Try-A-Trade program provides students hands-on experience across a range of different trades, and each course is delivered by professional lecturers who guide students through practical activities and teach key trade skills. The program, delivered over three days to selected Year 10 students, is sponsored by the Construction Training Fund.

The Try-A-Trade program at Mount Lawley SHS is being delivered by Trade Academy and focuses on carpentry. Students, under the guidance of David, a qualified tradesman, have been building a 'mini house', complete with a window, doorway and rafters.

Dressed in work appropriate clothing, including steel capped boots, students have worked in two teams to complete their project.

All of the students have been highly engaged and have developed employability skills including communication, working as part of a team, problem solving and using their initiative. A second program was delivered the following week.

We would like to thank the Construction Training Fund and Trade Academy for providing such an amazing opportunity for our students.





## YEAR 12 LEVEL UP PRESENTATION

Earlier this month Year 12 students attended a presentation in the ECU lecture theatre by David Castelanelli as a part of the **Level Up Program**. David has been working with a large group of Mount Lawley SHS's Upper and Senior School students over the years with the Peak Program. He is a leading Australian Youth Success Coach and has worked with a large number of students across Australia, America and Asia.

Level Up is specifically targets Year 12 students, in both the General and ATAR pathways, to support them to prepare for their final semester at school, and then life beyond high school. David is a wonderful presenter and role model for our students.

It was wonderful to see the students engaged and interested. Following the presentation students were given the opportunity to attend three after school sessions that further develop what was covered in presentation. Earlier in the term David presented to parents of the Year 12 students in the evening, providing them with an quick overview of the program so that they can support and encourage their young people.

**Julie Simon, Associate Principal Senior School**





### NETBALL HIGH SCHOOL CUP COMPETITION

On June 10th 2021, Mount Lawley Girls from Year 9-12 bravely faced the weather with playing for victory at the High School Netball Cup competition held at Matthews Netball Centre at Jolimont. With two teams representing the school, motivation was high to bring home a win. We encountered a multitude of school teams and faced many challenges over the course of the day, one being the wet and wild weather! Mount Lawley 2 had a great day getting to know each other and played some excellent netball. Mount Lawley 1 was beyond impressive, where they came home undefeated. A great day for all Mount Lawley Senior High School students!

**Brittany Henry, Health & Physical Teacher**





### YEAR 9 LIGHTNING CARNIVAL

On Wednesday 16th June, over two hundred Year 9 students participated in the 2021 Lightning Carnival. We had multiple teams in Boys and Girls Basketball, Girls Volleyball, Girls Netball, Mixed Floorball, Boys and Girls Soccer and AFL.

Travelling with the teams were 50 Senior School Sport Coaching students who performed many duties such as coaching, scoring and umpiring. All students fantastically represented the school, and there was much enjoyment throughout the day. The schools participating were : Swan View, Morley, Governor Stirling, Hampton, Eastern Hills, Dianella, Ellenbrook, John Forrest, Kiara, Ballajura, and Aveyley.

We did record some standout performances throughout the day:

- Winners:** Floorball, Boys Soccer, Girls Soccer
- Runners-up :** Boys Basketball, Netball (2 teams)

*David Turnbull, Health and Physical Education Teacher*







### MEN'S HEALTH WEEK

Men's Health Week was held from the 14 – 20 June with the theme *Connecting for Men's Health*. It was an important opportunity to highlight boy's and men's health and what it means to be healthy. The student health and wellbeing committee organised a variety of lunch time activities during the week to raise awareness and provide resources. This kicked off with a nutrition and physical health display that had a 'How much sugar is in that drink?' guessing game and a myth busters test of truths and lies about health and fitness. Students that participated got the chance to win Act Belong Commit merchandise.

Physical health was put to the test on Thursday with the Inter-house King of the Course fitness course challenge. There was a great turn out from each house and some fast times put on the board. Congratulations to **Scarlet Blechynden** in Year 7 and **Wycliff Junior** in Year 12 who came away with the fastest times.

The male student leaders – Prefects, Councillors and House Captains, had a fantastic opportunity with guest speaker Brodie Mack leading a workshop for them. Brodie Mack is a Schools Program facilitator for zero2hero and Lead Mentor on Camp Hero. He first joined zero2hero in 2015 as a student on the camp program where he found his passion for mental health and suicide prevention. Brodie facilitated discussion on gender stereotyping of being a man and the group delved in to the type of man they wanted to be.

The week wrapped up with a gratitude and mindful colouring activity. Students were able to colour in mandalas that spelled out Men's Health Week. They were also able to write notes of gratitude to friends or teachers that will be delivered next week during Form classes. Well done to the Student Health & Wellbeing Committee for organising the events!

**Jade Browning, Healthy Active Coordinator**





### GLOBAL RUNNING DAY INTERHOUSE ACTIVITY

To celebrate Global Running Day on Thursday, 3 June, we held an inter-House participation activity during Lunch 1 and 2. This event is a worldwide celebration of running that encourages everyone to get moving in some way. Students and staff were invited to walk or run laps of the course, which looped around the ovals.

House points were awarded for each lap completed – double points for the person’s first lap and a point for every lap after that to encourage lots of people to get involved. Staff members also earned House points for their completed laps. In addition, bonus points were awarded for ‘House Cheer Squads’ to make the event more fun and encouraging.

Overall the school completed 1,297 laps! It was fantastic to see the participation of so many students.

O’Connor took out the bonus points for House Cheer Squad, showing off their House colours. Murdoch was the overall winner for the event on 368 points, followed by O’Connor, Forrest and Hackett. Hackett took out the school’s championships in Middle School, Forrest in Upper School and Murdoch in Senior School. Thank you to everyone who supported the event!

**Jade Browning, Healthy Active Coordinator**





**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 21 – TEACHER INTENTIONS**

*Parent Wellbeing: Being able to build social connectedness with others, to create and maintain respectful and healthy relationships is a great booster to your state of wellbeing. This includes being prepared to seek help when you need it, doing kind acts for others to show that they matter, and ensuring you feel respected, connected and protected.*

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

The old sayings, “we can’t teach them till we reach them” and “kids don’t care what we know till they know we care”, contain important messages for parents and a teachers to live and breathe. One certain thing is that parents and teachers can’t fake caring. Students are so quick to pick up on adults’ intentions as to whether they care for them.

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

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

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

**WEEK 22 – CONNECTING WITH NATURE**

*Parent Wellbeing: One valuable thing that COVID19 has taught everyone, is the importance of being there for, playing with and enjoying the outdoors with our children. The 21st century was becoming a time where many parents were just occupying their children with ipads and games. Playing outside in nature is a wonderful of building your family’s wellbeing.*

Being with nature is a very powerful builder of everyone’s wellbeing. Choosing to do this, is particularly needed in the 21st century, with more and more people becoming obese, contracting diabetes at younger and younger ages, not exercising and preferring sedentary indoor leisure activities.

There are proven mental and physical health benefits of enjoying mother nature, including receiving good doses of vitamin D, which maintains healthy bones and teeth, feelings of pleasure, relaxation, enhanced attention and benefits to your immune system. Being outdoors doing leisure activities reduces the frequency of negative emotions, such as anger and frustration, and improves general feelings of being in a good place.

Students function so much better when the experience nature. A pot plant in their bedrooms is a good way to start. Bush schools, where students spend a proportion of their school days learning outside, are proving to broaden and build their attention and engagement, to enjoy their learning experience more. As a family, a proactive habit to cultivate, is to go for walk or cycle without your phones. Instead of wearing head phones when outside, listen to and enjoy nature’s beautiful sounds.

Choosing to intentionally put the fast paced 21st century world on hold every day, to enjoy and be immersed in mother nature will have amazing benefits for you.

*Acknowledgement: Lohr & Walsh*

*“Breathe the air and smell the flowers.” MW*

Week 21

MIDDLE PLANNER	PAGE 52
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Relationships + empathy

SCHOOL AND TEACHERS

**WHY:** by realising that for most young people their education is a once only opportunity, your mindset will be nudged along towards growth and making the most of your schooling.

**HOW:** the experts who help you to become your best possible self are your teachers, and your relationship with them is the number one factor in whether you grasp your opportunity or you don't. In class, listen well, be optimistic, look for what's right and enjoy your teachers.

Acknowledgement: Wentzell & Caldwell

**DO:** what can you do to make the most of your teachers and your once only opportunity?

.....

Who is someone you know who has made the most of their teachers and schooling. How did they do it?

.....

*How could the resilience skill, Empathy, help you to do this? [pg 125]*

Relationships + empathy

TEACHER INTENTIONS

**WHY:** by understanding each of your teacher's intentions for their subjects and mirroring it in your mindsets and commitment, you will provide yourself with one of the most powerful and effective ways to challenge your best self.

**HOW:** watch how they enter the class, the way they deliberately use verbal tones and body language to emphasise points, and how passionate they are about teaching their subjects. Raising your self-awareness to take in all of these aspects about your teachers, will enable you to optimise your mirror neurons to learn at a more executive thinking level.

Acknowledgement: Wentzell & Caldwell

**DO:** for each of your teachers, how do they signal their intentions for their lessons?

.....

When is a time you have felt totally in sync with your teachers in class?

.....

*How could the resilience skill, Empathy, help you to do this? [page 119]*

Mindfulness Time

**LIFE'S BACKPACK.** Think of four people, places, pets or things that are important to you and why. Then pack your imaginary life backpack and carry it around with you everywhere you go.

Who and what is in your life backpack?

1. ....

2. ....

3. ....

4. ....

Mindfulness Time

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

Calm

What went well this week?

1. ....

2. ....

3. ....

Character strength

Use **HONESTY** to do **STRENGTHS BOOSTER FRIENDS' STRENGTHS** on page 126.

Week 22

Meaning + purpose

NATURE EFFECT

**WHY:** by discovering the amazing benefits to both your physical and mental health and wellbeing by being outside with nature every day, you will be able to make good choices as to how you spend your leisure time.

**HOW:** when in green spaces, you are more alert, less anxious and your memory functioning improves, leading to better learning outcomes at school. By reducing your time on electronic leisure, and increasing time with nature, your best self will shine through.

Acknowledgement: Coley & Kuo

**DO:** where are green places you could exercise and have fun with friends enjoying nature?

.....

When are times you could put down your phone, walk outside and experience sunlight and fresh air?

.....

*How could the resilience skill, Regulating Emotions, help you to do this? [pg 125].*

Meaning + purpose

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**WHY?:** by being outdoors surrounded by nature's beauty, breathing in fresh air and having a daily dose of vitamin D from sunlight, you will enjoy a healthy state of mental and physical health.

**HOW:** be aware of the amount of time you are spending indoors on electronic communication and leisure; too much saps your creative energies. A beneficial strategy is to find a comfortable and quiet area outside to study and be with nature several times every week. Also, instead of meeting friends in shopping centres, meet in parks and go bush walking to feel fully alive.

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**DO:** what parks and outside places can you meet with your friends to feel the vibrance of fresh air and sunlight?

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What are three special places outdoors for you and also, where could you study outside?

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*How could the resilience skill, Regulating Emotions, help you to do this? [page 118]*

Leadership Week

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength **LEADERSHIP**, to grow relationships with your family, friends and school community.

(Leadership Week worksheet and Leadership Wellbeing Award are in Individual Resources of [www.learningcurve.com.au](http://www.learningcurve.com.au))

Leadership Strengths Week

John Maxwell once shared, "a leader is someone who knows the way, goes the way, shows the way." What are three ways you can give of yourself, to lead and empower others to become their best selves?

1. ....

2. ....

3. ....

What went well this week?

1. ....

2. ....

3. ....

Character strength

Use **LEADERSHIP** to do **WELLBEING FITNESS CHALLENGE MUSIC MAGIC** on page 130.

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**WEEK 23 – TAKING NOTES AND REVIEWING**

*Parent Wellbeing: A great daily mindfulness challenge, which will connect you with yourself and the moment, is to pause, look for and notice at least one thing different about every day. You are focused and not just drifting along. Choosing to do this every day, will raise your self-awareness of what is happening around you and to you.*

Note Taking should be much more than purely writing, and there are more effective and intelligent ways to do so. Optimal learning occurs when students relate it to what they already know, use both sides of their brains to gather information by hearing, seeing, feeling and sensing it using their dominant Multiple Intelligences, Learning Styles and drawing idea maps, using thinking tools, making lists, creating flowcharts and using abbreviations. Google the Cornell method for taking notes.

When taking notes in class, many students try to write down everything that the teacher says and consequently, find great difficulty keeping up, which in turn, puts them under pressure and tests their resilience to stay focused and engaged. For many students this leads to anxious feelings. Every night they need to spend 5 minutes revisiting their notes on what they learned that day in each subject.

The 80/20 Principle is an effective listening and note taking technique, and involves listening attentively for 80% of the time and writing/ posing questions/ recording/ drawing for 20% of the time. Encourage senior student to use the Cornell Process when taking notes.

Creating questions about what they are listening to, engages their brains to explore and search for meaning and patterns in their prior knowledge, which is real learning. Encourage them to use the character strengths open-mindedness, perspective and curiosity in their note taking.

*Acknowledgement: Wade & De Bono*

*"I hear and I forget, I see and I remember, I do and I understand." Confucius*

**WEEK 24 – STRESS: A TWO WAY STREET**

*Parent Wellbeing: A sense of purpose sets your moral compass and enables you to believe that the many little things you do every day add up to make a positive difference. What are little things you do on most days which make a positive difference? What would happen if you didn't do these things and who would be affected?*

Most students will experience uncomfortable times during their schooling, where they feel pressure from learning demands, relationship issues and concerns about their own self-image. This is negative stress, called distress, and causes anxiety, anger and depression to drain emotional energy and raise self-doubts to focus on negatives. It can be overcome by encouraging them to act immediately to use coping strategies to self-calm themselves and share their concerns with one of their champions. On the other hand, there is positive stress, called eustress, which supports their emotional wellbeing through feeling frequent positive emotions. This is good stress and it supplies the energy to enjoy life, be optimistic and hopeful for the future.

**Distress** signals fall into three categories, which when combined affect your state of wellbeing:

**Physical:** trembling, dizziness/headaches, skin disorders, pounding heart, breathlessness, tiredness.

**Emotional:** anxiety, anger, depression, ill temperament, panic, lack of interest/ boredom.

**Behavioural:** disturbed sleeping patterns, frequent distraction, forgetfulness, abnormal eating habits.

An excellent strategy, which raises their self-awareness when distress is starting to creep up on them, is to draw an outline of their body and write in their warning signals where they feel them. When they notice them, pause, take a deep breath and begin using self-calming approaches such as mindfulness activities and colouring in. *Acknowledgement: McQuaid & Kern*

*"Your life is what your thoughts make it." Marcus Aurelius*

# Week 23

<b>MIDDLE PLANNER</b>	<b>SENIOR PLANNER</b>
<b>PAGE 56</b>	<b>PAGE 56</b>

### Accomplishment + optimism

#### TAKING NOTES AND REVIEWING

**WHY:** by learning how your brain creates patterns when you learn, and how it needs to revisit them, you will be able to take good notes and review often.

**HOW:** to create patterns, rule a page in half vertically. In your own words, write what your teacher says on the right and draw how it connects to what you know on the left. Then, for five minutes in each subject, review your notes every night.

**DO:** what could be three benefits to taking notes and reviewing this way?

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

When is a time you learned something in class and after three days had forgotten most of it?

\_\_\_\_\_

How could the resilience skill, Thinking Flexibly, help you to do this? (page 125)

### Accomplishment + optimism

#### NOTES, PATTERNS AND REVISING

**WHY:** by accepting that senior schooling is a once only opportunity for you to put your best foot forward, you will optimise the way you take notes and revise.

**HOW:** Cornell Notes (see page 145) uses both sides of your brain when notetaking and effectively creates patterns for your brain to look for. Rule up your page using the Cornell Notes method and take notes in each of the sections. A low yield way to revise every night in each subject is to just reread work. The very best way is to teach a friend about the work.

**DO:** What are the Cornell Notes sections that you could use for notetaking?

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

How do you revise what you have learned in each subject when you arrive home?

\_\_\_\_\_

How could the resilience skill, Thinking Flexibly, help you to do this? (page 118)

### Resilient Me: I am enough

Describe, draw, discuss or role play... Starting every day by writing down what I am looking forward to most to notice different things. What are three other positive things that I could do to add to my resilient self?

Looking forward: Y or N? Why?

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

### Resourceful Me: I adapt

To get done what you need to get done requires you to prioritise your Musts and Options. For a typical week summarise your Musts and Options (page 149 or website). What are three things you could adjust?

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

### What went well this week?

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

### What went well this week?

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

### Character strength

Use SOCIAL-INTELLIGENCE to do STRENGTHS BOOSTER MOVIE STRENGTHS on page 128.

### Study Tip

When listing your Musts and Options also write down possible time wasters.

# Week 24

<b>MIDDLE PLANNER</b>	<b>SENIOR PLANNER</b>
<b>PAGE 60</b>	<b>PAGE 60</b>

### Health + strengths

#### STRESS

**WHY:** by understanding that there are two types of stress, distress and eustress, you will be more able to control your emotions.

**HOW:** eustress, is good pumped up stress, which puts you in the zone to be more creative and make more connections. Distress, is bad draining stress, which makes you feel anxious and worried. Often, you can turn distress into eustress by using coping strategies, such as self-talk, colouring in, exercising or doing mindfulness activities.

**DO:** when is a time you felt really pumped up with eustress?

\_\_\_\_\_

What are two coping strategies you use or could use to reduce distress?

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

How could the resilience skill, Controlling Impulses, help you to do this? (pg 125)

### Health + strengths

#### STRESS: A TWO WAY STREET

**WHY:** by understanding that your mindset determines whether you make stress work for you or against you, you will be more likely to choose growth orientated ones.

**HOW:** when you look for positives in what you are doing and are on the lookout for more intelligent ways to learn and study, stress will be working for you. On the other hand, when you just go through the motions every day doing same old, and avoid challenging your best self, stress will begin to creep into your thoughts and feelings. Choose to be daring in your senior years.

**DO:** what are three more intelligent ways to make your best better?

\_\_\_\_\_

What is something that you can do today to make stress work for you to pump you up with positive emotions?

\_\_\_\_\_

How could the resilience skill, Controlling Impulses, help you to do this? (page 118)

### Respectful Relationships

To make better choices, ask yourself, is it safe? Could anyone be hurt? Is it legal? How will it affect others? How will you feel about it afterwards? Is it right for you?

What are two strengths and two emotions you could use to help you to do this?

**Strengths**

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

**Emotions**

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

### Mindful Colouring In

### What went well this week?

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

### What went well this week?

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

### Character strength

Use PRUDENCE to do WELLBEING FITNESS CHALLENGE ADVENTURE EAT on page 130.

### Study Tip

Avoid studying late at night; your effective output for your input is very low.



**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 26 – JOY OF MISSING OUT : FOMO AND JOMO**

*Parent Wellbeing: It is the frequency of positive emotions which is the best builder of your wellbeing. A great way to feel positive, is when someone does something kind for you, go out of your way to pay it forward to at least three other people. They will probably pay it forward to feel good also.*

**WEEK 25 – CIRCULATING POSITIVES**

*Parent Wellbeing: Being able to control your impulses is an important resilience skill to develop in yourself, to avoid reacting to the frequent things that trigger your emotions. When you are calm, write what these triggers are and what self-calming activities will use immediately that you notice the triggers appear. Respond rather than react.*

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

Teaching students how to prolong and relive the positive feelings from magic moments and look forward to upcoming events, are effective ways to build their wellbeing. Being able to do this is called savouring.

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

When things are not going as well as they could for students and they are despondent, encourage them to relive their special moments, by asking them to tell you their story about a special event that happened in their lives. Then use active constructive responding to ask them to tell you more several times. They will soon bounce back to be more positive **Acknowledgement: Bryant & Veroff**

Addictions are associated with feeling anxious and experiencing low moods. Many of the addictive behaviours from a decade ago, such as underage drinking, smoking and sexual experimentation have nearly halved, but anxiety and depression have more than doubled. What has occurred is that new more powerful addictions have been created, those being social media and gaming. The other issue is that many parents are attempting to assist their children with these new addictive behaviours, using strategies that aren't effective for them.

It was once said, doing the same things and expecting different results is insanity. Fear Of Missing Out (FOMO) has become such a powerful problem, because so many young people can't help themselves and are connected 24/7 to not miss out on what is happening in their peer group. These behaviours often lead to upsetting outcomes.

A strategy well worth trying is discussing with students the value of Joy Of Missing Out (JOMO). Essentially, it is about feeling joyful because they choose to not be immersed in the pretend world of social media, where much of what is posted and communicated is about how people would like to be, not how they actually are. JOMO enables students to break the mindless social media addiction through experiencing positive emotions because they are missing out the fake stuff.

**Acknowledgement: Losada & Fredrickson**

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

*"History is the record of an encounter between character and circumstances." Donald Creighton*

# Week 25

**MIDDLE PLANNER PAGE 62**

## Positive emotions + gratitude

**GOOD TIMES**

**WHY:** by understanding that positive emotions build your wellbeing, you will be able to focus yourself on good times you have had, are having now or planning for the future. This is called savouring.

**HOW:** you can influence your own feelings of happiness by making the effort to keep positive emotions circulating in you by savouring. You can do this by writing journals, planning things you will do and taking photos to look at later.

Acknowledgement: Bryant & Veroff

**DO:** what are past, present or future times which you could start savouring often to feel good?

When are times that you could use savouring to overcome anxious and low moods?

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

**SENIOR PLANNER PAGE 62**

## Positive emotions + gratitude

**CIRCULATING POSITIVES**

**WHY:** by savouring your special experiences often, you will continually self-generate positive emotions to keep them circulating in yourself.

**HOW:** to do this, ask yourself the following questions. What are you really looking forward to? What is something fabulous that is happening right now? What is a special experience which filled you with joy? Your answers ensure that feel good brain chemicals are released into your bloodstream to build your state of wellbeing. The opposite is also true of focusing on bad experiences. Choose to savour to live life to its fullest.

Acknowledgement: Bryant & Veroff

**DO:** how can you identify when you need to savour to lift your spirits through positive emotions?

What are your special experiences from the past, happening now and looking forward to in the future?

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

## Mindful Colouring In

## Respectful Me: I share

Senior school is a marathon and you need to keep encouraging yourself to achieve your goals. Self-talk is an effective way to stay optimistic. What are three I can and I will self-talk statements you could use?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Character strength

Use **TEAMWORK** to do **STRENGTHS BOOSTER SPORTING STRENGTHS** on page 129.

# Week 26

**MIDDLE PLANNER PAGE 64**

## Engagement + mindfulness

**FOMO AND JOMO**

**WHY:** by realising the power that the short term pleasure brain chemical, dopamine, has on your thinking and behaviours, you are more able to choose JOMO (Joy Of Missing Out) instead of FOMO (Fear Of Missing Out) to not engage online.

**HOW:** many people live for the constant dopamine hits they feel from opening everything on social media. Over time this develops into a fear of missing out. JOMO enables you to feel great without dopamine.

Acknowledgement: Losada & Fredrickson

**DO:** if you are someone who loves the dopamine hits and FOMO, how do you relate to real people in real time?

What do you think could be three benefits from being strong enough to choose JOMO often?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How could the resilience skill, Self-Belief, help you to do this? (pg 125)

**SENIOR PLANNER PAGE 64**

## Engagement + mindfulness

**JOY OF MISSING OUT**

**WHY:** by accepting that social media has a dark side, providing opportunities for a minority to anonymously bully, post fake images to make others jealous and be generally unkind, you will be more likely to use JOMO, Joy Of Missing Out.

**HOW:** JOMO is choosing to remove yourself several days each week from this unpleasant cycle by deliberately not opening every post and message. It won't take long for you to experience the positive feelings that come from the Joy of Missing Out. Also, having a rest from social media gives you more time to enjoy real friends.

Acknowledgement: Losada & Fredrickson

**DO:** How could JOMO help you to communicate more in person with others?

How will social media help you to become the person who you wish to become?

How could the resilience skill, Self-Belief, help you to do this? (page 119)

## Mindfulness Time

**GOING HOME:** Close your eyes and pretend you are travelling home from school. Focus on every turn, every time you must stop and start for the whole way home. What are four things that you notice on the way home on most nights?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Mindfulness Time

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

The Learning Curve™  
Wellbeing Program

## What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Character strength

Use **CURIOSITY** to do **WELLBEING FITNESS CHALLENGE BRAIN STRETCH** on page 131.



**WEEK 27 – FEELING YOU BELONG**

*Parent Wellbeing: Your core values are what you stand for as a person, so you can live a good life with a sense of purpose. Your top character strengths bring your core values to life. Write down what you believe three of your core values are and which of your the strengths you could use to action them.*

The single biggest influence in students and ourselves having a healthy state of wellbeing, is to experience frequent positive emotions through having strong feelings of social connectedness; feeling a sense of belonging. Strengths for Relationships weeks every term, provide students, parents and teachers with opportunities to share and care with each other. Key ingredients for respectful relationships are:

**Connected** by sharing and communicating equally and openly to experience positive emotions and oxytocin.

**Protected** by having optimism and hope that your relationship will protect you physically and emotionally.

**Respected** by thinking others value all of you, including your strengths, shortcomings and feelings, to experience serotonin.

Building wellbeing through frequent little positive actions is the key to the school community looking to the future with hope. These could include: welcoming gestures, smiles, hellos, pats on the back, friendly texts, saying thank you and sorry, asking how they are feeling, giving compliments, doing five minute mindfulness activities, using positive self-talk, doing selfless acts of kindness, sharing their strengths to help someone overcome a challenge, choosing two positive personal descriptors to live by each week, spotting different ways of thinking in themselves and others, monitoring their and others' emotions, using assertive language when they need to and recognising when they need to seek help. *Acknowledgement: Wade & Walsh*

*"Fortune favours the prepared mind." Louis Pasteur*

**WEEK 28– GOOD LIVING : ETHICAL LIVING**

*Parent Wellbeing: Gilbert Chesterton once said, "there are no uninteresting things, only uninterested people." To develop interest in yourself to be appreciative of the normal and sometimes boring things in your life, pause, take notice, be curious, pay attention to the present moment. Do boring in an interested and mindful way adds stimulating sparks to your life.*

To quote Howard Gardner from his book Five Minds, "I have nothing against excellence, but at the end of the day, the world doesn't need more of the brightest and the best, but more of those of good character." The five minds he describes are the creative, critical, synthesising, respectful and ethical minds.

For over a decade, teachers and school leaders have been forced into the relentless pursuit of literacy and numeracy through standardised testing, has seen insufficient time devoted to building students' social-emotional resilience, wellbeing, ethical mindsets and the capacity to nurture respectful relationships. This has seen a huge escalation in student mental health and relationship issues. It's time to put wellbeing ahead of data collection.

Teaching students about what living ethically looks like, sounds like and feels like, will sow the seeds to strengthen their characters. These include acting in ways which they know will benefit their and others' wellbeing because they matter, and making choices based on what their minds tell them is the right thing to do for them. Also, not doing something for personal, material or prestige gain at the expense of others, being grateful for good things that happen and using their top strengths in their every thought, word and action to do good to feel good.

*Acknowledgement: Kabat Zinn & Sinek*

*"Our characters are a result of our conduct." Aristotle*

# Week 27

<b>MIDDLE PLANNER</b> PAGE 66	<b>SENIOR PLANNER</b> PAGE 66
<div style="text-align: center;"> </div> <p><b>Relationships + empathy</b></p> <p><b>FEELING YOU BELONG</b></p> <p><b>WHY:</b> by understanding how our ancestors relied on and enjoyed working together in tribes to survive, you will see why feeling that you belong to groups of people is so important for your wellbeing.</p> <p><b>HOW:</b> the two powerful brain chemicals are released into your system when you feel valued and loved by others, which are long lasting natural highs you share when in person with other people. Social media doesn't provide these long term highs for you.</p> <p><small>Acknowledgement: Dutton, Diener &amp; Biswas-Diener</small></p> <p><b>DO:</b> when are times you have felt strong feelings of belonging to other people?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What are three things you could start doing to live more ethically?</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Connecting with Others, help you to do this? (pg 125)</i></p>	<div style="text-align: center;"> </div> <p><b>Relationships + empathy</b></p> <p><b>SENSE OF BELONGING</b></p> <p><b>WHY:</b> by understanding that you are hard wired to be at your best when being together with other people, you will be more likely to seek in person interactions with others.</p> <p><b>HOW:</b> biologically, the human race has evolved to be rewarded for doing this through the wonderful neurotransmitters, serotonin and oxytocin. As such, feeling that you belong to a number of groups is central to your wellbeing. Deliberately make the effort to spend time with other people, even when you don't feel like it, because other people matter. Social media can't do this.</p> <p><small>Acknowledgement: Dutton, Diener &amp; Biswas-Diener</small></p> <p><b>DO:</b> what different groups could you spend more time with to meet other people?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Who are people in your life who really give you a lift when with them?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Connecting with Others, help you to do this? (page 119)</i></p>
<div style="text-align: center;"> </div> <p><b>Hope Week</b></p> <p>This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength <b>HOPE</b>, to grow relationships with your family, friends and school community.</p> <p><small>(Hope Week worksheet and Hope Wellbeing Award are in Individual Resources of <a href="http://www.learningcurve.com.au">www.learningcurve.com.au</a>)</small></p> <p><b>What went well this week?</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>Character strength</b></p> <p>Use <b>HOPE</b> to do <b>STRENGTHS BOOSTER WORKING STRENGTHS</b> on page 129.</p>	<div style="text-align: center;"> </div> <p><b>Hope Strengths Week</b></p> <p>Desmond Tutu once shared, "hope is being able to see that there is light despite all of the darkness." What are three pathways forward you hope will enable you to influence your own future?</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>What went well this week?</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>Study Tip</b></p> <p>Spontaneous study approaches don't work. Be smart and create a timetable.</p>

# Week 28

<b>MIDDLE PLANNER</b> PAGE 68	<b>SENIOR PLANNER</b> PAGE 68
<div style="text-align: center;"> </div> <p><b>Meaning + purpose</b></p> <p><b>GOOD LIVING</b></p> <p><b>WHY:</b> by accepting that living a good life involves you doing what your mind says is the right thing for you to do, and valuing other people you will be able to make a positive contribution to the community in which you live. This is called ethical living.</p> <p><b>HOW:</b> be on the lookout to recognise people who live this way because of the natural way they give to help other people. Be one of them.</p> <p><small>Acknowledgement: Frankl, Kabat Zinn &amp; Sinek</small></p> <p><b>DO:</b> who are people you know who live in ethical ways and how do they show it?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What are three things you could start doing to live more ethically?</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Empathy, help you to do this? (pg 125)</i></p>	<div style="text-align: center;"> </div> <p><b>Meaning + purpose</b></p> <p><b>ETHICAL LIVING</b></p> <p><b>WHY:</b> when you use your strengths to do the right thing and do the thing right, you will live an ethical life that matters, and avoid acting for personal gain.</p> <p><b>HOW:</b> think about adults you know who consistently put other people before themselves to make a positive difference to their communities. They listen to what their minds tell them is the right thing for them to do. Do you do this, or do you put your own needs before those of others? Your and others' wellbeing will grow when you choose to be ethical.</p> <p><small>Acknowledgement: Frankl, Kabat Zinn &amp; Sinek</small></p> <p><b>DO:</b> do you feel more satisfied doing good for others to feel good, or doing things to benefit yourself and why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What are situations in your life where you really need to listen to what your mind tells you is the right thing for you to do?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right; font-size: 0.8em;"><i>How could the resilience skill, Empathy, help you to do this? (page 119)</i></p>
<div style="text-align: center;"> </div> <p><b>Resilient Me: I am enough</b></p> <p>Describe, draw, discuss or role play... Avoiding allowing myself to fall into the emotional traps of blaming, exaggerating and catastrophising.</p> <p>What are four situations where I need to be careful to not fall into these emotional traps?</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p>4. ....</p> <p><b>What went well this week?</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>Character strength</b></p> <p>Use <b>HUMOUR</b> to do <b>WELLBEING FITNESS CHALLENGE HIDDEN PEOPLE</b> on page 131.</p>	<div style="text-align: center;"> </div> <p><b>Resourceful Me: I adapt</b></p> <p>Creating your own study timetable, a contract with yourself, is necessary to achieve your goals. See sample timetable on page 150 for ideas and then create your own on page 151. What are three benefits of using a study timetable?</p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>What went well this week?</b></p> <p>1. ....</p> <p>2. ....</p> <p>3. ....</p> <p><b>Study Tip</b></p> <p>Seek out and speak to students who studied your subjects last year.</p>



**SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE**  
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**  
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 Available online <http://learningcurve.com.au>  
 User **MLSHS** Password **MLSHS6050**

**WEEK 29 – RESILIENT MINDSETS**

*Parent Wellbeing: The gold standard way to feel uplifting positive emotions is sharing time with other people and feeling a strong sense of belonging. You need to keep your evolutionary tribal needs satisfied to experience the wonderful natural highs you experience from the powerful brain chemicals, serotonin and oxytocin. Choosing to be socially connected is a great choice.*

Students' mindsets are the keys to them showing a preparedness to stretch themselves by practising more difficult concepts around what they are learning. When they do, they will probably make mistakes, which they can fix through seeking feedback and learning new more intelligent approaches to correct them. This is when students' brains' abilities grow. Their mindsets are on a continuum, ranging from fixed/avoidant, through growth to resilient/gritty.

Students who possess fixed/avoidant either feel that there is nothing they can do to develop themselves or they avoid challenges for fear of failure. They can move towards growth through encouragement to try things and learn from mistakes. When they learn to accept that mistakes are really stepping stones, they are on the way. Students who possess mindsets in the Growth to Resilient/Gritty range accept they their brains rewire themselves after every experience, and as such, they view mistakes as opportunities to grow their brains. In short, they fail well. At the top end of the range, students tap into an amazing personal quality called grit. Grit = passion + long term persistence + selfregulation. It is that X-factor of resilience which enables them to push through when they think we can't. Grit and socialconnectedness are the two most powerful predictors of student success.

Acknowledgement: Duckworth, Dweck & Ericsson

*"Motivation is what gets you started. Habit is what keeps you going." Jim Ryun*

**WEEK 30– SELF-COMPASSION**

*Parent Wellbeing: Your breathing is the key ingredient in you feeling calm and confident. Try this to feel great. For 10 deep breaths, inhaling through your nose and exhaling through your mouth, stand up and imagine there is an invisible wire holding your head upright, push your shoulders back and tighten your buttocks. Do this several times daily.*

Good questions to ask yourself and students are, "do you treat yourself as well as you treat other people?" and, "when you say yes to other people, are you really saying no to yourself?" Being kind to yourself isn't being selfish, it's valuing your greatest asset, you. Research has shown that showing self-kindness and self-compassion results in optimism and hope for the future, better problem solving and critical and creative thinking abilities and less anxiety. Impress upon students that they are their own greatest assets.

Strategies to use with students to build their willingness to be self-kind could include:

- write down achievements they are proud of, how they felt and the strengths they used.
- enjoy JOMO and give social media a rest often. Reading others' fake messages often creates uncomfortable social comparisons.
- write a positive mantra to live by each week, e.g. I will do five kind acts for others today to build their wellbeing.
- use encouraging self-talk and bin the self-put down thoughts.
- journal what they are looking forward to and what they are grateful for.
- exercise daily, eat healthy, sleep for at least 9 hours and look on the bright side of life.
- spend quality time with positive people and nature every day.
- Write down their goals and break them up into two week self-expectations.

Acknowledgement: Neff, McGehee & Ford

*"I am I said." Neil Diamond*

Week 29

MIDDLE PLANNER	PAGE 70
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Accomplishment + optimism

GROWTH MINDSET AND GRIT

**WHY:** by believing that you can grow your brain's abilities by stretching your efforts, and having the persistence to achieve something you are really passionate about, your state of wellbeing will soar.

**HOW:** acting with grit and showing growth mindsets are two behaviors which will enable you to use your strengths to become who you want to become. There are no shortcuts to accomplishing anything worthwhile, so it makes great sense to tap into these two.

Acknowledgement: Duckworth & Dweck

**DO:** what is something that you are passionate about achieving?

\_\_\_\_\_

\_\_\_\_\_

What determined actions do you have to take to grow your brain's abilities to achieve it?

\_\_\_\_\_

\_\_\_\_\_

*How could the resilience skill, Self-Belief, help you to do this? (pg 125)*

Accomplishment + optimism

RESILIENT MINDSETS

**WHY:** by understanding that senior students tend to adopt one of two mindsets, you will choose wisely.

**HOW:** Fixed/Avoidant – either they don't believe that they can do anything to develop themselves or they avoid anything which challenges them for fear of failing. Resilient/Gritty – is more than just a growth mindset. While they believe that they can grow their brain's abilities through learning more intelligent things, they also are prepared to passionately persist to overcome challenges to achieve their goals. Resilient mindsets require long term self-regulation to control your emotions and impulses and a strong sense of purpose.

Acknowledgement: Duckworth & Dweck

**DO:** what aspects of a resilient mindset do you believe you possess and those that you need to work on?

\_\_\_\_\_

\_\_\_\_\_

What can you do to challenge yourself more to risk failure to achieve your goals by adopting a resilient mindset?

\_\_\_\_\_

\_\_\_\_\_

*How could the resilience skill, Self-Belief, help you to do this? (page 119)*

Mindful Colouring In

Respectful Relationships

To become the person you want to be, use positive self-talk to contest negative mind chatter. Create four positive self-talk "I can and I will" statements.

- I can and I will \_\_\_\_\_

What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Character strength

Use SENSE OF MEANING to do STRENGTHS BOOSTER BREATHING STRENGTHS on page 129.

Respectful Me: I share

Your vision of the person who you want to become is a powerful motivator to be self-determined. From Positive Personal Descriptors on page 132, what are five which will best describe that person.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Study Tip

Put your mobile on flight mode while studying; use JOMO (Joy Of Missing Out).

Week 30

MIDDLE PLANNER	PAGE 72
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Health + strengths

KIND TO YOU

**WHY:** by understanding that when you treat yourself with the kindness as you would treat a good friend who was struggling, you will have greater optimism, problem solving abilities, lower anxiety and avoidance in trying harder tasks.

**HOW:** a big part of being kind to yourself is using positive self-talk, using JOMO to have a break from social media, carefully looking after the Big Four and savouring your most proud achievements often; you are worth it!

Acknowledgement: Niemiec, Neff & McGehee

**DO:** what is something that you love doing which you should do more often to be kind to yourself?

\_\_\_\_\_

\_\_\_\_\_

Who are people you love being with who bring out the best in you?

\_\_\_\_\_

\_\_\_\_\_

*How could the resilience skill, Empathy, help you to do this? (pg 125)*

Health + strengths

SELF-COMPASSION

**WHY:** by understanding that being kind to yourself is not about giving into your every wish, but rather being proud of your strengths and abilities, you will be prepared to give yourself every chance to use them to their optimum.

**HOW:** Aristotle once said that the most important relationship you need to develop is the one with yourself. Holding grudges and refusing to say sorry or forgive, are effectively tying emotional knots in your heart that weigh you down. Show self-compassion to yourself, so that you can challenge your best self to grow personally and academically.

Acknowledgement: Niemiec, Neff & McGehee

**DO:** what areas of your life do you need to treat yourself with more self-compassion?

\_\_\_\_\_

\_\_\_\_\_

How can spending more time with your special friends and using JOMO help you to be kinder to yourself?

\_\_\_\_\_

\_\_\_\_\_

*How could the resilience skill, Empathy, help you to do this? (page 119)*

Mindful Colouring In

Respectful Me: I share

Your vision of the person who you want to become is a powerful motivator to be self-determined. From Positive Personal Descriptors on page 132, what are five which will best describe that person.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Character strength

Use KINDNESS to do WELLBEING FITNESS CHALLENGE BRIGHT AND LIGHT on page 131.

Respectful Me: I share

Your vision of the person who you want to become is a powerful motivator to be self-determined. From Positive Personal Descriptors on page 132, what are five which will best describe that person.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What went well this week?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Study Tip

Put your mobile on flight mode while studying; use JOMO (Joy Of Missing Out).



**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.

**SCHOOL OF FREESTYLE MARTIAL ARTS**

14 Government Road Nedlands 6009  
**WE ARE OFFERING 2 WEEKS OF FREE CLASSES!**



**GET FIT, PUSH YOURSELF TO YOUR LIMITS, LEARN TO DEFEND YOURSELF AND HAVE A WHOLE LOT OF FUN!**

**YOU DONT HAVE TO BE GREAT TO START BUT YOU HAVE TO START TO BE GREAT**

	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

**When children can work** - Over the school holidays many young workers will have been keen to earn some extra money by working during the break, but in Western Australia there are restrictions on where and when children under 15 can work.

Employers, parents and young workers need to know that children who are 13 or 14 can only work in a shop, fast food outlet, café, restaurant or deliver newspapers or other advertising material.

There are restrictions on working hours for children of this age that apply during school holidays as well as term time. For full details on the restrictions on when children can work, visit the When children can work in Western Australia page or contact Wageline on 1300 655 266.

**LADIES SELF DEFENCE WORKSHOP**

**EARN IMPORTANT SELF DEFENCE TECHNIQUES IN A SAFE, RESPECTFUL AND FUN ENVIRONMENT!**

SUITABLE FOR AGES 16+  
 \$15 FOR A TWO-HOUR WORKSHOP  
 ALL PROCEEDS DONATED TO ZONTA HOUSE WOMENS REFUGE.

**14 GOVERNMENT ROAD, NEDLANDS @12:30 PM TO 2:30 PM**

Follow this link to purchase your ticket!  
<https://www.eventbrite.com.au/e/ladies-self-defence-workshop-tickets-156213164781>

Humanities Business Science Education

**2021 Open Day**  
 17 July

**SHERIDAN**  
 INSTITUTE OF HIGHER EDUCATION

This event will serve as a great opportunity for local high school students to get to know our highly qualified and caring faculty and our range of undergraduate courses.

Educational professionals are also welcome to attend and inquire about Sheridan's Master of Education.

You will see our four faculties in action on that day!

Date: Sat, 17 July 2021  
 Time: 10.30am – 1.30pm  
 Location: Unit 1, 10 Nash Street, Perth WA 6000  
 Fee: Free Entry

Eventbrite link: <https://www.eventbrite.com.au/e/sheridan-open-day-2021-tickets-150001134431>



**MURDOCH UNIVERSITY OPEN DAY**

The 2021 Murdoch University Open Day will be held on Sunday 18 July from 10.00am-4.00pm. It will be a different format than previous years, commencing with a 'Welcome' session available at five different times on the day, followed then by a range of break out tours and presentations.

Due to Covid19 restrictions, registration is essential to reserve a ticket to attend Open Day.

<https://www.murdoch.edu.au/study/open-day/>

Attendance is free



**Due to limited capacity, Year 12s are encouraged to register early at:**

<https://www.eventbrite.com.au/e/murdoch-open-day-2021-tickets-154668099449>



## 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.



# JAN de JONG

MARTIAL ARTS • FITNESS

## School Holiday Self Defence Courses

**Tuesdays to Fridays 1.30pm to 3.30pm**  
**8 hours over 4 days**

**6<sup>th</sup> to 9<sup>th</sup> July**  
 or  
**13<sup>th</sup> to 16<sup>th</sup> July**

These courses do not require experience and are suitable for any level of experience, for existing students, returning students and new students. Groups will be split depending on age. Suitable for girls and boys.  
 \$256 for 8 hours (over 4 days), Single-day \$75.

Held at LeisureFit Melville, cnr Canning Hwy and Stock Rd.

Jan de Jong Martial Arts Fitness has been teaching in Perth since 1952.

*"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.



9321 8685 [www.jandejong.com.au](http://www.jandejong.com.au) [info@jandejong.com.au](mailto:info@jandejong.com.au)



**COMMUNITY NOTICES**

The following information is presented as a service to parents/guardians, however Mount Lawley SHS does not recommend, endorse or promote these providers.

**SCHOOL HOLIDAY BASKETBALL CAMPS // GOT GAME BASKETBALL IS EXCITED TO OFFER THEIR FIRST EVER SCHOOL HOLIDAY CAMPS!**

We offer youth of different ages and skill levels the opportunity to boost their confidence and self-esteem through basketball.

Sessions are coached by Josh Weir; one of WA's leading junior development coaches; and work towards using basketball to help kids apply the importance of teamwork, and build positive life skills, all while developing and refining their basketball skills.

Register via the Got Game Basketball website [www.igotgame.co/school-holiday-camps](http://www.igotgame.co/school-holiday-camps) Facebook & Instagram - @igotgame.co

**Camp Duration:** 2 Days / 3 hours each day

**Location:** Choice of a North (Sorrento) or Central (Perth) location

**Course Outline:**

- Unique skills & drills
- Shooting & Finishing Techniques
- Gain a better understanding of the "why" of skills and concepts
- Individual Offensive skills - dribbling, passing, footwork, spacing, timing
- Individual Defensive skills - rebounding, positioning and footwork
- Playing small-sided games (2x2 / 3x3) to improve decision making
- The importance of a positive and strong "mental game", both on and off the court

**Cost:** \$100 per person for 2 consecutive days (6 hours of training)  
(\*minimum of 10 athletes per age group required\*)

Please find dates and times for each age group.

The poster features a central logo with a basketball hoop and the text 'GOT GAME BASKETBALL'. The background is decorated with diagonal stripes and repeating text 'SCHOOL HOLIDAY CAMPS'. It details two camps: Camp 1 at Sacred Heart College and Camp 2 at Trinity College, listing age groups and schedules.

Camp	Location	Age Group	Day 1	Day 2
CAMP 1	SACRED HEART COLLEGE	BOYS	8, 9, 10 Years Old	Monday, 5th, July - 9am-12pm Tuesday, 6th July - 9am-12pm
		11, 12, 13 Years Old	Monday, 5th, July - 1pm-4pm Tuesday, 6th July - 1pm-4pm	
		GIRLS	8, 9, 10 Years Old	Wednesday, 7th July - 9am-12pm Thursday, 8th July - 9am-12pm
		11, 12, 13 Years Old	Wednesday, 7th July - 1pm-4pm Thursday, 8th July - 1pm-4pm	
CAMP 2	TRINITY COLLEGE	GIRLS	8, 9, 10 Years Old	Tuesday, 13th, July - 9am-12pm Wednesday, 14th July - 9am-12pm
		11, 12, 13 Years Old	Tuesday, 13th, July - 1pm-4pm Wednesday, 14th July - 1pm-4pm	
		BOYS	8, 9, 10 Years Old	Thursday, 15th July - 9am-12pm Friday, 16th July - 9am-12pm
		11, 12, 13 Years Old	Thursday, 15th July - 1pm-4pm Friday, 16th July - 1pm-4pm	



**THE LANGUAGE PARENT SUPPORT GROUP'S WINE SALE IS HAPPENING AGAIN!**  
**As before, we have partnered with the award winning Margaret River Howard Park/Mad Bay winery to raise funds to support the Languages Department's work for ALL language students at Mount Lawley SHS.**

**Cases of 6 or 12 (sorry, no mixed cases), and optional free "contactless" delivery if you live in the MLSHS catchment. See flyer below for details – orders to be placed by next Sunday, 4th July.**

**Mount Lawley Senior High School P&C Assoc.  
 Languages Parent Support Group  
 WINE SALE**

We support all languages programs available at the school and funds raised benefit all languages students at MLSHS.

Please support this "contact free" fundraising effort by the P&C.



Mad Bay wines from WA are made by the makers of Howard Park and MadFish wines. Enjoy them with confidence!

**2018 Mad Bay Sauvignon Blanc Semillon**

*The classic WA blend. Lively, fresh, crisp and tropical*

**2018 Mad Bay Unwooded Chardonnay**

*GOLD Medal winner! Enjoy with flavours of Italy, Greece or Asia*

**2017 Mad Bay Shiraz**

*From Great Southern and Margaret River, a multi-medal winner*

**2018 Mad Bay Cabernet Merlot**

*A blend of Margaret River and Great Southern fruit*

This special pricing does not allow us to offer mixed or part cases. This offer is only for adults 18yrs and over. Enjoy wine in moderation.

	Cases of 12 (\$130 each)	Cases of 6 (\$70 each)	\$ Subtotal
2018 Mad Bay Sauvignon Blanc Semillon			
2018 Mad Bay Unwooded Chardonnay			
2017 Mad Bay Shiraz			
2018 Mad Bay Cabernet Merlot			
<b>TOTAL \$</b>			

**All orders of 3 dozen of more receive a free case (12 x 375ml) of delicious Abruolhos Moscato!**

Title: ..... First Name: ..... Surname: .....

Email: ..... Phone: .....

Payment by: (circle one) MasterCard Visa AMEX

Card No: ..... Expiry: ...../.....

Cardholder Name: ..... Signature: .....

All payments are processed by Howard Park Wines. For fundraising enquiries please contact us on 9336 9600

**How to Order:** SCAN and EMAIL your completed order form or just EMAIL your order and credit card details to Terena at [terena@hht.com.au](mailto:terena@hht.com.au)

**Direct Delivery:** Wine will be delivered direct to customers in the MLSHS catchment area on the w/end of 17/18 July. If you would like direct delivery, please supply your delivery address here:

Delivery Address: ..... Postcode: .....

**Optional Pickup:** If you prefer to pickup your order, please contact Terena on 0409 293 253 to arrange pickup time.

**ORDERS MUST BE PLACED BY SUNDAY 4 JULY 2021**  
**For all enquiries, please call Terena on 0409 293 253**

*Thank you for your support!*





## July 2021 Mt Lawley Revision Program

This course will deliver a comprehensive revision and exam preparation program aimed at preparing year 12 students for their Semester 2 and ATAR exams. This will include the modelling of answers to exam style questions, and opportunities for students to prepare some of their own answers.

### A Successful Program

Students attending our revision and exam preparation programs report that they feel more empowered and confident in tackling the examinations.

### FAQ

**How can students be assured that what they have learnt in semester one will be addressed in this program. The answer to this important question is really quite simple.**

- ✓ The foundation of our tutorials is the Western Australian curriculum which is the same syllabus guidelines used by the school.
- ✓ We also send out a questionnaire to all families participating in the program before the classes begin, to find out exactly what topics and texts students have been studying, and this information is forwarded to teachers for inclusion in their programs.
- ✓ This questionnaire also asks families to alert us of any specific weaknesses in the student's knowledge that may have been identified by the school or the student so that specific area can be re-taught by the teacher.

# mastermind

## MT LAWLEY

# JULY

# 2021

**REVISION AND EXAM PREPARATION PROGRAM**

**ENROL NOW**

### Enrol Now

- 📄 **Enrol on-line at [mastermindaustralia.com.au](http://mastermindaustralia.com.au)**
- 📞 **By phone on 9342 2000**
- ✉ **Or simply by completing this enrolment form and posting it to:**

**Master Mind Australia**  
P.O. Box 1734, West Perth 6872

**Phone:** 9342 2000 **Mobile:** 0488 102 907  
**Email:** [admin@mastermindaustralia.com.au](mailto:admin@mastermindaustralia.com.au)

**mastermind**  
AUSTRALIA

## July 2021 Mt Lawley Program

### Overview

The Mt Lawley Exam Preparation program will assist students in preparing for their Semester 2 and ATAR exams. These classes have been highly valued by students, and their evaluations can be viewed at [www.mastermindaustralia.com.au](http://www.mastermindaustralia.com.au).

The staff engaged to deliver these programs are experienced subject specialists. Some are heads of department, others are senior teachers and most have marking experience. They have all delivered similar programs in the past and the student feedback from these classes has always been excellent.

### Structure

The classes will be delivered on the Mt Lawley campus. Each subject consists of six hours of teaching over three days.

### Program includes:

- ✓ **Subject revision**
- ✓ **Exam preparation**
- ✓ **Only Mt Lawley students**



## Mount Lawley Senior High School Exam Preparation Program

### SESSION 1 Sunday 11 July to Tuesday 13 July

Choose one subject per time-slot

#### Time: 8.30am to 10.30am

- Ancient History Year 12
- Phys Ed Studies Year 12
- Psychology Year 12

#### Time: 10.40am to 12.40pm

- Maths App Year 12
- Maths Methods Year 12
- Human Biology Year 12

#### Time: 12.50pm to 2.50pm

- English Year 12
- Geography Year 12

#### Time: 3.00pm to 5.00pm

- Chemistry Year 12
- Literature Year 12

### SESSION 2 Wednesday 14 July to Friday 16 July

Choose one subject per time-slot

#### Time: 8.30am to 10.30am

- Biology Year 12
- English Year 12
- Human Biology Year 12

#### Time: 10.40am to 12.40pm

- English Year 12
- Maths App Year 12
- Physics Year 12

#### Time: 12.50pm to 2.50pm

- EAL/D Year 12
- Economics Year 12

#### Time: 3.00pm to 5.00pm

- Chemistry Year 12
- Maths Specialist Year 12
- Modern History Year 12



### APPLICATION:

Student's name: \_\_\_\_\_

Parent/Guardian's email: \_\_\_\_\_

Phone: \_\_\_\_\_

School: \_\_\_\_\_ Year in 2021: \_\_\_\_\_

**I enclose/authorise full payment of:**

### Mt Lawley Exam Preparation Program

\$40 for 6 hours of teaching

**Payment can be made:**

through the online enrolment module at [mastermindaustralia.com.au](http://mastermindaustralia.com.au)

**OR**

**EFT** Account name: Master Mind Australia  
BSB: 306 044  
Account No.: 0437415  
Description: Exam Prep, student's last name.

**OR** by completing the credit card details below and returning to [admin@mastermindaustralia.com.au](mailto:admin@mastermindaustralia.com.au)

**Please debit my Visa/Mastercard.**

Card type: Visa  Mastercard

Cardholder's name:

Card number:

CVV:  Expiry date:  /

Please note: A credit for absences is only awarded when the scheduled class clashes with a school event or a doctor's certificate is produced to verify illness.

