



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 1 Term 1 No. 1 2021

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#### Principal's Report

Although the start of the school year was delayed by one week, I was very pleased with how well our students coped with the delay and wearing masks for one week. The delay meant we had to postpone or reschedule several events, including parent nights and the Year 7 Welcome BBQ, which is now being held on Tuesday, 23 February. I encourage parents/carers to view the updated Term 1 calendar on the school website to be aware of the many activities that take place each week at our school.

On Tuesday afternoon, The Hon. Mark McGowan, Premier of WA and The Hon. Sue Ellery MLC, Minister for Education and Training, officially opened our new STEM building. Other special guests included Ms Lisa Rodgers, Director General, Department of Education, Mr Arthur Leggett, Lawley Legend, School Captains Sarah van Straalen and Jack Carter, as well as local members of Parliament and representatives from the architects and the builders who were involved with the project. The guests also had the opportunity to tour the building with our STEM coordinator Kelly Ngatai and meet some Year 12 students and their teachers.

As a service to students, the P&C funds a Homework Club on two afternoons a week in the library. The Club operates from 3 pm to 4 pm each Tuesday and Thursdays, and qualified teachers from a range of learning areas are available to assist students with their work. This service is just one of the ways that the P&C uses the contributions paid by parents.

By now, all parents/carers should be able to login to Connect, the Department's integrated online communications platform. When you log onto Connect, you will be able to see information specific to your children, including whole school or class notifications, communication from individual teachers, attendance records, Course Outlines and details about assessments. If you have any issues, please email Mr Camilleri at [Michael.Camilleri@education.wa.edu.au](mailto:Michael.Camilleri@education.wa.edu.au).

Today at our first assembly for the year, we inducted 58 students into the 90's Club. This is the largest group we have inducted since the Club was set up in 2009. It was inspirational to hear about the many and varied courses they will be undertaking at universities across Australia. I am sure we will hear more about this dedicated, determined and outstanding group of young people in the future.

I look forward to meeting our Year 7 students' parents at the BBQ at 5 pm on Tuesday in the Middle School Quadrangle.

**Lesley Street, Principal**

## PLEASE CHECK FOR A CONNECT NOTICE



Please check your Connect Notice sent on 17 February for information about School Board Nominations for parents.

## SCHOOL BOARD NOMINATION



Nominations for the vacant School Board parent representative have been sent via Connect.

This year the voting for the Board representative will be an online Department of Education process and information will be sent once nominations close on Friday 26 February 2021.

I am happy to answer any questions via email [Lesley.Street@education.wa.edu.au](mailto:Lesley.Street@education.wa.edu.au) or phone 92651513.

## SCHOOL BOARD ANNUAL GENERAL MEETING (AGM) (OPEN MEETING)



The School Board will hold its AGM on Monday 15 March 2021. The meeting will be held upstairs in the Main Administration Building. The meeting commences at 5.30pm.



## OFFICIAL OPENING OF THE STEM BUILDING

On 16th February this year, the school STEM building was officially opened by the Hon. Mr Mark McGowan, MLA Premier of Western Australia, and The Hon. Ms Sue Ellery, MLC, Minister for Education and Training.



Jayda Corunna a Year 12 Follow the Dream, student opened the ceremony with Acknowledgement of Country. After the plaque's unveiling, a tour was conducted for the visitors of the new laboratories, Engineering workshop and Mechatronics Studio by Ms Kelly Ngati, STEM Coordinator. Mr Sing's Year 12 Physics students discussed the benefits of the new laboratories with the Premier and Ms Jones's Year 11 Human Biology students revealed parts of the brain during a dissection lesson to Ms Lisa Rodgers, Director General, Department of Education.



Other guest included The Hon. Ms Alanna Clohesy, MLC, Member East Metropolitan Region, Mr Simon Millman, MLA, Member for Mount Lawley, Mr John Carey, MLA, Member for Perth, Ms Joanne Harris, Director of Education, North Metropolitan Education Regional Office, Mr Cameron Brook, Board Chair. After the tour, the visitors were taken by the school captains Sarah van Straalen and Jack Carter to the Arthur Leggett Library for afternoon tea.







### YEAR 12 RESULTS FOR 2020

Congratulations to the Class of 2020 for their outstanding Year 12 Results. Despite a disrupted year, due to the impact of COVID-19, our students delivered the best results we have achieved to date. As a school community we are very proud of them and they certainly have contributed to our quest to go from being a good school to becoming a great school. I am sure that there were celebrations in many households when the School Standards and Curriculum Authority released the results in late December.



Our medium ATAR was 86.45, and this is our best result yet as our previous best was 83 in 2009. In the Top 50 schools we ranked fifth out of all public schools and twentieth out of all schools, both private and public. Three students achieved an ATAR ranking of 99+ and 15 students achieved 98+. Fifty-eight students gained of the school's '90's club' which is the most ever. The School Curriculum and Standards Authority presented four individuals with 'Certificate of Excellence' and one student was awarded a VET 'Certificate of Excellence' to students. Twenty students were honoured with individual 'Certificates of Distinction' and thirty other students were awarded 'Certificates of Merit'.



## MOUNT LAWLEY SENIOR HIGH SCHOOL '90S CLUB'



### CHINESE NEW YEAR AT MOUNT LAWLEY

Members of the Yaolin Kungfu Association started the Chinese New Year with a bang (of drums) for students in the Middle School Common on Friday.



We celebrated 'Year of the Ox' a week later due to the COVID -19 lockdown. Year 7 & 8 students were delighted to see the Chinese Lion troupe perform during their lunchtime. MS Associate Principal Mr Steve Raphael had the vital task of holding a plate of oranges as these symbolise 'good fortune, luck and success during the New Year. After the performance, Mr Raphael gave these oranges/mandarins to Middle School students.





## INTEGRATED STUDIES GUEST SPEAKER



This Wednesday, a guest speaker gave Year 8 students a rare and exciting opportunity - to join the Australian Air Force Cadets! Corporal Aquilina (WAAFC) Squadron Supply Officer from the Australian Airforce visited the school to provide us with some information about the cadets, telling us all about the different opportunities associated with joining the cadets, including flying lessons for those over 16 and unique camping experiences for those that love the great outdoors. But despite all of the Airforce training opportunities available, Airforce Cadets isn't all about preparing to join the Airforce!



Joining the Cadets gives young people a chance to develop leadership skills, try out new things, develop confidence, make new friends, learn self-discipline, and be part of a team. Corporal Aquilina told us an example of one cadet, who had been in the Airforce Cadets until Year 11, went on to manage his own business at age 16! As they go up in ranks, these young people are exposed to things most people wouldn't be able to say they've experienced and can develop themselves as a person, allowing them to be more successful during their life. Whether you want to be successful in business, learn essential and rare skills, or aspire to join the Australian Airforce someday, this is an incredible opportunity and not one to miss out on! **Mia Betty Year 8**



## SCHOOL PHOTO DAYS

School photographs were taken at the start of this year. These were held over three days, including the unique group photos. Parents/carers can order their child's photo online at <https://www.kapture.com.au> using the student's envelope details. (School Code *MERVNF* and personalised student ID). For further information, please refer to the Connect notice 9th February or school website <https://www.lawley.wa.edu.au/view/news-archive-2021/school-photos-2021>

One of the first staff members have their portrait taken was Kyzer our Therapy Dog, and he was also available to support students who were also lining up for their photographs.



Special Groups, such as the Councillors, GAT were taken on Friday, and they will be available for order. They are not available for online orders yet. Parents/Carers will be notified when these group photos will be online.



A special thank you to the Year 11 & 10 Councillors for their support and organisation throughout the three days, as they ensured the days went smoothly.





### BIKELINC STRATEGY

Bikelinc is a Crime Stoppers WA strategy endorsed by the WA Police Force in response to over 9000 reported bicycle thefts in Western Australia each year for the past five years. The initiative is strongly supported by the wider Western Australian cycling community, bicycle retailers, local governments and community organisations.

While police officers have been successful in recovering and retrieving bicycles, they have had difficulty returning them to their owners. This was mainly due to owners not having enough information to supply to police when they report a bicycle theft.

Bikelinc is now the first search option for police officers when they come across bikes in various situations.

Users can create a free Bikelinc profile which allows them to add the details and serial number of their bicycle, including photos, into a virtual bike rack. There is no limit to how many bicycles can be uploaded.

Police officers and other members of the community can search the database for a serial number should a bicycle come into their possession. Pre-purchase checks on serial numbers can be made if buying a second-hand bicycle, and WA Police can confirm bicycle ownership. If the bicycle they search is listed as lost or stolen, users are able to anonymously message the rightful owner through Bikelinc to make arrangements to return the bicycle, although they will not see the owner's details.

Set up your profile or watch a short video on how to get started on the Bikelinc website (<https://bikelinc.com.au/>).



## Lawley Art Auction needs YOU!

The Lawley Art Auction is the major fund raising event for the Specialist Visual and Performing Arts (SVAPA) and Music programs at MLSHS. Funds raised enable before school workshops, in-house artist residencies, state of the art musical instruments, stage equipment and access to performing arts expertise to better equip our students to become the talented artists and performers of tomorrow.

For one night in June, the auction sells stunning pieces of art from established and emerging WA artists and is an exciting and fun event held in the Senior School building. With a solid reputation as the premiere school art auction in Perth, it relies solely on parent volunteers to make it happen.

The Lawley Art Auction Committee is a great and friendly team to join. No matter what skills or contacts you may have, we welcome all new parents. You don't have to know anything about art to help out, just a desire to be involved and to contribute to your child's learning opportunities. Whether small or large, all participation is embraced and each year we look forward to meeting new parents on the committee.

You're invited to meet other friendly parents at the LAA committee's first meeting for 2021 at **7pm on Tuesday 2nd March**, upstairs in the Main Administration Building. You can find the schedule for the Lawley Art Auction Committee meetings on the school calendar.

For updates, please follow Lawley Art Auction on the Facebook group and on Instagram and check out our website [www.lawleyevents.com](http://www.lawleyevents.com) You can also email us on [chair@lawleyevents.com](mailto:chair@lawleyevents.com) to ask any questions or flag your interest.

Amanda Humphreys, Publicity, LAA 2021  
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[MLSHS Art Auction](#)

[@lawley\\_art\\_auction](#)



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 2 - TURNING OFF AUTOPILOT

Parent Wellbeing: Have an attitude of Gratitude by looking for and appreciating the things that make you feel happier, no matter how small, bringing to mind something that made you smile recently, writing down three things that you are thankful for, and sending a hand written note to a person that you're happy to have in your life.

WEEK 1 - TEN POSITIVE EMOTIONS

Parent Wellbeing: A valuable resilience and social connectedness skill to develop more in yourself is to seek help when you need it by reaching out to the right people. Who are three people you trust to seek help from? Describe a time you have done this and what was the outcome.

As Barbara Fredrickson, an expert in the field of emotions, once said, "Positive emotions don't just make us feel good, they transform our minds, our bodies and our ability to bounce back from hard times." So, teaching students how to self-generate positive emotions will benefit their wellbeing. The ten most common positive emotions are joy, gratitude, serenity, interest, hope, pride, humour, inspiration, awe and love.

Self-generate means them doing challenging things to feel good. Some include: Every term self-assessing by doing:

- How are their elements of wellbeing growing?
• How they progressed towards achieving their three goals.
• Setting three new goals for next the term.

Doing good to feel 4 or 5 positives for every negative, being grateful for little good things happening, accepting their full range of emotions, enjoying respectful relationships, being kind, having personal timeouts, looking forward to several things every day, contesting negative mind chatter with positive self-talk, being with nature, applying their strengths, turning off their devices 4 times for 30 minutes daily, mindfully thinking about loved ones, writing gratitude letters and journals, sending kind texts, savouring special times, practising new and challenging approaches and making a deliberate effort to meet new people. Positive emotions don't come from thinking about them, they come from doing positive things.

Acknowledgement: Lyubomirsky, Fredrickson & Branigan

"You can be whatever type of person you choose to be. Your habits, your behaviours, your responses, are all your choice." P.K. Shaw

As Oscar Wilde so wisely once said, "To live is the rarest thing in the world, most people merely exist." So many students, and in fact, the general population, spend most days on autopilot being pulled along by other peoples' choices. We need to cultivate in our young people that they have plenty of choices and possibilities in their lives, and that the first choice they to make, is to choose to choose.

To move their mindsets from existing to living, we need to teach students how to pause, take notice, be curious and explore what they see and think about with new eyes. This occurs when they believe that they are capable of changing and growing by trying and learning new and more challenging things with other people. Accepting that their brains rewire with every experience they have, they will live much more. This type of attitude is often called a growth mindset.

Students who just exist, tend to believe that there is nothing that they can do to change their lives, and miss out on experiencing the natural highs which come from the feel good brain chemicals serotonin and oxytocin. This type of attitude is often called a fixed mindset. They are not lazy, they just aren't prepared to fail at anything.

Acknowledgement: Kabat Zinn & Baer

Week 1

MIDDLE PLANNER PAGE 10 SENIOR PLANNER PAGE 10
Positive emotions + gratitude
TEN POSITIVE EMOTIONS
WHY: by understanding that 40% of your wellbeing is influenced by what you intentionally do...
HOW: the more often you feel them, the greater the number of positives to negatives you'll experience...
DO: what actions could you start doing to feel two of these emotions often this week?
What are simple habits you could create to enjoy more of these positive emotions?
How could the resilience skill, Regulating Emotions, help you to do this? (pg 125)

Mindfulness Time
SWAPPING HANDS. Use your non-dominant hand to write your name. Using your weaker hand you have to concentrate much harder. What are three other things you could swap your hands for?
Your name:
1.
2.
3.
What went well this week?
1
2
3
Character strength
Use HONESTY to do STRENGTHS BOOSTER STRENGTHS SPOTTING on page 128.
Mindfulness Time
Choose one of these resources to explore self-calming and mindful activities.
REACH OUT.COM SMILING MIND
What went well this week?
1
2
3
Study Tip
Create colourful idea maps to visually link concepts to stimulate your memory.

Week 2

MIDDLE PLANNER PAGE 12 SENIOR PLANNER PAGE 12
Engagement + mindfulness
TURNING OFF AUTOPILOT
WHY: by realising that you don't notice many of the 70,000 thoughts you have every day, because you are mostly on autopilot, you will be able to choose to pause to get your mind out of it. Then, you will be able to start noticing your own thoughts coming and going more, which in turn, will connect you with you and the present moment.
HOW: to do this, start doing simple and boring activities slowly and carefully, e.g. When cleaning your teeth, really concentrate on every stroke of the brush.
DO: what can you do to notice when you are on autopilot, and then pause to get out of it?
What are three simple and boring things you should really concentrate on to notice yourself thinking?
1.
2.
3.
How could the resilience skill, Thinking Flexibly, help you to do this? (pg 125)

Engagement + mindfulness
LIVING OR EXISTING? COMFORT ZONE
WHY: by choosing to leave your comfort zone to try new more challenging things, which you could easily fall at, you will build both your self-awareness of possibilities and self-regulation to use grit to stick at them.
HOW: Oscar Wilde once said, "the rarest thing in the world is to live, most people merely exist." The happiest people are those who choose to live and make twice as many mistakes as others, to accomplish what they set out to do. To do this, pause, take notice, be curious and explore; avoid same old.
DO: what is something that you really want to try which you will probably fail at first time? Give it a go!
What is one courageous thing you could do to stop unconsciously doing the same old thing every day?
How could the resilience skill, Thinking Flexibly, help you to do this? (page 118)



**WEEK 3 – EXPERIENCING YOU**

*Parent Wellbeing: Being grateful for and appreciating the people, mother nature and little things in your life, connects you to things outside of yourself. Doing this also enables you to self-generate positive emotions in yourself. Describe special people and little things that you are grateful for and connect with to feel good about yourself.*

The greatest single influence to living a meaningful and fulfilling life is high quality personal relationships. Nearly everything that we will achieve in life will be through people, with people and by people, so we need to develop our students' interpersonal skills to communicate including:

- using and reading positive body language messages
- recognising inference, bias and emphasis in conversations
- developing relationships through face to face conversations
- learning to listen with their eyes, their ears and their hearts
- valuing and considering other peoples' opinions because they matter
- being present and mindful in each and every moment

Our students are digital natives, who in most situations, prefer communicating with their devices rather than having face to face personal conversations with others. And because of this lack of in person interaction, many students are not learning how to read or send appropriate body language messages, meaning that the development of their interpersonal skills can often be stunted. They are also missing out on the magnificent feelings which come from serotonin and oxytocin, the brain chemicals released during in person interactions. We all possess mirror neurons, which copy the intentions, expressions, moods and feelings of those around us, but not from screens. We need to create opportunities for them to experience the beauty of in person connection. **Acknowledgement: Greenfield & Iacoboni**

*"The greatest motivational act one person can do for another is to listen." Ray Moody*

**WEEK 4 – SENSE OF PURPOSE**

*Parent Wellbeing: The shadow side of a strength is when you underuse, misuse or overuse it. For example, if prudence is one of your strengths, the shadow side could see you afraid to try something new. For three of your strengths describe a time you used them on the shadow side.*

The state of adolescent mental health is at an all time low, with one in four young people experiencing significant mental issues. There are many school counsellors and outside agencies providing admirable support for students who are suffering from these emotional issues, but what are we doing to prevent these issues from occurring in the first place?

Recent research has indicated that many young people in this situation lack a sense of purpose in their lives, have only one peer group, don't feel a sense of connectedness to school or home, and feel that they lack autonomy and the competence to achieve what they want to achieve. A side effect of not having a sense of purpose is living on autopilot.

Many of our young people lack a reason to get out of bed every morning. There are proactive approaches we can adopt to assist them to find a purpose, including:

- Asking them to write down what they are looking forward to most each day.
- Every night sharing things they were grateful for today.
- Encouraging students to create several peer groups in other areas, such as sport, charity and community groups.
- Providing opportunities to set goals for different areas of their lives.
- Giving of themselves to be kind to others.
- Deliberately practising to develop their capabilities.

**Acknowledgement: Frankl, Ryan & Deci**

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

# Week 3

MIDDLE PLANNER	PAGE 14
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### Relationships + empathy

#### MEETING YOU

**WHY:** by knowing how you want other people to think of you when they meet you, you will be more likely to practise body language which sends the messages that you want to send. You only get one chance to make a good first impression on others, so it makes good sense, to get it right.

**HOW:** you can have fun practising with family and friends or using a mirror. Think about what you will say to greet others. Acknowledgement: Diener & Biswas-Diener

**DO:** what do you want other people to experience when they meet you?

.....

.....

.....

.....

What are four positive personal descriptors you would like them to think of when they first meet you (pg. 133)

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

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

### Relationships + empathy

#### EXPERIENCING YOU

**WHY?:** by having a vision of what you want people to think of you when they first meet you, you will be able to practise body language which sends those messages.

**HOW:** when people read body language messages that you unconsciously send, they signal to them what your intentions are. Practise your body language to ensure you are putting out images and intentions which accurately reflect who you are. In the world of social media where people are constantly posting pretend images of themselves, be very aware of not falling into the same trap. Acknowledgement: Diener & Biswas-Diener

**DO:** what are three positive personal descriptors you want others to think of when they meet you?

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.....

What body language would you show for the above positive personal descriptors?

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.....

.....

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

### Resilient Me: I am enough

Describe, draw, discuss or role play...  
Looking on the bright side of life, to do good to feel good, and to feel good to do good.

What are three other positive things that I could do to add to my resilient self?  
Bright side of Life: Y or N? Why?

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

### Resourceful Me: I adapt

To be successful in senior study it is important to be confident in setting goals, targets and strategies. What does each of these mean to you? See Goals, Targets and Strategies Plan to gain a visual understanding (see page 33).

**Goals**

.....

**Targets**

.....

**Strategies**

.....

### What went well this week?

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

### Character strength

Use LOVE OF LEARNING to do STRENGTHS BOOSTER LEARNING STRENGTHS on page 128.

### Study Tip

Convert your dreams to goals by completing the Goals, Targets and Strategies Plan.

# Week 4

MIDDLE PLANNER	PAGE 16
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### Meaning + purpose

#### SENSE OF PURPOSE

**WHY:** by finding or creating something that you really want to use your strengths to do, which will make a positive difference to the lives of other people, your community or the planet, you will have a purpose for getting out of bed every morning.

**HOW:** to find meaning in your life, every day, think about the benefits of the little things you do, and what would happen if you didn't do them.

Acknowledgement: Emmons, Frankl & Nakanishi

**DO:** what are little things you do on most days which make a positive difference? e.g. Show people that you appreciate them.

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.....

.....

What would happen if you didn't do these things and who would be affected?

.....

.....

.....

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

### Meaning + purpose

#### PURPOSE AND POTENTIAL

**WHY?:** by creating a sense of purpose in your life, you will be more self-determined to do the hard things you need to do to achieve your goals. A person without purpose is like a boat without a rudder, aimless.

**HOW:** a sense of purpose enables you to believe that the many little things you do every day add up to make a positive difference. Putting the wellbeing of others as a key purpose in your life, is one of the most effective ways to become the person you want to become. Set your compass.

Acknowledgement: Goldstein, Rogers & Maslow

**DO:** what type of person do you wish to become and your purpose for getting out of bed every morning?

.....

.....

.....

What are things you could do to develop your sense of autonomy, competence and connectedness?

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.....

.....

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

### Respectful Relationships

What are two things you feel are essential in healthy relationships and two responsibilities that you need to create to maintain them?

**Essentials**

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

**Responsibilities**

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

### Mindful Colouring In

### What went well this week?

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

### Character strength

Use LOVE to do WELLBEING FITNESS CHALLENGE TELL ME MORE on page 130.

### Study Tip

Find a purpose which fuels your enthusiasm and drives your effort, your ikigai.



**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 6 – TOTAL HEALTH**

Parent Wellbeing: After the completing the Character Strengths survey ([www.viacharacter.org](http://www.viacharacter.org)) to identify your top strengths, write them on a Strengths Wheel and put it on the fridge. Download the wheel from the Individual Resources > Character Strengths section of [www.learningcurve.com.au](http://www.learningcurve.com.au). This is a great activity for your whole family to start conversations about strengths at home.

**WEEK 5 – PRIORITISING**

Parent Wellbeing: Developing your self-awareness will enable you to notice how you feel and then control your emotions. Draw an outline of your body and on it write down the warning signs you feel on different parts when you are becoming stressed or angry. When you notice them, use deep breathing to self-calm yourself.

Many students believe they ‘have their acts together’ and don’t need to organise their time in a structured way. The reality for most of them is the exact opposite. Making the choice to create a timetable of their commitments and responsibilities will actually provide them with more time to do what they want to do. Then using their strengths to actually stick to it, will also build their resilience to distractions to enable personal and academic growth.

Prioritising, is a self-regulation skill and strength which enables them to use their time more effectively by organising what needs to be done in order of importance under Musts and Options (see index). Doing this broadens their attention and builds their engagement with what they need to do.

Musts and Options, Time Understandings and Urgency versus Importance are effective Thinking Tools (see website [www.learningcurve.com.au](http://www.learningcurve.com.au)) which provide students with valuable perspectives on the activities they participate in which may include:

- Sport training and part-time jobs
- Family commitments
- Study, reading and deliberate practice
- Daily exercise and leisure activities
- Networking and gaming with friends
- Helping other people.
- Watching TV and playing games

Learning to prioritise and creating a learning/study timetable provide students with the tools to develop growth mindsets to overcome setbacks and challenges which will inevitably crop up.

Acknowledgement: Ericsson & Anderson

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

Every week there is an opportunity for students to increase their self-awareness of their mental and physical health by completing the “Big Four Check In” activity in their planners/journals. They self-assess on how they exercised, ate healthy, thought positively and slept well.

Proactive things that they can do include, have fun exercising for an hour daily with family and friends or on their own, and doing non-electronic brain exercises such as crosswords and scrabble which work well. To think positively, encourage them to look for the good things which fill them with optimism. As a family, turn off your devices at 9.00pm nightly.

Provide students with healthy, fresh and unprocessed foods. Is important for you to role model sleeping well, exercising, eating healthy, turning off devices and thinking positively.

Acknowledgement: Hassed & Rath

“There is no chance, only choice.” MW

**Week 5**

<p><b>MIDDLE PLANNER</b>      <b>PAGE 18</b></p>	<p><b>SENIOR PLANNER</b>      <b>PAGE 18</b></p>
<p><b>Accomplishment + optimism</b>  <b>PRIORITISING</b></p> <p><b>WHY:</b> by learning how to put the things you need to do in order of importance, and then doing them, you will feel in control and avoid anxious thoughts. This is called prioritising.</p> <p><b>HOW:</b> use the Musts and Options (website or page 149) to list what you do and when you do them. You have no choice with Musts, such as family responsibilities and school. You have choice with Options, such as social media and socialising.</p> <p><b>DO:</b> why do you think it would be a good idea to revisit your priorities by redoing your musts and options regularly.</p> <p>What happens when you do your options before the musts, and don't get them done?</p> <p><i>How could the resilience skill, Controlling impulses, help you to do this? (pg 125)</i></p>	<p><b>Accomplishment + optimism</b>  <b>STEP ONE</b></p> <p><b>WHY:</b> by realising that step one in studying effectively is becoming competent at prioritising, you will be more likely to accomplish your goals.</p> <p><b>HOW:</b> combining, knowing what to do, why you are doing it and when to do it, will enable you to get done what you need to get done on time. A consequence of not being able to prioritise well, is procrastination, a major problem for many students. To be honest with yourself about school, show the courage to complete Musts and Options (see page 149) thoughtfully to begin creating an effective study timetable.</p> <p><small>Acknowledgement: Hassed &amp; Wade</small></p> <p><b>DO:</b> what ideas could you use from the sample timetable (see page 150) to help you to prioritise?</p> <p>How will you recognise when you begin to give in to short term wants, and how you could stop it, to stick to your priorities?</p> <p><i>How could the resilience skill, Controlling impulses help you to do this? (page 118)</i></p>
<p><b>Mindful Colouring In</b></p>	<p><b>Respectful Me: I share</b></p> <p>You will have many opportunities to enjoy the senior journey with friends, while also encountering a number of challenging and stressful situations to overcome. What are two of each type of situation?</p> <p><b>Enjoyable</b></p> <p>1. _____</p> <p>2. _____</p> <p><b>Challenging</b></p> <p>1. _____</p> <p>2. _____</p>
<p><b>What went well this week?</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Character strength</b>  <small>Use SOCIAL-INTELLIGENCE to do STRENGTHS BOOSTER ACTIVITY ONE STRENGTHS on page 128.</small></p>	<p><b>What went well this week?</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Study Tip</b>  <small>Think creatively to add depth to your understanding by arranging notes in Thinking Tools.</small></p>

**Week 6**

<p><b>MIDDLE PLANNER</b>      <b>PAGE 20</b></p>	<p><b>SENIOR PLANNER</b>      <b>PAGE 20</b></p>
<p><b>Health + strengths</b>  <b>BIG FOUR</b></p> <p><b>WHY:</b> by getting the balance right between healthy eating, daily exercise, adequate sleep and positive attitudes, you will give yourself wonderful opportunities to become your best possible self.</p> <p><b>HOW:</b> as soon as you feel that you are starting to neglect one of the big four, talk to your family and Trusted Champions and ask them to help you restore the balance. Feeling great and having healthy wellbeing is all about focusing and sharing. <small>Acknowledgement: Rath, Bonwell &amp; Breaus</small></p> <p><b>DO:</b> which of the big four are you doing well, and ones that you need to improve?</p> <p>What is one positive action you could take to benefit each of the big four?</p> <p><i>How could the resilience skill, Optimism and Hope, help you to do this? (pg 125)</i></p>	<p><b>Health + strengths</b>  <b>TOTAL HEALTH</b></p> <p><b>WHY:</b> by being self-aware to not fall into the traps of fooling yourself by going to the gym, but then eating junk food, or being too busy to spend time with friends, but then being on social media for hours, you will enjoy good health.</p> <p><b>HOW:</b> this relies on you accepting that your physical, mental and social health are dependent on each other, and when there is a shortfall in one, then they all will be. Show self-belief to follow through on eating healthy, exercising daily, sleeping well and thinking optimistically about who you want to become. <small>Acknowledgement: Rath, Bonwell &amp; Breaus</small></p> <p><b>DO:</b> what do you do to ensure that your total health is in a good place?</p> <p>Which of these areas do you need to use your strengths to muster the courage to get back on track?</p> <p><i>How could the resilience skill, Optimism and Hope, help you to do this? (page 118)</i></p>
<p><b>Mindfulness Time</b></p> <p><b>TRUTH TRAFFIC LIGHTS.</b> Reflect on an event that happened which you weren't happy about. Use the thinking tool, Truth Traffic Lights on website. Describe what's true, what's uncertain, what's not true and your feelings. eg: My test result for English.</p> <p><b>Truth covered</b> I did the best I could have!</p> <p><b>Truth &amp; untruth</b> I could have studied a little more!</p> <p><b>Truth clear</b> If I had studied my result would have been higher.</p>	<p><b>Mindfulness Time</b></p> <p>Choose one of these resources to explore self-calming and mindfulness activities.</p>
<p><b>What went well this week?</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Character strength</b>  <small>Use PERSPECTIVE to do WELLBEING FITNESS CHALLENGE OTHERS MATTER on page 130.</small></p>	<p><b>What went well this week?</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Study Tip</b>  <small>On your phone, record yourself reciting your notes and play it while travelling.</small></p>



**WEEK 7 – CHOICE OF GRATITUDE**

*Parent Wellbeing: Aristotle once wisely said that “the most important relationship we have, is the one with ourselves.” Are you kind to yourself? Do you treat other people better than you treat yourself? And how often do you say yes to others, which really means you are saying no to yourself? What are your thoughts about these questions?*

There are many wonderful things happening every day in our lives that we all should be grateful for. Unfortunately, our news media prefers to report on negative events 75% of the time to feed our evolutionary negativity bias. It sounds silly, but we are more interested in bad than good in most cases, and negative feelings narrow what we see.

To contest these negative messages continuously being put out, we need to cultivate an Attitude of Gratitude in both ourselves and our young people. Looking for, appreciating and being grateful for good things that are happening, no matter how small they may seem, generates positive feelings in everyone. These positives, particularly for students, broaden their attention and builds their engagement with what they are doing.

This is why, sitting as a family every night for 15 minutes sharing the good things that each of you experienced that day, is such a powerful builder of gratitude and wellbeing. Also, regularly doing a family stock take together of the positives happening in your lives and being grateful and happy with what you currently have, will boost all of your wellbeing. An enemy of wellbeing and resilience is falling into the trap of listening to advertising that you need, need, need more. Be grateful that less is best.

*Acknowledgement: Emmons, McQuaid & Kern*

*Start each day with a positive thought and a grateful heart.” Roy T Bennett*

**WEEK 8 – INCREASING BRAIN POWER**

*Parent Wellbeing: To be intrinsically motivated in your life is called being selfdetermined. To feel this way, you need three ingredients. They are a sense of autonomy that you have choices, a sense of competence that you have what it takes, and a sense of connectedness to those around you. Reflect each one in your life.*

Most parents and teachers encourage students to practise and apply what they learn in class to other situations after school. For there to be personal and academic growth, the practice has to be intentional and the level of what they are practicing needs to be increasing in difficulty. The need to learn better, not do more of the same old.

Neuroscience has shown that their (and our) brains rewire themselves when they experience new things; called Neuroplasticity. Their brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often they repeat something, the stronger these pathways become and the faster the messages travel down them. Their brains love searching for patterns and deliberately practising creates patterns which in time become their habits.

But on the other hand, when these pathways aren't used, they wither and die. That is why learnt material during the day needs to be revisited for 5 minutes in each subject every night for brain pathways to strengthen. Study and practise develop brain pathways for their memories to remember things. Practising at the same level will improve their reliability, but will not result in personal or academic growth. The character strength perseverance is an effective one to use to be able to do this.

*Acknowledgement: Pascual-Leone & Dweck*

*“To make headway, improve your head.” B.C. Forbes*

# Week 7

MIDDLE PLANNER	PAGE 22	SENIOR PLANNER	PAGE 22
<p style="text-align: center;"><b>Positive emotions + gratitude</b></p> <p style="text-align: center;"><b>CHOICE OF GRATITUDE</b></p> <p><b>WHY:</b> by understanding that many of the good things in your life come from outside of yourself, you will have an opportunity to make the choice to be grateful for them.</p> <p><b>HOW:</b> showing gratitude for the little everyday things you have is a powerful generator of positive emotions for you. Posing and noticing what is going well in your life, and then choosing to be grateful is a great short cut to feeling happiness and healthy wellbeing.</p> <p><b>DO:</b> what are four little things that happened today that you could and should be grateful for?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol> <p>Who is a hidden person in your life that you should write a gratitude letter to, to thank for the many things they do for you?</p> <p style="font-size: 0.8em;"><i>How could the resilience skill, Connecting with Others, help you to do this? (pg 125)</i></p>		<p style="text-align: center;"><b>Positive emotions + gratitude</b></p> <p style="text-align: center;"><b>GRATITUDE</b></p> <p><b>WHY:</b> by appreciating and being grateful for the uplifting good things which are happening around and to you, no matter how small, you will self-generate positive emotions to feel optimistic.</p> <p><b>HOW:</b> unfortunately, news services broadcast about 75% bad news to cater for our human evolutionary negativity bias. By being self-aware of this, you can use your strengths to show gratitude moment by moment every day. The Gratitude Week is a fantastic way for your whole school to unite together in being grateful to what you all have and each other (sheets on website).</p> <p><b>DO:</b> what are three little things that happen every day that you should be grateful for? What if they didn't happen?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> <p>Watch the news, and count the ratio of positive to negative stories. What was it?</p> <p>_____</p> <p>_____</p> <p style="font-size: 0.8em;"><i>How could the resilience skill, Connecting with Others, help you to do this? (page 118)</i></p>	
<p style="text-align: center;"><b>Teamwork Week</b></p> <p>This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength <b>TEAMWORK</b> to grow relationships with your family, friends and school community.</p> <p style="font-size: 0.8em;">[Teamwork Week worksheet and Teamwork Wellbeing Award are in Individual Resources of <a href="http://www.learningcurve.com.au">www.learningcurve.com.au</a>]</p>		<p style="text-align: center;"><b>Teamwork Strengths Week</b></p> <p>Helen Keller once shared, "alone we can do so little; together we can do so much." What three teams have you been part of that achieved special things because you worked cooperatively together?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>	
<p style="text-align: center;"><b>What went well this week?</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>		<p style="text-align: center;"><b>What went well this week?</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>	
<p style="text-align: center;"><b>Character strength</b></p> <p style="font-size: 0.8em;">Use <b>TEAMWORK</b> to do <b>STRENGTHS BOOSTER STRENGTHS THINKING</b> on page 128.</p>		<p style="text-align: center;"><b>Study Tip</b></p> <p style="font-size: 0.8em;">Use the 3Fs for mastery: Focus your attention, Feedback, Fix mistakes.</p>	

# Week 8

MIDDLE PLANNER	PAGE 24	SENIOR PLANNER	PAGE 24
<p style="text-align: center;"><b>Engagement + mindfulness</b></p> <p style="text-align: center;"><b>BRAIN PATHWAYS</b></p> <p><b>WHY:</b> by knowing that your thoughts and experiences cause your brain to never stop changing, you will be able to grow your brain's abilities in areas and skills you wish to develop. This is called neuroplasticity.</p> <p><b>HOW:</b> by making the choice to deliberately practise and repeat these things often, you will strengthen existing and create new brain pathways to enable you to do them easier and faster. Make your brain work to become your best possible self. e.g. when I make a mistake, I will learn how to fix it and try again!</p> <p><b>DO:</b> what are three skills or areas of your life which you would like to develop?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol> <p>What things will you deliberately practise for each of these to grow your brain's abilities?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> <p style="font-size: 0.8em;"><i>How could the resilience skill, Thinking Flexibly, help you to do this? (pg 125)</i></p>		<p style="text-align: center;"><b>Engagement + mindfulness</b></p> <p style="text-align: center;"><b>INCREASING BRAIN POWER</b></p> <p><b>WHY:</b> by doing every day things in more challenging and novel ways, you can boost your brain power to be more creative, learn faster and enhance your memory.</p> <p><b>HOW:</b> some fun ways include, swapping the utensils in your hands when eating, doing mindfulness exercises, colouring in, concentrating on something while deep breathing, drinking more water, having power naps, exercising daily, reading books upside down, looking for what's right, memorising phone numbers, journaling what went well, enjoying nature without your phone, spelling backwards, sleeping more and eating less, laughing and having fun and turning off social media.</p> <p><b>DO:</b> write a 20 word message to yourself using your non-dominant hand. How was it?</p> <p>_____</p> <p>_____</p> <p>From the website what are five mindfulness activities you will do for the week? Be strong to follow through on this.</p> <p>_____</p> <p>_____</p> <p style="font-size: 0.8em;"><i>How could the resilience skill, Thinking Flexibly, help you to do this? (page 118)</i></p>	
<p style="text-align: center;"><b>Resilient Me: I am enough</b></p> <p>Describe, draw, discuss or role play... Planning and writing down goals to be optimistic about to shape my year ahead.</p> <p>What are three other things that I could do to add to my resilient self?</p> <p>Writing Goals: Y or N? Why?</p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>		<p style="text-align: center;"><b>Resourceful Me: I adapt</b></p> <p>Your goals provide you with optimism and hope that you can directly influence your future. What are three benefits for you setting goals and three possible obstacles to achieving them?</p> <p style="font-size: 0.8em;"><b>Benefits</b>                      <b>Obstacles</b></p> <p>_____</p> <p>_____</p>	
<p style="text-align: center;"><b>What went well this week?</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>		<p style="text-align: center;"><b>What went well this week?</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> </ol>	
<p style="text-align: center;"><b>Character strength</b></p> <p style="font-size: 0.8em;">Use <b>FAIRNESS</b> to do <b>WELLBEING FITNESS CHALLENGE FEEL GOOD MENU</b> on page 130.</p>		<p style="text-align: center;"><b>Study Tip</b></p> <p style="font-size: 0.8em;">Pre-read before class to get an idea of the topic before it is taught.</p>	



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.

## INTERNATIONAL SPORTS CAMPS

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### PERTH 3 DAY CAMPS

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Featuring special guests: Karl Langdon, Neil Kilkeny, Damian Martin, Ashleigh Nelson, Jessica Anastis, Emma Cosh, Alice Teague-Need, and many more!

## SCHOOL OF FREESTYLE MARTIAL ARTS

# LADIES' SELF-DEFENCE WORKSHOP

*Self-defence is a skill better to know and not need to use, than need to use and not know how.*

Our two hour course covers:

- Verbal judo
- The A, B, C's of self-defence
- Grabs from front and back
- Ground defence

**NEXT WORKSHOP DATE: SATURDAY 27/2**

**TIME: 12:30 - 2:30pm**

No experience required  
No fitness required  
All ages 16+ welcome  
**WOMEN ONLY**

Tickets are \$15, and can be purchased through Eventbrite or @schooloffreestyl martialarts on facebook!

All proceeds proudly donated to:

**Zonta House**  
Refuge Association  
Safe Supportive Respectful

0429 123 202 | 14 Government Road, Nedlands, WA 6009 | admin@safma.com  
Come find us! www.schooloffreestylmartialarts.com.au

## ACADEMIC TASK FORCE

Achieve Success at School

### 2021 TUITION CLASSES

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YR 7 - 10 ENGLISH, MATHS & SCIENCE

**Contact Us**

Phone: 081 9314 9000  
Email: learn@academicgroup.com.au  
Web: www.academicgroup.com.au

**Our Venues**

- Churchlands Senior High School
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- A class with maximum of 4 students, your 1:1 and 1:2 tutor support and individualised help to ensure your understanding and confidence in your subject
- Students are encouraged to bring their own materials
- All tuition is aligned with the WA syllabus and curriculum (certificates to ensure your 100% syllabus completion) school & course, at school and at their preferred location
- Our highly experienced, qualified subject specialist teachers break down to help you understand the concepts and provide feedback on your individual progress and provide the best feedback for your individual needs and learning style
- Parents receive feedback on their child's progress

## ACADEMIC TASK FORCE

Achieve Success at School

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**Contact Us**

Phone: 081 9314 9000  
Email: learn@academicgroup.com.au  
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**Our Venues**

- Academic Group Office
- Forth Modern School
- Manjimba Senior High School

**Why Choose a Master Class?**

- ATF Master Classes are specialist classes that will help students achieve their goals and scores for the ATAR
- Each week, the teacher will focus on a particular subject topic, students will get in-depth explanations and examples with more in-depth questions and answers, feedback and a personal learning plan for each class
- With 1:1 and 1:2 support
- Personalised teaching
- Learn applications & strategies
- Personalised support

**Enrol online:**  
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**APPROXIMATE PRESENTATIONS**

**ENGLISH**

- Year 11: English 12
- Year 12: English 12

**MATHS**

- Year 11: Maths Specialist Year 11
- Year 12: Maths Specialist Year 12

**SCIENCE**

- Year 11: Science Specialist Year 11
- Year 12: Science Specialist Year 12

### APRIL REVISION PROGRAM

**A SUCCESSFUL PROGRAM**

Master Mind Australia tutorials have a history of successfully supporting students to achieve their academic objectives. Students report that they feel more confident to tackle their assessments after attending our holiday programs. To view the student evaluations for previous courses see the Program feedback tab at [www.mastermindaustralia.com.au](http://www.mastermindaustralia.com.au) or [www.waceplus.com.au](http://www.waceplus.com.au)

**PROGRAM INCLUDES:**

**Study Skills:** This program contains five hours of teaching broken up into one hour a day for the five days. It focuses on units such as exam techniques, stress management, goal setting and time management.

**Essay Writing:** The essay writing tutorials consist of five hours of teaching broken up into one hour a day for the five days. It teaches the structure of a critical essay and reinforces the importance of conducting a sound thesis and topic sentences, and reviews how to include evidence to justify these claims.

**Subject Revision:** These classes consist of 9 hours of teaching over the five days. The program consists of re-teaching and revision, and is designed to reveal to students how the work they have learnt in term 1 will be assessed in first semester exams.

**EXAM PREPARATION**

The classes focus on specific topic revision followed by a discussion on how this material is assessed in ATAR-style exam questions. This is sufficient time within the program for teachers to model how to answer exam questions successfully as well as time for students to independently practice constructing their own responses. All our senior school teachers have significant teaching experience and know what is needed for students to succeed in exams.

**WACE+ Education**  
P.O. Box 1734, West Perth 6872

## 2021 APRIL REVISION & ATAR EXAM PREPARATION PROGRAM

**SENIOR & MIDDLE SCHOOL**

**FAQ**

How can students be assured that what they have learnt at school will be addressed in the WACE+ Program? The answer to this important question is really quite simple.

- The foundation of our revision classes is the Western Australian curriculum which is the same syllabus guidelines used by the school.
- WACE+ keep their classes small which allows students access to more one-on-one time with their teacher.
- We also send out a questionnaire to all families participating in the program before the classes begin, to find out exactly what topics and topics students have been studying, and this information is forwarded to the WACE+ teachers for inclusion in their programs.
- This questionnaire also asks families to alert us of any specific opportunities 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 WACE+ teacher.

**ENROL NOW**

- Enrol on-line at [www.waceplus.com.au](http://www.waceplus.com.au)
- By phone on 9342 2000
- Or simply by completing this enrollment form and posting it to: WACE+ Education, P.O. Box 1734, West Perth 6872

### HALE SCHOOL

**Years 7-9 Skills Development Program**

**Monday 12 April to Friday 16 April**

*Classes one subject per time slot*

<p><b>Time: 8.30am to 9.30am (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay Writing Year 9</li> <li><input type="checkbox"/> Essay Writing Year 8</li> <li><input type="checkbox"/> Essay Writing Year 7</li> </ul>	<p><b>Time: 10.35am to 12.25pm (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maths NAPLAN Year 9</li> <li><input type="checkbox"/> English Year 8</li> <li><input type="checkbox"/> English NAPLAN Year 7</li> </ul>
<p><b>Time: 9.30am to 10.30am (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Study Skills Year 9</li> <li><input type="checkbox"/> Study Skills Year 8</li> <li><input type="checkbox"/> Study Skills Year 7</li> </ul>	<p><b>Time: 12.40pm to 2.30pm (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English NAPLAN Year 9</li> <li><input type="checkbox"/> Maths Year 8</li> <li><input type="checkbox"/> Maths NAPLAN Year 7</li> </ul>

**ABOUT OUR TUTORS**

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

**COURSE DATES 2021**

**July Revision Program**  
Monday 12 July to Friday 16 July

**October Exam Prep Program**  
Monday 4 October to Friday 8 October

### HALE SCHOOL

**Years 10-12 Revision and Exam Preparation Program**

**Monday 12 April to Friday 16 April**

*Classes one subject per time slot*

<p><b>Time: 8.30am to 9.30am (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Study Skills Year 12</li> <li><input type="checkbox"/> Study Skills Year 11</li> <li><input type="checkbox"/> Study Skills Year 10</li> </ul>	<p><b>Time: 12.40pm to 2.30pm (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maths Applications Year 12</li> <li><input type="checkbox"/> Maths Methods Year 12</li> <li><input type="checkbox"/> English Year 11</li> <li><input type="checkbox"/> Maths Specialist Year 11</li> <li><input type="checkbox"/> English Year 10</li> </ul>
<p><b>Time: 9.30am to 10.30am (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay Writing Year 12</li> <li><input type="checkbox"/> Essay Writing Year 11</li> <li><input type="checkbox"/> Essay Writing Year 10</li> </ul>	<p><b>Time: 2.40pm to 4.30pm (9 hours of teaching)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human Biology Year 12</li> <li><input type="checkbox"/> Physics Year 12</li> <li><input type="checkbox"/> Chemistry Year 11</li> </ul>

**Enrol online:**  
www.haleschool.edu.au

### APPLICATION:

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

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

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

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

**I enclose/authorize full payment for the:**

**Revision and Exam Preparation Program**

- \$250 per subject – 9 hours of revision
- \$15 for the Study Skills – 5 hours of tuition
- \$15 for the Essay Writing – 5 hours of tuition

**OR**

EFT Account name: WACE+ Education  
BSB: 306 040  
Account No.: 0783892  
Description: Revision, student's last name.

**OR**

Please debit my Visa/Mastercard.

Card type: Visa  Mastercard

Cardholder's name: \_\_\_\_\_

Card number: \_\_\_\_\_

CVV: \_\_\_\_\_ Expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_