



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

Term 2 has seen many of our students act as ambassadors at high-profile public events, including the EX-POW service in Kings Park on 5 May and our school concert band and choir performing the National Anthem and the hymn Abide with Me. The event was attended by 105-year-old Lawley Legend Arthur Leggett, members of the defence forces, parliamentarians, and other dignitaries, as well as veterans and their families.

Our prefects and councillors have represented the school at several Anzac Day services, including one at the Mount Lawley /Inglewood RSL Memorial. Our students participated in readings and prayers, laid a wreath, and spent time with the veterans and their families. Year 11 Councillors participated in the City of Vincent/ Mount Hawthorn RSL subbranch March and service and laid a wreath on behalf of the school.

The 20th annual Lawley Art Auction was held on Saturday, 15 June, and I want to acknowledge the huge amount of work undertaken by the LAA committee members. The whole evening was the culmination of five months of hard work. The night was a superbly organised event, a testament to the hundreds of hours of hard work the committee undertook over the last five months. The auctioneers, Jason van Straalan and Prash Nayer, once again did an amazing job. ABC presenter Nadia Mitsopoulos was a wonderful and engaging MC. There was a very positive buzz throughout the evening, and people commented how much they enjoyed the evening and that our SVAPPA students and music students will benefit from the funds raised.

Over the term, our learning areas, including the language department, SVAPPA, Music, HASS, Science, Physical Education, and Media, have organised excursions and incursions for our students. These activities enhance the regular learning program and provide our students with enrichment activities that challenge and extend them.

I hope everyone enjoys the holiday break and returns to school on Tuesday, 16 July, ready for another busy term.

Lesley Street, Principal

VOLUNTARY CONTRIBUTIONS & CHARGES

Thank you to all families who have made payment towards their outstanding *Voluntary Contributions & Charges*. Please contact the Finance Officer on **9265 1504** to set up a payment plan to finalise your account if you wish to pay by instalments. Other payment methods you may wish to use are Bpoint, EFTPOS, cash or direct deposit into our bank account. BSB # 066118 Account # 00900116 – *remember to include your child's surname, initial and Form as a reference*. Please don't hesitate to contact me on 9265 1503 if you would like to discuss your account.

Julie Moxey Manager Corporate Services

STUDENT SUCCESS



Charlie 10H3

Congratulations to Charlie as she is competing in 2 national level swim events back to back on the Gold Coast. Charlie is representing WA in the Swimming 13-19s at the School Sport Australia National Championships at the end of July and then onto the National Surf Pool Rescue Championships from 2nd-4th August.



Angela 8H2

Congratulations to Angela who was selected in the WA State Beach Volleyball U15 Team, where she represented WA in Australian Youth Beach Volleyball Championships at Collangatta, Queensland.



Julian 11O1

Congratulations to Julian who has been accepted into the U16 State Team training squad for Soccer.



Isabel 9H1

Congratulations to Isabel as she represented WA as part of the Rhythmic Gymnastic State team at the Australian Gymnastics Championship held in the Gold Coast in May.



Ava 10O3 recently competed in Australian Sprint Triathlon Championship in Wollongong (NSW), in the Junior category (16-19 years). It was a sprint distance triathlon, includes a 750m swim, 20km bike and 5km run. Ava was the 2nd Australian female to finish the race.

Ava also has qualified for the State Cross Country Team after her successful win (Page 31) at the Nationals in August. Congratulations Ava.



Lucy 8O5

Lucy has qualified for the State Cross Country Team for the Nationals in August. Congratulations Lucy.



William 7O3

Congratulations to William as a representative of the WA State Team at Australian Track & Field Championships held in South Australia during April.

STUDENT SUCCESS



Charli 10H1 was selected for the AFLW WA State U16s Squad to play in the 2024 Marsh AFLW National Development Championships which is the pinnacle of state and territory representative football. This is a crucial part of the AFL's Talent Pathway Program as it showcases the most promising footballers from across Australia, who are the future stars of the game.



Amadee 10F3 is a competitive artistic roller skater who recently competed in the Cadet Ladies Free Skate age category and represented the Morley Panthers Roller Skating Club in Victoria. In June, she will represent Australia at the Oceania Championships in New Plymouth, New Zealand, where skaters from Australia, New Zealand, Taiwan, South Korea, and India will compete. In July, Amadee will represent WA at the National Championships in Sydney.



Hayden 8H5 attended the 2024 Australia Open Karate Championship in Sydney at the end of April competing in his category for Kata individual male cadet and won Gold. He will represent Australia at the World Junior Championship in Venice, Italy, in early October.



Hannah 8H1 is travelling to Victoria during school holidays, as she has been selected to play for the WA U16s State Basketball Team who will be competing in the U16 National Championships.



Jasper 12F3 will be representing Australia in the International Speed Skating Championships in Italy during September. The Italy speed skating competition called World Roller Games, Jasper will be competing in the Junior category for both the track and road events. The track events are on a 200m circuit and the road events are on a road surface, outdoor circuit.



Tim 8O5 represented WA in the recent Judo National Championships held at the Gold Coast, Queensland in June. Tim was very successful in this competition and subsequently won gold in his division (under 15 boys, under 55 kg division) making him the Australian National Judo Champion.



Physical Education teacher **David Turnbull** the deserving winner of the national Community Cricket Coach of the Year award for 2023-24. Turnbull says winning the National Community Coach of the Year award is a humbling experience but one that gives him a sense of pride.

"It's definitely been a bit of a surprise," he says. For those thinking of becoming a volunteer in the upcoming cricket season, Turnbull says it's a great way to spend time with your kids.

David was presented with his award by Perth Scorchers fast bowler Jason Behrendorff, with the proud teacher's students' watching on.



STUDENT SUCCESS



Justyna 801 competed in the 2024 Hancock Prospecting Australian Artistic Swimming Championships in Brisbane earlier this month. Her team competed in the youth team and youth combo categories and won 2nd in youth combo and 3rd in the youth team. Justyna's club, West Coast Splash, entered many routines for different age categories.



Monna 7F5 Akiyoshi competed in Brisbane's 2024 Hancock Prospecting Australian Artistic Swimming Championships. Her team, West Coast Splash, won a silver medal in their age group. She competed in the 12 and under team competition, and they won 2nd in the national division. Monna also competed in a Duet competition and won 5th nationally.



Marcus 10F1 Marcus was selected to represent the state of Sabah in the 58th Malaysian U17 Tournament last month and Marcus is thrilled to be considered for the Malaysian National Team.



Charlotte 704 Congratulations to Charlotte & her team from Studio X Dance Company for their outstanding achievements on the world stage. They recently travelled to Orlando, Florida, to represent Australia at the ICU World Championships. Competing in the Youth Hip Hop Division, Charlotte and her team brought home a silver medal. The team then competed at The Summit, the world's largest cheer and dance competition. Charlotte and her team continued to impress and secured an amazing fourth-place finish.



Austen 11S1 Congratulations to Austen, an SVAPA alumni, on his supporting role in the upcoming feature film "The Surfer." Austen was invited to attend the film's world premiere at the 77th Cannes Film Festival, France.



YEAR 7 COUNCILLORS ELECTED



STUDENT COUNCILLORS (L-R) With Associate Principal Middle School Mr Steven Raphael **Hamish** (7F5), **Chrystal** (7O4), **Elliot** (7H4), **Benjamin** (7F4), **Teah** (7F4), **Samuel** (7F4), **Lila** (7H3), **Benjamin** (7O3), **Hammad** (7M3), **Isabelle** (7H3), **Edith** (7F5)

Absent: **Elliot** (7F3), **Eva** (7H4)



YEAR 7 HOUSE CAPTAINS SELECTED



HOUSE CAPTAINS (L-R) With Associate Principal Middle School Mr Steven Raphael. **Kenzie** - O'Connor, **William** - O'Connor, **Sophiya** - Murdoch, **Jagger** - Hackett, **Declan** - Murdoch, **Ava** - Hackett, **Suraya** - Forrest, **Harry** - Forrest



SCHOOL ANZAC SERVICE

Mount Lawley Senior High School commemorated ANZAC Day with a poignant memorial service held in the school gymnasium on Friday 26 April. The ANZAC Service, a deeply significant occasion for the school community, was not only attended by students and staff but was also live-streamed, allowing participants to join in.

During the solemn service, the school choir delivered a stirring rendition of 'Abide with Me' and led the assembly in singing the National Anthem. Musical talents were showcased by students **Amy** and **Xavier**, who performed the haunting notes of the Last Post and Reveille, respectfully honouring those who served.

As a symbol of remembrance and respect, Year 8 Councillors **Mia** and **Lekhya** laid the wreath, while the school flag was raised by **Scarlet**, Year 10 Councillor, in a poignant moment of reflection and gratitude

Mount Lawley Senior High School remains dedicated to fostering a spirit of commemoration and gratitude among its student body, ensuring that the legacy of the ANZACs continues to be honoured and remembered by future generations.



SVAPA EXCURSION

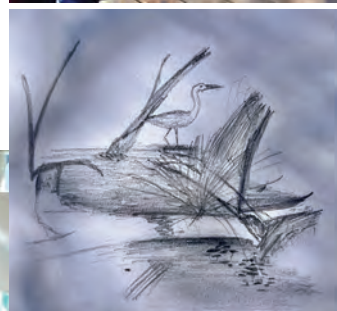
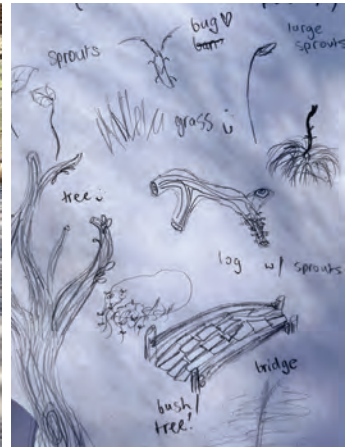
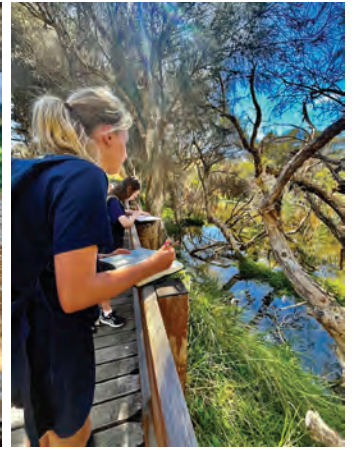
The Year 7 Specialist Visual Art (SVAPA) students embarked on a unique educational journey to the Canning River Eco Centre, a place rich in stories and history, to conduct their research.

They explored the Noongar people's deep understanding, skills, and knowledge of river systems, the narratives of the first settlers, the encroachment of suburbia, and the farmers who struggled to sustain themselves alongside its banks.

During the excursion, the students actively explored the riverbanks, capturing its essence through sketches of trees, flowers, birds, and people. Equipped with cameras and recording devices, they meticulously documented the sights and sounds.

Using their unique experiences and the evidence they gathered, the students are now in the process of collaborating on a captivating artwork. This artwork will be proudly showcased in the foyer of the Tricycle Theatre, ready to be auctioned at the upcoming Lawley Art Auction.

Ms Thomas, SVAPA Coordinator



EX-PRISONERS OF WAR SERVICE KINGS PARK

Mount Lawley Senior High School held its 28th Ex-Prisoners of War (ExPOW) ceremony at Kings Park on Friday 10 May, continuing a tradition that began in 1997 when our students adopted the Ex-Prisoners of War Association's Memorial.

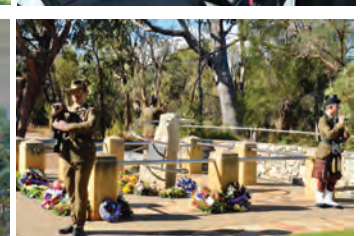
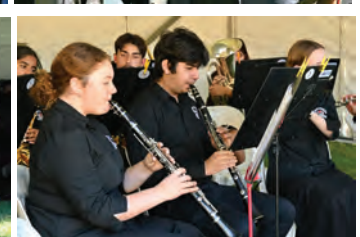
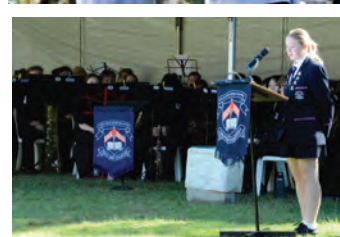
School Captain **Amy** led the ceremony with poise and dignity, while **Richard** acknowledged Country, grounding us in the land's significance.

Thank you to **Hannah** and **Ashanti** for their heartfelt readings of the Lord's Prayer and Psalm 121 and **Aja** for sharing her insights from the Premier's Anzac Day tour to Singapore.

Our **Prefects** provided logistical support with the wreaths and to the **Year 11 Councillors**, who impeccably managed the catering. Year 9 Councillors **Bekhi** & **Chloe** laid the wreath on behalf of the school.

Concert Band 1 and the **School Choir** music enriched the day by delivering a moving rendition of "Abide with Me" and the National Anthem. **Elena** and **Rosie's** performances of *The Last Post* and *Rouse* were superbly poignant.

Beyond the ceremony, our students engaged with the families of the Ex-POWs and other guests, embodying the spirit of remembrance and community. Thank you to all who contributed to this significant event.

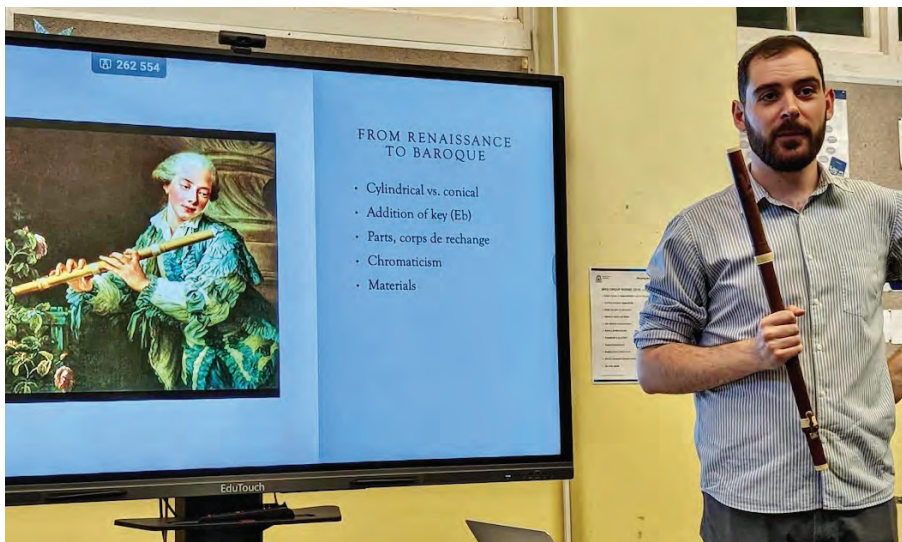


MUSIC EXCURSION : RENAISSANCE-BAROQUE DAY

Australian flautist and researcher Jonty Coy transported us through time with his expertise in historical performance practice. The musical journey was unforgettable, from captivating Renaissance demos to mesmerising Baroque duets with Robin Hillier.

Mount Lawley Senior High School Music students showcased their talents, receiving valuable feedback and inspiration. We are very proud of our Woodwind program, and our flute students performed at this event with energy, enthusiasm and excellent musicianship.

Michelle deRosario, Performing Arts Program Coordinator





FRENCH EXCURSION

Last Term our Year 10, 11 and 12 French students had the opportunity to watch a film at Palace Cinemas in the city. As part of the Alliance Française Film Festival, we watched the inspiring movie, *'The Snow Must Go On' (Les Têtes Givrées)*. The film, entirely in French with English subtitles, is a joyous coming-of-age film about finding meaning in life at any stage. When a group of academically challenged students discover that their village's glacier is melting at an alarming rate, they decide to make a group project to preserve the location. Combining a winning blend of humour and heart, it is an inspirational film about the next generation standing up to preserve the natural world no matter how impossible the odds, how fierce the opposition or how outlandish the plan is.

We enjoyed the movie, felt uplifted and ready to take our own steps to preserve our environment, and appreciated the opportunity to discuss the film while enjoying lunch before returning to school. We are very grateful to our teachers for facilitating this event and the chance to witness French culture and language on the big screen.

By Rebekah Castelijns



LANGUAGES EXCURSION

UWA'S LANGUAGE DEPARTMENT HOST OUR YEAR 10 STUDENTS

Future foreign exchange, insights into languages, and testimonials from current students are just some of the content covered on a recent excursion to the University of Western Australia. Various Year 10 Mount Lawley French and Italian students heard from the prestigious institution about a range of opportunities offered at a tertiary level.

At UWA, language learning is not confined to textbooks and lectures. It's about joining clubs where you can indulge in cultural foods, engage in conversations in the target language, and embark on trips to exotic destinations like French Polynesia and Naples. It's about attending conversation classes that offer a range of immersive experiences in the target language and interacting with professors and university personnel who provide a glimpse into the courses and varying ability levels they cater to. This unique approach to language learning at UWA truly enriches the learning experience. The Year 10 students had an enjoyable day on campus, ending it with a delightful lunch at the university's café district. The cohort developed an appreciation for the sandstone institution's iconic gardens and enjoyed the array of eateries. It was a day filled with learning, exploration, and fun.

By Matthew Farsalas, Italian Teacher



ITALIAN INEXCURSION

ITALIAN HISTORIAN SHARES LEGACY OF IMMIGRATION TO YEAR 10 STUDENTS

Did you know the Italians invented Al Fresco dining!? Did you know that before they emigrated to Australia, everyone cooked with lard instead of olive oil!? Did you know that roughly a million Australians today have some Italian origin? Our Year Ten's didn't, but now they do – after an amazing presentation from Italian Immigration historian Susanna Iuliano.

Various students were treated to a forty-minute in-depth insight into why so many migrants left the boot-shaped country for greener pastures in the land down under. The overwhelming influence of the influx of Italian immigration shaped a range of local industries, including hospitality, construction, fashion, and food in general.

The legacy of Italian immigration is still apparent today—Susanna points out the liveliness of Fremantle's cappuccino district, iconic landmarks such as The Re-Store, and their signature sandwich, the continental roll.

By Matthew Farsalas, Italian Teacher



HOSPITALITY 'EAT UP'

Our incredible Year 11 Hospitality students teamed up with 'Eat Up' and 'Wonder White' to make a whopping 1430 sandwiches in just 50 minutes!

These delicious cheese sandwiches were delivered to schools from Fremantle to Yanchep, helping to feed disadvantaged students in our community.

A huge shoutout to all the students who gave their all – your time, effort, teamwork, organisation and enthusiasm are truly inspiring. We couldn't be prouder of our school community coming together for such a meaningful cause!

Fiona Drabble, Teacher In Charge, Home Economics



AEP NATIVE GARDEN

Aboriginal Excellence Program has been focusing on the theme of "Caring for Country." As part of this focus, students have recently enriched our school's native garden with the addition of new plants that hold significant ecological and cultural value. The latest additions include two Kangaroo Paws, a soft Woolly Bush, and a Banksia.

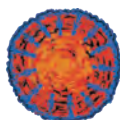
This project not only beautifies our school grounds but also deepens students' understanding of the ecological roles and cultural importance of native plants in our community. By engaging directly in environmental stewardship, our students are learning practical ways to nurture and preserve our natural heritage.

Their efforts in expanding our native garden serve as a living classroom and a growing symbol of their commitment to caring for country. Watch as our garden continues to flourish, thanks to the hard work and passion of our students.

Joshua Carnovale, Aboriginal Excellence Program Coordinator



RECONCILIATION WEEK 27 MAY TO 3 JUNE



ReconciliationWA

As part of Reconciliation Week, the Aboriginal students at Mount Lawley Senior High School created a chalk wall mural with the help of our Follow the Dream alumni **Sofia Smith** and **Talia-Rae Willcocks**. The students used the Noongar symbols for fire and family in the artwork. The theme this year is 'Now More Than Ever'.



Each year, the Department of Veterans Affairs holds a service to commemorate all the Indigenous soldiers who have served their country. Unfortunately, this year's service was cancelled due to severe weather. We at Mount Lawley Senior High School still wanted to honour these brave soldiers, so we created our own memorial. Three of our students, **Michael, Thomas, and Jacob**, laid a wreath at our memorial



AEP/FTD YARNING CIRCLE

Students from the Aboriginal Excellence Program and Follow the Dream have come together to create a yarning circle, an important cultural element intended for storytelling and discussion. This initiative provides a dedicated space for students to gather, share stories, and discuss issues central to their learning and community engagement.

We would like to extend a heartfelt thank you to Bunnings Warehouse for their generous donation of gift cards, which funded this meaningful project. Their support has made it possible for our students to have a space that fosters communication and cultural exchange in a traditional format, enhancing the educational experience for all involved.

This new yarning circle is not just a physical addition to our school but a step forward in promoting cultural understanding and cooperation among our students. We are proud of the hard work and dedication our students have shown in bringing this project to life and look forward to the conversations and learning that will take place in this new communal space.

Joshua Carnovale



HASS & AEP BLANKET ACTIVITY INCURSION

Students from the Aboriginal Excellence Program, Year 10 Indigenous Studies, and Year 11 Aboriginal & Intercultural Studies recently participated in an incursion developed by Charmaine Climo and Renarta Coyne. 'Koora Waangkininy Boodjar' (Koora) – Long time ago talking on country (Aboriginal History). Designed for both Aboriginal and non-Aboriginal students, this session provided an immersive look into the history of Australia's Aboriginal peoples.

The presentation began with rugs on the floor symbolising pre-European Australia, guiding students through the evolution of nation-to-nation relationships towards reconciliation. Charmaine and Renarta's interactive approach helped build bridges of understanding and respect among students, highlighting the importance of historical and contemporary relationships between Aboriginal and non-Aboriginal Australians.

This enriching experience has inspired our students to engage more deeply with cultural and historical themes, fostering a community of learning and respect.

Joshua Carnovale, Aboriginal Excellence Program Coordinator





HASS GUEST SPEAKER

SCIENCE YEAR 7 GRAVITY

SPACE- TIME SIMULATOR AND ORBITS



At the start of the term for science we were learning about the Earth, Moon and Sun. Our topic was gravity for the first part and Ms Colasante set up an experiment to show us how all the planets orbit the sun and how it is made possible by the gravitational field of the sun

using a 'space-time simulator' made of lycra stretched over a large metal frame.

In this experiment our large mass (the sun) was represented as 7 large heavy metal balls. Then we got tiny metal balls, acting as planets and slightly pushed them along the side and a little in the middle, near the sun to represent the planets orbiting in an elliptical shape around the sun. We learnt that bending space-time (gravitational field) is affected by the mass and distance between the sun and the planets and causes our Earth to orbit. It was really fun and it helped us better understand the Sun's gravitational field which keeps all the planets in perfect orbit. And a big thanks to the science lab technicians and Ms Colasante for explaining and showing us as well as organizing the experiment and teaching us about the gravitational field and orbit of planets.

Tansy Clark and Madison Dyer

SIMON MILLMAN INCURSION – YEAR 11 GENERAL ABORIGINAL & INTERCULTURAL STUDIES

In early May, our Year 11 General Aboriginal & Intercultural Studies class had the pleasure of meeting Mr. Simon Millman MLA, Member for Mount Lawley, as part of their Social Action assessment. This initiative is designed to deepen students' understanding of community issues and enhance their active participation in societal change.

The discussion centered on WA Labor's actions following the failed Voice Referendum and the measures being taken to address challenges faced by First Nations Peoples in Western Australia. Mr. Millman detailed ongoing strategies that aim to promote equity and improve support for Aboriginal communities.

Students engaged actively, posing insightful questions and exploring the role of youth in advocating for Aboriginal rights and cultural integration in government policies. This meeting not only enriched their academic pursuits but also emphasised the importance of civic involvement.

We extend our heartfelt thanks to Mr. Millman for sharing his time and insights, which have greatly contributed to our students' understanding of these critical issues.

Joshua Carnovale, Humanities & Social Sciences





On the 1st of May, our enthusiastic twenty-two Year 10 students from both the AE & Advanced Science classes competed in the annual Science & Engineering Challenge held at Claremont Showgrounds. This national challenge, run by the University of Newcastle, aims to ignite a passion for science and engineering by providing students with hands-on experiences that go beyond the traditional classroom setting.

The students were split into two groups, each group showcasing their exceptional problem-solving and teamwork skills in a challenge. The activities varied from wind turbines to planes to fish traps. **Tayla, Tomoe** and **I** began our day with Electricity. We were given a board with three power stations and 30 pieces of infrastructure, all worth different values, and five different kinds of cords to connect them all. We were given cords of high, low and no resistance, and the aim was to power a minimum of 25 pieces of infrastructure in a bunch of different scenarios. Some scenarios we encountered were to power the board with only high-resistance cables or to only use one power station. The different cords were also worth different amounts of money, and any un-powered infrastructure was deducted from our final score. Considering this, we had to find the most efficient solution to the different scenarios. We began slowly, trying to understand how the puzzle worked, but by the end, we were flying through the more difficult scenarios, completing them in mere minutes. We later were told we had the highest score of the day on that challenge.

Our afternoon activity was called Flight. We were told to build a plane out of Balsa wood to launch to meet three different goals: distance, target and bull's eye. We were provided items like masking tape, bulldog clips, and BluTack to adjust and repair our planes, and they were launched using electronic launchers. Our plane immediately only needed minor adjustments before attempting our first challenge, the bull's eye. We did some tests, adjusting the launch speed and direction, before hitting a perfect score on our first recorded attempt. As we tried to attempt the distance challenge, our plane fell apart, and as we were fixing it, we noticed many other breaks that it had sustained. Due to the impact of the launch and hitting the target repeatedly, the wood has chipped and started cracking. **Tomoe** managed to fix it perfectly and add some elements to prevent more

damage. We then aced the following two challenges, ending this with a perfect score.

This experience taught us the importance of resilience and adaptability in the face of challenges, and we were proud of our achievements.

While the rest of us were immersed in our challenges, one group was designated to build a bridge, and they spent the entire day doing so. In the end, there was a presentation of all the different bridges constructed by the other schools, tested for the first time with a trolley that slowly increased in weight. It was a fun and competitive way to bring everyone back together. Despite placing 7th, the event was a valuable learning experience and a great day for all involved.

Aja, Tayla and Tomoe



ROBOTICS

During the semester Year 7 & 8 students worked on robotics tasks. Students had a number of tasks to choose from. – create a device and code it to move autonomously.

Semester One Year 9 Robotics students engaged in developing previous skills including exploring gearing, lifting and grabbing devices, precise movement control, and combining actions to achieve a goal. Students created suitable robots in pairs and coded the actions for their autonomous robots. This culminated in exploring a series of 'Into Orbit' challenges where the students worked in groups of up to four and combined the equipment to achieve a high score from many tasks in 2 ½ minutes.

Kim Hazlegrove, Technologies



SECOND HAND UNIFORM WINTER UPDATE

An update for winter uniform from the 2nd Hand Uniform shop. Winter Uniform is very popular, and has been for a month or two already ... which means much of it has been selling quickly for some time.

WINDCHEATERS

One of the most requested items is the crew-necked fleece lined Windcheater. The Wincheater is a relatively new item to our School Uniform. It wasn't bought by the Year 12's when it came out because they have their own Year 12 Jacket, and the students who did buy it new when it came out (from Year 7 to 11 last year) are all still at school and wearing it. We don't expect to see it start hitting 2nd Hand until part way into 2025 - which is next winter. At the moment, you will only get a School Windcheater from the New Uniform Shop.

The only items we have that are similar are the School Jacket (which we have plenty of, but not in all sizes) or the School knitted jumper (which we have plenty of).

LONG PANTS

The other requested item is the Long Pants. There is only one type, the tracksuit style lined pants, which are very popular with the students. This means a few things ... many students keep them and continue to wear them after leaving the school (so we don't get many), and when they do come in they sell very quickly. The most we have ever had in stock is about 8 or 9 and that doesn't last long. We have 4 at the moment, and our options are usually in very large or very small sizes only.

POLO SHIRTS

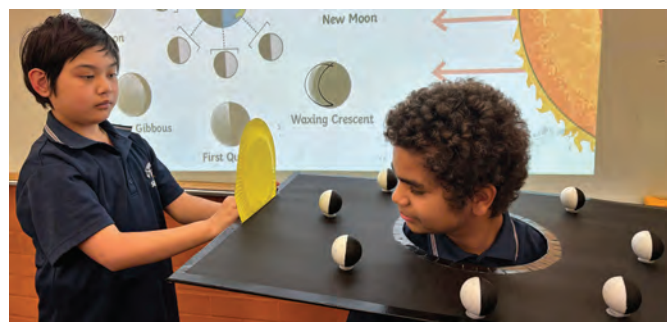
White Polo Shirts (Year 9, 10, 11 & 12) are very low in stock. I think that this is largely because students wear them through Years 9 to 12, and they are not always in great condition by the end of that period. They often don't get donated, or we can't put them up for sale. At the moment we have virtually none of them. You will have to access them new. Blue Polo Shirts (Year 7 and 8) are plentiful.

HOW TO ACCESS

Students can always come up to Student Services and ask to access the 2nd Hand Uniform during a lunchtime. Often this is the best way for them to check if something is available in their size, rather than having a parent coming in and then not knowing if things will fit.

Alternatively parents can arrange a time with Andrew the Chaplain to come in and have a look. Andrew is more than happy to help you, but does have other responsibilities and roles within the school, which means he is not available 100% of the time. Please call 9265 1527 or email him at andrew.paul@education.wa.edu.au to arrange a time. We do always have stock coming in, so things can change quickly, but we hope that this update helps.

SCIENCE YEAR 7 MOON PHASES



Recently, our class had the unique opportunity to engage with an interactive simulator that demonstrated the phases of the moon. The simulation required each participant to represent the Earth, rotating to observe the changing positions and phases of the moon.

"I (Jacob) could see the moon's phases in order from its position," Jacob explains. "It can be a useful simulator because as the children rotate, they can see what phase the moon is at and what current position it was in."

The simulator's design is straightforward yet effective: it involves placing one's head through a hole in the middle of the apparatus. As you rotate, you can observe the moon's phases changing in sequence. This hands-on approach made it easier for us to grasp the concept of lunar phases.

"We liked the simulation because it was easy to understand how we see the moon's phases when we were learning it," Jacob continues. "Everybody in class 4.4 had a go and even learned a thing or two when using it. I think other schools should make and use this more often."

Khoa and Jacob's experiences highlight the benefits of interactive learning tools in making complex scientific concepts more accessible and engaging. By bringing the abstract concept of moon phases into a tangible, visual format, the simulator enhances comprehension and retention for students.

Khoa and Jacob

HAVE YOU ORDERED YOUR GROUP PHOTOS ?



It's not too late!

YOU CAN STILL ORDER SCHOOL PHOTOS

ORDER NOW!

kapture.com.au

SCHOOL CODE
HRP9NQ



YEAR 7 RIVER CRUISE

On the 23rd of May, the Year 7s took to the Swan River, as they ventured on their Year 7 River Cruise for 2024. It was a night full of dancing, eating and fun! Teachers got in on the action too, as they took to the dance floors showing off their groovy moves! The music pumped out of the speakers as the students jumped to the beat! Sliding onto the deck, the students partied to the view of the glimmering city lights with free refreshments, Crust pizza and Krispy Kreme doughnuts! The River Cruise for 2024 was a huge success and we look forward to the next one!

Isabelle and Ava



CADETS CELEBRATION

On Monday 29 April 2024, our Bush Ranger Cadet Unit hosted a celebration for their 25th Birthday.

We were fortunate to host the Honourable Reece Whitby, Minister for the Environment, who spoke about the program and presented the school, and our Unit Leader, Andrew Paul, with acknowledgements for their 25 years of service.

Several speakers spoke briefly of their experiences as Instructors, as a parent and as Cadets over the years, with a number of people returning to the school, and the Unit, for the first time since their departure - with some of the past Cadets even bringing along their own children.

Overall the night was a wonderful celebration of the 'family' that has been created by the Unit over such a long period of time.

Stories were shared and recalled, we watched a short video, there was cake, a sausage sizzle, and we closed with the traditional toast - cordial in an IKEA plastic cup. Sometimes it's easy to get mixed up in the immediate things, like what is happening this week, how do I fix that before camp, or how are the transport bookings going? But it is nights like this that help you to remember the big picture, and the positive impact that the experience of Cadets has had on people - Cadets and Instructors alike. Definitely worth doing.

A great big thank you to everyone who made the event a success, particularly our current Cadets for the set up, pack down and the sausage sizzle.

Thanks to our speakers: **Jackie, Jade, Henry, Kenzie, Jasmine, Clodagh, Shannon, Tanyushka, Vick, Steve, Leyla and Kalani**, and to our MC, **Amy**. You presented a beautiful picture of your experiences that helped make the night such a great one.

To all of the past Cadets and Instructors who made the effort to come in, we thank you. It was wonderful to catch up again.

Andrew Paul, Bush Ranger Cadet Unit Leader



HASS CONSERVATION

On Friday 10 May Community 5 attended an incursion presented by Sam from the Kaarakin Black Cockatoo Conservation centre.

Kaarakin Black Cockatoo Conservation Centre is a specialist wildlife centre located in Perth, Western Australia, dedicated to the rescue and rehabilitation of sick and injured wild native black cockatoos.

We learnt about the 3 types of black cockatoos in Western Australia and how to identify them. We learnt why they're endangered, what we can do to help them

We learnt that the Baudin Black Cockatoo is critically endangered because of the land clearing and illegal shooting.

We were very lucky and got to meet Rex who is a 15 year old Baudin Black Cockatoo who was rescued after she by a car. She cannot be released into the wild due to her injuries but she works hard educating others.

Dana Moretta, Humanities & Social Sciences



MEDIA - SHARK TANK YEAR 11 GENERAL

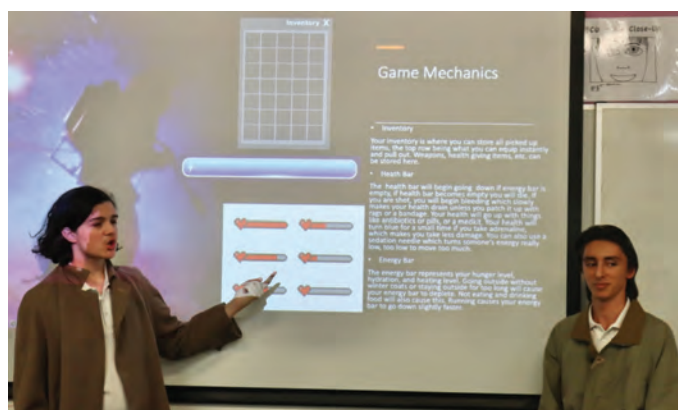
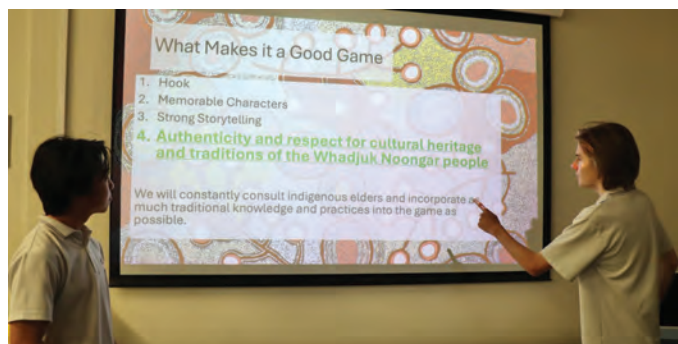
As part of their studies into the Gaming Industry , Year 11 General Media students participated in a Shark Tank style pitch where they spruiked an innovative Digital Game Design.

There were some amazing and original ideas presented to the sharks (their peers and myself) who then allocated an amount of money to each group based on their pitch.

Unfortunately the money wasn't real – but the budding designers and sharks took it very seriously and competition was fierce!!

Congratulations to **Greer Levi** and **Fin** (The Oil Rig Nightmare) and **Amber** and **Eamonn** (Debrawler) who were our 2024 winners – taking out the coveted fish trophy and a range of prizes.

Ms Deb Edwards, Year 11 General Media



The Mount Lawley Senior High School Interact Club has had a busy term with some interesting activities.

Rotary Youth Program of Enrichment (RYPEN) is a weekend residential experience for students designed to develop skills that will assist them in the transition to adulthood. Participants are involved in a variety of workshops and activities, which provide an opportunity for them to personally develop, gain self-confidence, communication skills, challenge themselves, build friendships, and develop skills.

Maisie, sponsored by the Rotary Club of Mount Lawley, attended the RYPEN camp in May this year. She reported her experience to the Interact Club. She reported that RYPEN was a weekend full of laughter, interactive activities and everyone made some lifelong friends.



Shirin and **Angela** of Year 12 attended the National Youth Science Forum in Brisbane early January. The National Youth Science Forum (NYSF) is a summer school programme dedicated to Year 11 students who are heading into Year 12 and trying to pursue careers in science, engineering, and related disciplines. They are also given training in public speaking. They were sponsored by the Rotary Club of Mount Lawley and gave a presentation to members at one of their meetings. Here is a summary of their report: -



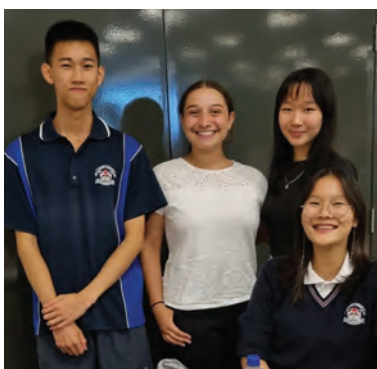
Shirin Kwang and Angela Le with Chetan Hegde, the President of the Rotary Club of Mount Lawley

The National Youth Science Forum (NYSF) 2024 had several exciting highlights:

1. **Quantum Science:**
 - o Participants explored the fascinating world of quantum mechanics.
 - o They learned about quantum computing, cryptography, and other cutting-edge topics.
2. **Planetary Exploration:**
 - o Students engaged in discussions about space exploration.
 - o They delved into planetary science, astronomy, and space missions.
3. **Food Waste Solutions:**
 - o NYSF 2024 addressed global challenges like food waste.
 - o Participants brainstormed innovative ways to reduce food waste and promote sustainability.

Overall, NYSF provided a platform for young Australians to connect, learn, and be inspired by STEM.

Kaihua, Aliyah, Angela and **Shirin** assisted at the Rotary Club of Mount Lawley Quiz Night



Guest speakers have been organised to provide students with some valuable information to assist them with their future directions.



Mr Geoff Russell (a Businessman) gave a presentation on preparing for job Interviews and Mr Steve Pugh (a financial advisor) gave a presentation on financial management.

To raise funds for their projects the Interact students assisted at the Hyde Park Fair conducted by the Rotary Club of North Perth.



Interact students and other students have been accumulating Community Service hours by assisting the Rotary Clubs of Mount Lawley and Morley at their fundraising Sausage Sizzles.

Larry Manno, Interact & Rotary Coordinator



STEAM YEAR 7 PROJECTS

SUSTAINABLE CITY DESIGN AND WATER ROCKET CONSTRUCTION

The Year 7 STEAM classes in **Community 4** have been hard at work on two innovative projects this term. These projects are designed to encourage creative thinking, problem-solving, and teamwork among students while integrating important concepts from science, technology, engineering, arts, and mathematics.

Sustainable City Design

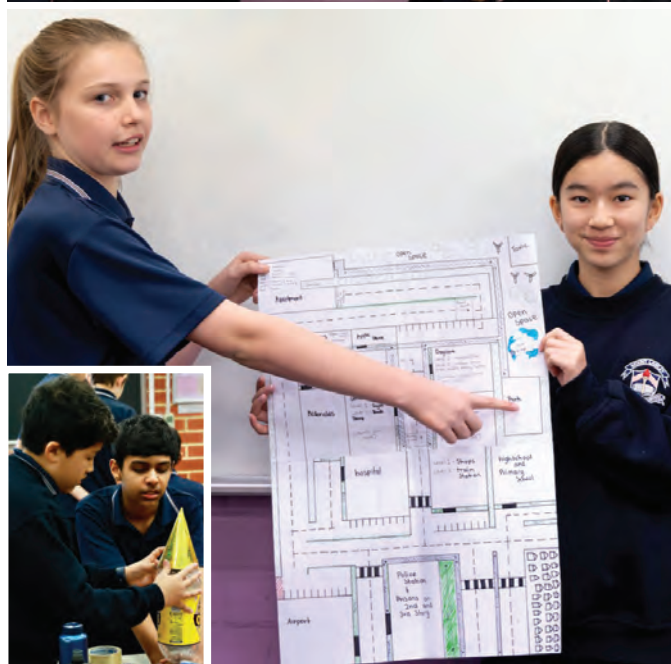
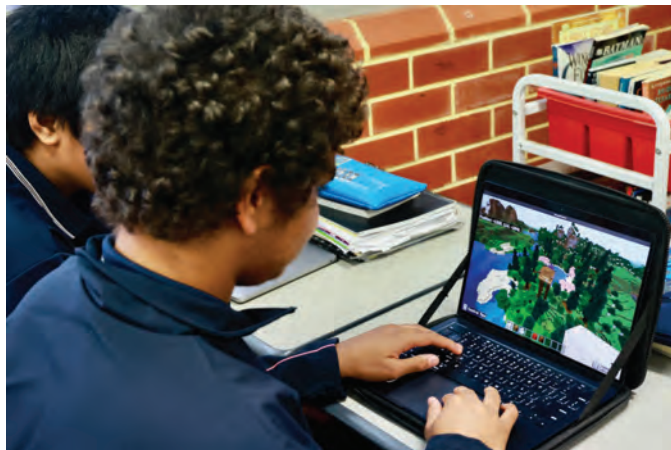
In the Sustainable City Design project, students have been tasked with creating both 2D and 3D models of a sustainable city. This project aims to teach students about sustainability, urban planning, and environmental impact. They have researched various sustainable practices, such as renewable energy sources, green building materials, water conservation techniques, and waste management systems. Through this research, students have gained a deeper understanding of how cities can be designed to reduce environmental impact and promote a higher quality of life for their inhabitants. The project culminated in presentations where students showcased their models and explained the sustainable features they included. The creativity and thoughtful consideration evident in their projects were truly impressive.

Water Rocket Simulation and Construction

The second project, Water Rocket Simulation and Construction, combines principles of physics, engineering, and mathematics. Students are learning about aerodynamics, pressure, and propulsion as they design, build, and test their own water rockets. By understanding the laws of motion and the factors that affect flight, such as thrust, drag, and gravity, students can optimize their rocket designs for maximum performance. This hands-on project not only reinforces theoretical knowledge but also allows students to experience the excitement of practical experimentation. They use simulations to predict the behaviour of their rockets under various conditions and then build physical models to test their hypotheses.

Both projects highlight the importance of STEAM education in fostering a holistic understanding of various disciplines and their real-world applications. The enthusiasm and dedication of the Year 7 students in Community 4 have been remarkable, and we look forward to seeing the results of their hard work.

Sean Zhang, Mathematics Teacher & STEAM Coordinator



STEAM YEAR 7 PROJECTS: WATER ROCKETS

Date: / / Page: 1 of 1

Rocket Launches #2

In Steam we get assigned the task of building a rocket that was durable and able to travel distance. Before we started we planned and tested our design on the mini rocket launcher. This really aided in the process of designing our rocket.

At the start of the project we used a large bottle as the base of the rocket and used cardboard to be the first tier. Securely adding the wing with a lot of tape. We taped it off with a make shift cone to ensure a stable flight.

It was super exciting and interesting watching others visions come to life and the different designs.

When it was time to launch our rocket we filled them about a quarter full and pumped them with pressure with a bike pump. We then shot them out and I'm sure you heard us yelling!

Overall it was a great lesson and was a bonus learn build my experience. It was super exciting and was enjoyed by all. Especially when we won!

ROCKET LAUNCHING

File

Background Information:

In week 8-10 class (11's) got to make rockets out of 1.5L bottles. We started by using the water gun and packed played around with the different types of wing, body of the rocket, the design of the app to use to see what type of rocket would fly higher into the air. Then we were 4-10 we started actually making the rocket. We used a 1.5L bottle, duct tape, masking tape, cardboard, something heavy and some thing to make the top of the rocket. Then in week 10 we pushed off the rocket and went to hammer park to launch the rockets and it was great fun!

How did the rocket launch?

We launched the rocket by adding some water into the bottle then we put a pump into the bottle and we then attached the bottle to the launcher that had a pump and a lower type thing that we used to actually launch the rocket into the air. We used air into the bottle to create air pressure then we pushed the pump to release the air pressure in the bottle which then makes it fly into the air.

How did you feel?

I felt like it was a fun and exciting thing to do and it was very fun to make as well in STEAM. It was also cool to see the reactions of everyone because it was really funny when we saw people reacting small as some people getting slightly distressed with water as the rocket blasts into the air.

Improvements:

I think that we could have used something a bit stronger than the poppy cardboard that my group used for our rocket as I think that our rocket could have done a bit better if we did pretty good and some other groups also had a great rocket design that made their rocket last pretty high into the sky.

Ann and Sling with Rocket Launching

Last Friday my group launched our rocket 3 times. We launched our rocket at the park. Before we launched the rocket, we did a simulation on the rocket on our laptops. Our first try, we first put our rocket in the launcher (filled with water, not all the way), then we pumped it up (not too full otherwise it will explode). After that one of the group members would launch it by pressing a button/thing. On our last attempt we took our wings off the rocket to try what will happen. Our rocket didn't go very far on the last launch. We could improve our rocket by adding a few more wings (1).

Rocket Launching

Last Friday we launched rockets on heymar park. First we had to fill up our plastic water bottle. In the plastic water bottle, had a tennis ball to make it fly higher. We filled the water bottle with water and pumped it with gas and then boom it flew off. Ours went higher than we thought it would. It was really fun and exciting and was a really enjoyable process. An improvement we could've made was pumping it up a bit longer and putting more water in it but the building was good. Overall, I think our rocket was **AWESOME**.

By Tess Bailey



T2 MIDDLE SCHOOL ASSEMBLY : AWARDS



MIDDLE SCHOOL LANGUAGES AWARDS

L-R Front :

Ava (Y8 Italian), Pulai (Y8 GAT Italian), Ishaan (Y8 GAT Chinese), Lucy (Y8 French) Kellyn (Y8 Chinese), Finn (Y7 Korean), Deepita (Y7 Chinese),

L-R Back Row:

Ruby (Y7 Japanese), Zoe (Y7 Italian), Angelina (Y7 GAT Italian), Aaron (Y7 GAT Chinese), Lily (Y7 French), Elliott (Y8 Japanese)



MIDDLE SCHOOL DEBATING TEAM

L-R Front :

Mr Steven Raphael, Associate Principal Middle School, Tamika, Manahil, Nicholas, Pryanka, Marcus, Edith, Jaxon,

L-R Middle Row:

Abha, Pranith, Hanna, Chloe, Mia, Anna, Pulai, Angwai, Ava, Aaron.

L-R Back Row:

Kevin, Amaanur, Rudra, Chantelle, Claire, Kay, Nikki, Isha





MIDDLE SCHOOL ACADEMIC ACHIEVEMENT AWARDS

L-R Front :

Lucas, Shankeel, George, Lawsont, Mia, Elliot, Hanna, Esther

L-R Middle Row:

Indra, Joshua, Angela, Akira, Loden, Georgie, Lilia

L-R Back Row:

Aaron, Angelina, Mia, Lucy, Ruby, Genevieve



Year 7 student **Cori**, was one of the winners for the Premier's Reading Challenge weekly prize draw! Cori was one of 6 lucky winners who has received a \$50 LEGO voucher which was presented at the MS assembly by Mr Steven Raphael, Associate Principal Middle School, and Ms Belinda Derby Assistant Associate Principal Middle School.



STEAM YEAR 8 : PARKLAND PROJECT EXPO

This term in Middle School, our wonderful Year 8s have been tirelessly working on designing a new parkland as part of the City of Stirling Inglewood Youth Parkland Project. Their dedication and hard work are evident in the engaging park area they have designed for the open space next to Terry Tyzack.

As part of their projects, our Year 8s designed and created a scale model of their park using recycled materials. On Wednesday of Week 11 this term, Middle School held a STEAM fair for Year 8 students to showcase and pitch their designs for the Park space to the local City of Stirling councillors. Middle School invited local Member Simon Millman to see our students' creativity and ingenuity!

Jo Chisnall, Middle School English Teacher



ALUMNI NEWS

Three Mount Lawley Senior High School Alumni students were finalists in the 7NEWS Young Achiever Awards WA held in March. Alumnus Jade Dolman (Class of 2012) and Sharlene Baloch (Class of 2020) were nominated in the National Indigenous Times Indigenous Community Leadership Award, that celebrate young Indigenous West Australians who have demonstrated outstanding community Leadership.



'Jade Dolman of Inglewood is a dynamic force in Indigenous art and community leadership. From muralist to radio host, her impact spans cultural preservation, youth empowerment, and social advocacy. Through workshops and mentorship, she nurtures

Aboriginal youth, instilling pride and resilience. Her murals tell stories of heritage and identity, enriching Perth's cultural landscape. As a radio presenter, she amplifies Aboriginal voices, fostering dialogue and understanding. Jade's commitment to inclusivity and empowerment resonates in her collaborations and advocacy, shaping a brighter future for Indigenous communities. Known as JD Penangke, her journey from self-taught artist to community leader inspires others to embrace their heritage and create change.'



'Sharlene Baloch of Perth embodies change and cultural empowerment. A proud Yamatji Badimaya woman, Sharlene currently pursues a Bachelor of Arts in Law and Society at UWA, where she amplifies Indigenous voices through the SOVEREIGN podcast. Her internships at IAG and volunteer work reflect her

dedication to community engagement and advocacy. As an Assistant Producer for RTRFM's Moorditj Mag, she promotes Indigenous representation in media. Sharlene's commitment to diversity, equity, and inclusion shines through her academic pursuits and cultural contributions, inspiring others to engage with Indigenous issues and promote positive change. Her leadership and inclusive initiatives foster solidarity and empowerment within Indigenous communities.'

<https://awardsaustralia.com/young-achiever-awards/wa/current-finalists/>

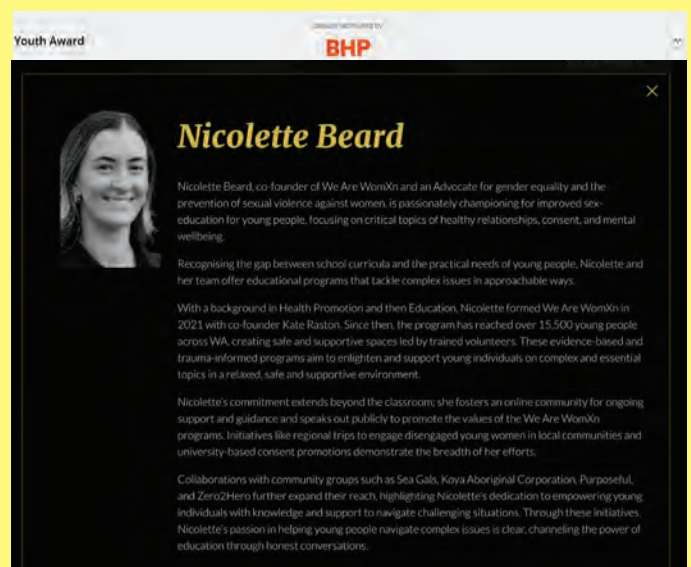
Alumni **Nicolette Beard** (Class of 2012) was also nominated as co-founder of We Are WomXn which was a finalist in the 'Spirit Super Connecting Communities Award' in the 7NEWS Young Achiever Awards.



'We Are Womxn is an evidence-based, trauma-informed educational organisation empowering young people across Western Australia. Recognised as one of WA's top female-founded organisations in 2023, they have reshaped attitudes towards consent, healthy relationships, and sexual health, contributing to a 75% increase in awareness and education. Despite challenges, they persist, addressing barriers and advocating for comprehensive education, ensuring young women possess the skills and confidence to navigate life's challenges. They have delivered education to more than 16,000 young women. We Are Womxn's unwavering commitment to empowerment and social change has earned them recognition and respect, making a profound and lasting impact across WA.'

<https://awardsaustralia.com/young-achiever-awards/wa/current-finalists/>

Nicolette was also a finalist and winner of the BHP Youth Award of the 2024 Western Australian of the Year Awards. This year marked the 51st anniversary of the Western Australian of the Year Awards. This special event acknowledged and celebrated those extraordinary community members who've made outstanding contributions to our State.



GAT CLUB ITALIAN

OUR STUDENTS BECOME TEACHERS! GAT CLASSES VISIT COOLBINIA PRIMARY

Mount Lawley's Gifted and Talented Italian classes recently assumed the role of teachers when tasked with showing some primary school students the traditional card game "Scopa."

The Neapolitan pastime consisted of an unusual deck of cards and a range of obscure rules to collect points. Our Mount Lawley students expertly explained the intricacies and complexities—clear and concise instruction ensured the Year Six Coolbinia cohort was playing like they grew up in a Neapolitan piazza in no time at all.

The competition and competitive nature of the event created an engaging atmosphere. The school was alive with the sound of students battling for bragging rights, each one striving to achieve the most points in each game.

Matthew Farsalas – Italian Teacher



LANAGUAGES: JAPANESE

Liu Sensei's Year 9 Japanese students recently embarked on an exciting cultural journey during their Japanese class. The students had the unique opportunity to engage with traditional Japanese toys, Kendama (剣玉) and Daruma Otoshi (達磨落とし), adding a hands-on dimension to their learning experience.



The Kendama is a classic Japanese toy that consists of a wooden handle (ken), a pair of cups, and a ball (tama) connected by a string. The challenge lies in catching the ball in the cups or landing it on the spike. This toy has been a staple in Japanese culture for centuries, known for its ability to improve hand-eye coordination and concentration.

In the classroom, the students' eyes lit up with excitement as they took turns attempting various tricks with the Kendama. Laughter and cheers filled the room as some managed impressive catches while others found themselves determined to improve. This simple yet challenging toy not only provided entertainment but also a deeper appreciation for Japanese craftsmanship and tradition.

Daruma Otoshi, another traditional toy, consists of a stack of wooden pieces topped with a Daruma doll. The objective is to knock out the pieces one by one from the bottom without toppling the entire stack. This game requires precision and a steady hand, embodying the Japanese values of patience and perseverance.



As the students gathered around to play Daruma Otoshi, the atmosphere was tense yet filled with excitement. Each successful strike was met with applause, while a toppled stack elicited groans and giggles. The game became a lesson in strategy and careful execution, mirroring the meticulous nature of Japanese culture.

Introducing these traditional toys into the classroom provided more than just entertainment; it offered a tangible connection to Japanese heritage. The students not only learned about the toys but also the cultural significance and the skills they develop. This hands-on approach enriched their understanding of Japan, making the lessons more engaging and memorable.



GAT CHINESE



Liu Laoshi's Year 9 GAT Chinese students recently received an exciting and delicious reward for their outstanding performance in Chinese language studies: Chinese cooking packs. These packs, filled with traditional ingredients and recipes, aimed to celebrate their academic success and foster a deeper connection with Chinese culture.

The cooking packs were a unique way to recognize the students' hard work and dedication. There are Mapo Tofu (麻婆豆腐), Kung Pao Chicken (宫保鸡丁), Sweet Sour Sauce (糖醋汁), Mushroom Hotpot (菌汤火锅) and Spice Hotpot (麻辣火锅) packs.

As the students received their packs, excitement buzzed through the classroom. Many eagerly discussed which dishes they would try first, looking forward to the culinary adventure. The cooking packs provided an opportunity for students to engage with the culture they had been studying in a practical and enjoyable way.

Cooking traditional dishes allowed the students to apply their language skills in real-world contexts. Reading the recipe cards in Chinese and following the instructions gave them a chance to practice their vocabulary and comprehension. It also offered a glimpse into daily life in China, making their language studies more tangible and relevant.



CONTAINERS FOR CHANGE

Our STEAM focus this year is to explore various topics and teach our kids about recycling and sustainability with support from the school's Learning Areas.

Our Year 8 community is also continuing our Containers for Change drive. This initiative, which is a joint effort with various Learning Areas, helps our students budget for materials and significantly contributes to the Middle School's funding for exciting excursions and incursions related to STEAM. The Learning Areas have set up Containers for Change tubs in their offices, where the MS students collect filled tubs on a regular basis for the sorting process back in Community 1.

Thanks for your help with supporting our students!

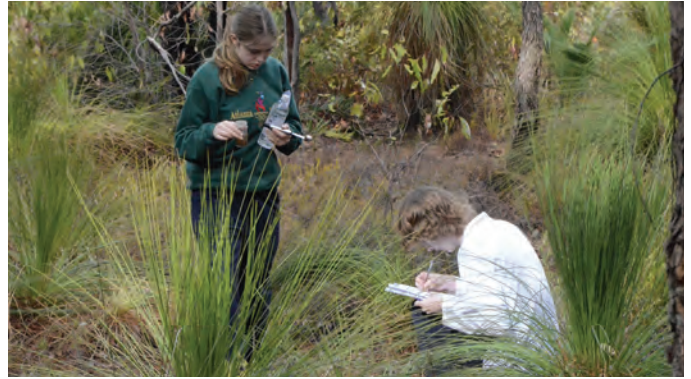


SCIENCE YEAR 11 BIOLOGY

On 1 May, our Year 11 Biology students set off on an exciting excursion to the Perth Hills Discovery Centre in the heart of the Beelu National Park. This outing was not only a break from their usual classroom environment but also an invaluable opportunity for hands-on learning and real-world application of their studies.

Throughout the day, students engaged in fieldwork research within the Jarrah and Marri Forest. This experience allowed them to observe and analyse the unique ecosystems firsthand, deepening their understanding of ecological principles and biodiversity. A significant part of their fieldwork focused on studying the dynamics of fire on the ecosystem, observing how fire shapes the landscape, influences plant and animal life, and contributes to nutrient cycling. Understanding these fire dynamics is crucial, as fire plays a natural and essential role in maintaining the health and diversity of these forests.

The fieldwork they conducted is an essential component of their external assessment, providing practical insights that complement their theoretical knowledge. This excursion to the Perth Hills Discovery Centre has undoubtedly enriched our students' learning experiences, fostering a greater appreciation for the natural world and equipping them with essential skills for their future scientific endeavours. **Bianca Sciberras, Science**



MUSIC CAMP

I am delighted to share with you the highlights of our recent Music Camp, hosted by the Mount Lawley Senior High School Music Department from Sunday the 9th to Tuesday the 11th of June. This annual event, attended by our senior ensembles, took place at the picturesque Woodman Point Recreational Camp.

Throughout the duration of the camp, our wonderful students from **Concert Band 1, Senior String Orchestra, Senior Classical Guitar Orchestra, Jazz Big Band 1, and Contemporary Bands 1 and 2** engaged in a series of rigorous rehearsals and enriching workshops. In addition to expanding their musical skills, our students also had the opportunity to partake in various recreational activities such as Zip Lining, Rock Climbing, Quiz Night, and Movie Night, fostering camaraderie and long-lasting memories. The camp was a success, evident in the exceptional quality of the final performances and the positive atmosphere as students bonded with their peers. Such achievements would not have been possible without the dedication and support of our passionate team of educators.

I give a huge thank you to Ms Michelle DeRozario, Ms Shahna Gallagher, Mr Kevin Fletcher, and Mr Chris Dombrose for their invaluable support, as well as our amazing IMSS teachers: Mr Lee Stanley, Ms Jade Martin, Mr Karl Hiller, Mr Benn Hodgkin, Mr Jeremy Peet, and Mr Kevin Ferguson, whose commitment and energy enriched the experience for our talented music students.

Mr Dijon Summers- Teacher in Charge of Music.



ITALIAN VISIT

YEAR TEN TRIP TO AN ITALIAN RESTAURANT

Pasta, gelato, and a whole lot of hand gestures painted the setting of the Year 10 Italian dinner at Siena's Restaurant. Various students offered the opportunity to order in Italian, putting what they learned into practice and enjoying the culinary culture of their target language.

Pupils were working on pronunciation, and the eatery allowed them to converse with peers, show off their Italian skills and seek feedback from those around them. Multiple courses on offer including a selection of salads or *"insalate"*, a medley of *"penne"* dishes and a range of Italian ice cream – all ensuring the cohort did not leave hungry.

You'd be forgiven for thinking you're in a bustling Tuscan *"trattoria"* with our Year Tens effortlessly communicating, fully absorbed in Italian culture. The only giveaway is a couple of signed West Coast Eagles jumpers, paying tribute to some of the notable patrons the restaurant served over the years.

Matthew Farsalas, Italian Teacher



INTERSCHOOL SPORT

INTERSCHOOL CROSS COUNTRY CHAMPIONSHIPS

On 16 May Mount Lawley Senior High School had over thirty of our best Cross Country athletes participate in this year's competition.

On a beautiful day at McGillvray Oval students ran distances between 3 and 6km with over 200-300 competitors within each age group.

There were some fantastic results with several of our students finishing in the top 20 and just outside the automatic top 10 National invitation finishing slot.

Special congratulations go to **Ava** and **Lucy**.

Lucy competed in the Girls 14 division against 373 other students and finished in 7th place with a time of 17 minutes 13 seconds for 4 km. **Ava** ran against 173 competitors in the Girls 16 division and became the states Champion with a time of 15 minutes and 16 seconds across the undulating 4km course.

Well done to all that took part..we look forward too many more students participating in 2025. Special thanks to Miss Wright for her support throughout the day.

Mr Hamilton, Health & Physical Education



Y8 SVAPA : A MIDWINTER NIGHT'S DREAM



VOLLEYBALL CARNIVAL

It was a very successful day for Mount Lawley Senior High School at the Year 7-9 Volleyball Carnival at Warwick Stadium.

Mount Lawley Year 9 boys finished in first place in their pool, after a nail biting final. Mount Lawley Girls Year 8 also finished first, after not losing a game all day. All players and coaches should be congratulated on their efforts.

Brittany Henry, Health & Physical Education



FEMALE FOOTBALL CARNIVAL

WAFC DOCKERS CUP

On 23 May, Mount Lawley Senior High School participated in the WAFC Dockers Cup Female Football Carnival.

We entered one team for Year 7, another for Year 8/9, and a third for Year 9/10. All the girls displayed great effort and spirit in every game. Our Year 9/10 team remained undefeated and emerged as the overall winner of their competition.

Maddie Morskate, Health & Physical Education



YEARS 9 & 10 LIGHTNING CARNIVAL

This year, we were part of a thrilling combined Year 9 & 10 Lightning Carnival. Mount Lawley proudly fielded teams in Boys' Soccer, Girl's Soccer, Netball, Boys' Basketball, Girl's Basketball, Mixed Floorball, Boys' AFL and Mixed Volleyball. The teams were skillfully guided by a group of our fantastic Year 11 Certificate Class and a couple of our awesome Year 10 students, who took on the roles of coaches and umpires. They were supported by our dedicated teachers, who supervised and shared in the enjoyment of the day with 300 students. We extend a heartfelt thank you to everyone who contributed to the success of the day and to all the students who represented Mount Lawley Senior High School.

Some results: Mount Lawley Senior High School came in 1st and 2nd in Floorball, 1st in AFL, 2nd in both A and B div and 1st in C div in Boys' Soccer, 2nd in Volleyball, and 1st and 4th in girls' Basketball. All had fun and enjoyed the competition against other schools.

Jackie Halse, Health & Physical Education



YEARS 9 & 10 LIGHTNING CARNIVAL CONT.



BOYS FOOTBALL

The season has not yet finished and will continue next term however the Mount Lawley Senior High School's Year 8/9 AFL Eagles Schoolboys Cup team are currently the East Perth Division Champions.

Joseph Deegan, Health & Physical Education



BOYS HOCKEY

On Monday, June 10, at the UWA Hockey Stadium, Year 8-12 Boys competed in the SSWA Hockey Carnival against some specialist Hockey schools such as Como and Shenton SHS. There were some strong performances by the team throughout the day with good wins over Shenton B and Como B and draws with Fredrick Irwin and Bob Hawke College. The result was a 4th overall place. Thank you to all our Year 12 Hockey players who have represented the school every year since Year 7.

Reid Hamilton, Health & Physical Education



Y10-12 VOLLEYBALL

Mount Lawley Senior High School had a fantastic day at the 10-12 Schools Cup Volleyball Tournament. All teams made the finals, with Mount Lawley 1 Girls and Boys making the Grand Final. Unfortunately, the girls went down in their final game. However, the boys' team was able to secure the win. Students showed great passion, sportsmanship, and skill throughout the day and were incredibly impressive. Well done to everyone involved!

Brittany Henry, Health & Physical Education



BASKETBALL 3 ON 3

On Thursday, June 13, Mount Lawley Senior High School took a group of Year 7 and 10 students to the annual 3 on 3 Basketball championships at Bendat Stadium. Congratulations to our Year 7 Girls team (**Teah James, Piper Barnett, and Mia Butcher**) for playing outstanding Basketball throughout the day and only narrowly missing out on the final when a game-tying 2-point shot on the buzzer was disallowed. Special thanks to our Senior School coaches and Miss Morskate for making the day successful.

Reid Hamilton, Health & Physical Education



YEAR 8 LIGHTNING CARNIVAL

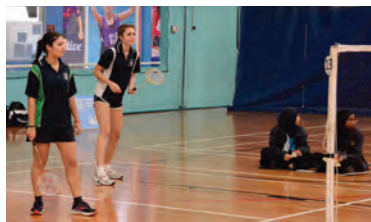


BADMINTON CARNIVAL

Five Boys and Girls teams represented Mount Lawley Senior High School at the Badminton Carnival in Week 9 at the Kingsway Indoor Stadium on Friday, June 14.

All of our teams had some strong wins throughout the day, with two of our Boys' teams making it to the semi-finals (**Yong Yik Loh/ Sebastian Williams & Julian Fox-Medrano / Kevin Phan**). The organiser made special mention of how impressive our students were in volunteering to umpire and playing with high levels of sportsmanship. Congratulations to all involved.

Reid Hamilton, Health & Physical Education



SCHOOL WELLBEING PROGRAM

Parent Newsletter Article with DIARY EXTRACT | Supported by P & C for all parents of Mount Lawley SHS
Available at <https://learningcurve.com.au/portal/secondary-planner-2024> Username **MLSHS** Password **MLSHS6050**

ACCOMPLISHMENT + OPTIMISM

TIME WISE



WHY: by taking responsibility for how you use your time, you will actually create more time for the things that you really want to do.

HOW: there are many time wasters when you just let things happen with no planning. Show initiative to use the Musts and Options (page 149) to identify how you use your time each week and recognise possible timewasters. Then, create a timetable to follow that also includes things that you really want to do.

Acknowledgement: Ericsson & Anderson

DO: fill in your Musts and Options and homework times on the blank Learning Timetable (page 151). Do you feel more organised?

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What are two time-wasters that you noticed from filling in your Musts and Options?

WEEK 11 PARENT WELLBEING : you can become much more optimistic and connected to yourself when you write down your thoughts. Buy a diary and every morning before you start the day write down things that you are looking forward to most for the day. Every night, write down three good things which happened that you were grateful for and share them with your family. What were you grateful for today?

WHY: for students to plan a learning timetable to do what they need to and want to do to create more time for themselves.

Many students believe that they 'have their acts together' and don't need to organise their time in a structured way using a timetable. The reality for many 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 and sticking to it will also build their resilience to distractions to enable personal and academic growth.

Prioritising is a self-regulation skill which enables them to use their time more effectively by organising what needs to be done in order of importance under Musts and Options (page 149). Doing this broadens their attention and engagement with what they need to do and ensure that they complete tasks on time.

Musts and Options and Time Understandings are effective Thinking Tools (website) which provide students with valuable perspectives on the activities they participate in which may include:

- At least a nine hour deep and uninterrupted sleep
- Sport and other activities practice and part-time jobs
- Study, reading and deliberate practice to shine up skills
- Home chores and commitments
- Social media and gaming
- Watching TV and playing games
- Quality time enjoying family and friends
- Daily exercise and leisure activities.

Learning to prioritise and creating a learning/study timetable provides students with the tools to develop growth mindsets to develop their brains' abilities to overcome setbacks and challenges which inevitably crop up. Acknowledgement: Ericsson & Anderson

HEALTH + STRENGTHS

HABITS THAT MATTER



WHY: by understanding that many habits that you have were only created because you had several key habits called Keystone Habits, you will be able to use them more.

HOW: learn what habits create other habits. For example, using a timetable and planner as habits enables habits such as time management, prioritising, planning ahead, completing learning on time, avoiding time wasters, and having time for your interests. Developing Keystone Habits relies on you practising using your strengths effectively and deliberately.

Acknowledgement: Duhigg & Wade

DO: what is a Keystone Habit that you can practise which would create other habits to help you achieve your goals?

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What is a Keystone Habit that you could develop to enable you to do the Big Five for Health well?

WEEK 12 PARENT WELLBEING : grit is much more than just making an effort. It is your long-term passion, persistence and self-regulation to accomplish something that you really want to achieve. It is also much more important than intelligence and natural talent in determining whether or not you will be successful. When are times you have shown grit to overcome obstacles and challenges to accomplish something special to you?

WHY: for students to identify which habits are keystone habits, and to deliberately practise them to enable other desirable habits to be created.

Sometimes when we stop doing a particular habit, we find that there is also another group of habits we stop doing, because they relied on the first habit. Habits which enable other habits to be created and exist are called Keystone Habits. For example, using a student planner correctly is a keystone habit, because it enables students to write down what they need to do, prioritise when and how they will do them, create time targets to complete little steps in the learning process and organise their daily, weekly, monthly and term commitments.

The above example was borne out to be very true when many schools opted to be organised totally electronically, and in the process, stopped using student planners. The keystone habit was removed, and the other desirable habits, such as prioritising and time management were lost. Reflect for a moment on how your household operates. What are the keystone habits which are the glue that hold nearly everything else together?

For students, keystone habits include, using a learning/study timetable, laying out their uniforms the night before, having consistent bedtime routines which enable quickly falling asleep, turning off their phones for 30 minutes several times daily and off at 8.30pm nightly, and being aware to focus on doing the Big Five well.

Acknowledgement: Duhigg & Wade



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POSITIVE EMOTION + GRATITUDE

LIFE IS GOOD



WHY: by accepting that not everything in life is good, but that there is something good in everything, you will be more likely to look for the good things first.

HOW: when things don't go your way, choose to view them as temporary and learn new, more intelligent things to overcome them. Believe that there is always a pathway through any challenge, no matter how bad you think it is, and sometimes you will need to ask your champions to help you create the pathway.

Acknowledgement: Boniwell & Diener

DO: what is a challenge that you currently have, which will help you to become your best self when you overcome it?

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When is a time that things didn't go your way? What was something positive that you learned from it?

WEEK 13 PARENT WELLBEING : there are many wonderful ways that you can self-calm yourself, and deep breathing is one of the most effective. Try the following: Spend 30 seconds breathing deeply to prepare yourself. With your knees slightly bent, sway forward till your heels leave the ground and then sway back till your toes leave the ground. Feel your weight transferring and finding your balance for five minutes. How relaxed did you feel?

WHY: for students to adopt optimistic outlooks about life to look for positives in every negative and view setbacks as temporary. Encouraging students to look at life optimistically and search for what is good and right about what they are doing generates positive emotions in them to build their wellbeing to thrive and flourish. Happy people enjoy better health, are more likely to achieve what they set out to do and welcome challenges.

When we teach students about the amazing benefits of adopting an optimistic outlook in their lives and introduce them to the little positive actions they can do often, they shine. Their preparedness to adopt growth mindsets to learn and try new and more difficult approaches will ensure their continued personal and academic growth.

The alternative is to look at life pessimistically and search for what is wrong with things. And guess what, people who adopt this negative way of thinking find plenty of things they perceive to be not right, because that is all they are on the lookout for. It's a pity they miss out on the great things that are happening and could happen. As such, they seldom have those warm feelings of gratitude and appreciation. The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers. Encourage students to mix with positive people.

Acknowledgement: Boniwell & Diener

ENGAGEMENT + MINDFULNESS

FULLY ENGAGED



WHY: when choosing to tackle tasks and activities which stretch your skill levels, you will need to be fully engaged to enjoy and do them well.

HOW: watch elite performers in any field. They are fully focused, engaged, and often lose all sense of time; they are in a state called Flow. To experience Flow, practise doing something challenging that you really enjoy and give it your full attention; it will benefit your wellbeing by creating positive emotions in you.

Acknowledgement: Kotler & Csikszentmihalyi

DO: when is a time that you were totally engaged in a challenging activity and lost track of time?

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What are two challenging activities that you enjoy doing where you could experience Flow when you really focused?

WEEK 14 PARENT WELLBEING: in the busyness of the 21st century, everyone needs timeout to emotionally transition between home and work and vice versa. Finding a place to do this for 15 minutes every day will benefit your wellbeing. In recent times such places have come to be named your Third Space. Brainstorm three places that could work for you. When do you spend time just with yourself?

WHY: for students to stretch their skills to master a challenging activity to experience positive emotions which come from experiencing flow. Have you been involved in activities where you become so immersed that you lose track of time and you are totally engaged in the challenge you have? If so, what are you feeling? Is it enjoyable? Are you able to think of anything else when you are in this state? If you haven't had such experiences, google Chris Bliss, to see him in the state described above, which is called flow.

The ever-present nature of electronic communication, means that many students have fractured attention; they find it almost impossible to deeply engage themselves because they are always awaiting another image or message. Teaching them to focus on how to pay attention to what they are meant to pay attention to is a skill which will enable them to experience flow. The first step is for them to put their mobiles on flight mode for 4 periods of 30 minutes every day.

Also, providing them with a wide range of learning activities will enable them to focus on using their skills to engage in overcoming challenges. This will develop the resilience skills of being emotionally patient and thinking adaptably. The level of the challenge needs to be little beyond their current skills to stretch their brains' abilities.

Acknowledgement: Kotler & Csikszentmihalyi



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RELATIONSHIPS + EMPATHY

TEACHER CONNECTIONS



WHY: by accepting that your teachers are the experts who will show you the pathways to achieve your goals, you will be more likely to listen to, value, and connect with them.

HOW: show a sense of purpose, enthusiasm to work with your teachers, enjoyment in class, and a willingness to ask questions to learn more intelligent approaches. Doing these things will enable your teachers' mirror neurons to kick in to ensure that you receive encouraging and positive responses from them.

Acknowledgement: Wentzell & Caldwell

DO: what are two things that you can do to further develop healthy learning relationships with your teachers?

1

2

When is a time that you fell into the trap of blaming your teacher, when in fact it was your own lack of effort?

WEEK 15 PARENT WELLBEING : what is awesome in your work place or at home? How could your strengths come alive in your work place or at home? Describe a time you felt really excited at your work place or at home? Looking for awesome things rewires your brain to seek out things which will generate positive emotions in you. Work hard to make awesome rule awful. What is awesome for you about today? Acknowledgement: Neil Pasricha

WHY: for students to connect with each of their teachers to improve how well they learn and succeed in class. The quality of relationships between students and their teachers is the greatest predictor of student success and the delivery of high quality 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 combined influence. And then they will 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 will pick up on this very quickly.

Cultivating growth mindsets in students to believe that their teachers are there for them and genuinely want them to become their best selves will build respectful learning relationships. This includes accepting their teachers' advice, as they do with their trainers and coaches outside of school, 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

MEANING + PURPOSE

RIGHT LIFE CHOICES



WHY: by using your strengths to do what your mind and heart tells you is the right thing for you to do, you will live a life that matters.

HOW: before you do something, ask yourself: will it be fair, safe, and legal? Then, use your strengths to listen to and act on the answers your mind and heart give you; this is called being ethical. Doing this will help you to be honest with the person who you see in the mirror.

Acknowledgement: Kabat Zinn & Sinek

DO: when is a time that you have been proud of yourself for listening to your mind and heart to make the right life choice?

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What are two situations where peer pressure from friends makes it difficult to listen to your mind and heart?

WEEK 16 PARENT WELLBEING : being able to think flexibly, means that you can adapt your thinking to best suit the situations that you find yourself in. In your son/daughters' planner, look at the index to locate Habits of Mind. They are 16 different ways people change their thinking when confronted with circumstances where they need to think clearly and sensibly. How do you change how you think for different situations?

Acknowledgement: Costa & Kellick

WHY: for students to listen to what their minds and hearts tell them are the right things for them to do to live lives that matter. 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.

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 and hearts 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. This also means being able to say no to their friends when their minds tell them something isn't right for them to do.

The relentless pursuit of literacy and numeracy through standardised testing, has seen insufficient time allocated to building students' social-emotional resilience, wellbeing, ethical mindsets and the capacity to nurture respectful relationships. Let's aim to prepare more young people to know what it is to live a life that matters.

Acknowledgement: Kabat Zinn & Sinek



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ACCOMPLISHMENT + OPTIMISM

CORNELL NOTES PROCESS

WHY: by using the Cornell Notes Process to use both sides of your brain when listening and taking notes in class, you will store what you learn in your brain in an organised way.

HOW: use the 80/20 Principle: listen 80% of the time and write for 20% of the time in your own words. Rule up your page for the Cornell Notes Process and write, draw, and create questions (page 137). Revisit your notes every night for five minutes.

Acknowledgement: Pauk & Wade

DO: what do you think could be a benefit of using the Cornell Notes Process?

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How do you think revisiting your notes in each subject for five minutes every night can improve your memory?

WEEK 17 PARENT WELLBEING : your child will benefit considerably when you role model that you are prepared to take measured risks to try new things and experiences, such as, failing well, accepting that mistakes are part of life, forgiving yourself for making them and seeking feedback to learn new approaches to correct them. These are valuable lifelong skills to develop. How well can you do these things? Acknowledgement: Ericsson & Anderson

WHY: for students to use both sides of their brains when learning and storing information so that is easily retrievable using this process.

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 use both sides of their brains to gather information by hearing, seeing, feeling and sensing it using their dominant Multiple Intelligences, drawing idea maps, using thinking tools, making lists, creating flowcharts and using abbreviations. A more intelligent way to take notes is the Cornell Process (M&S page 48).

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 and frustration.

The 80/20 Principle is also 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. Questioning what they are listening to, lights the fire in their brains to start looking for connections to what they already know. Their brains are engaged in exploring and searching for meaning and patterns, which is real learning. Encourage them to use the character strengths open-mindedness, perspective and curiosity in their note taking.

Acknowledgement: Wade, Pauk & De Bono

HEALTH + STRENGTHS

ADDICTION OF FOMO

FOMO

WHY: by understanding that the social media addiction FOMO, the Fear Of Missing Out, is reducing your interest in the real world and impairing your interpersonal skills, you will be more likely to have regular breaks from your phone.

HOW: in today's "instant" world of social media, many people are not being stimulated by what is happening in their everyday lives, and their ability to form relationships with both themselves and others is being seriously eroded. Look up to love the life you live.

Acknowledgement: Greenfield & Hassed

DO: what is something that you have lost interest in because of FOMO from social media?

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What are two things about your relationships that have been affected by social media?

WEEK 18 PARENT WELLBEING: role modelling having self-belief in your self-worth as a person who matters and selfacceptance of who you are, will benefit the wellbeing of your son/ daughter. Young people have not always listened to adults, but they have never failed to imitate them. Doing this, will also fill you with frequent positive emotions, which are the best builders of wellbeing. How do you role model that you matter?

Acknowledgement: Rievich & Shatte

WHY: for students to be aware of how FOMO can distract them from doing the important things in their lives which influence who they want to become.

The world of social media is consuming many young people at the expense of all else and is caused by a new addiction called FOMO – Fear Of Missing Out. Many of them are just not stimulated by the real world anymore, and experience anxiety about missing out on anything; that is why so many people have their faces mindlessly buried in their phones.

FOMO rewires their brains to impair their ability to fully enjoy their family, friends, schooling, doing things that they love and taking notice of the great things happening around them in the present moment. The non-stop barrage of images from social media, while fun to look at sometimes, doesn't come close to the wonderful experiences that students can thrive on when with others. To combat FOMO, ensure that students turn off or put their phones on flight mode often and have social media free days.

When students are wanting to spend more time on their own in their rooms, they may well be submerging themselves in the virtual world or perhaps are being bullied online. We need to share with students that to overcome FOMO and avoid being the target of cowards who anonymously bully others, that they need to find joy in missing out.

Acknowledgement: Hassed & Rath



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POSITIVE EMOTION + GRATITUDE

I CAN AND I WILL



WHY: by preparing and practising saying *I can and I will* self-talk statements for possible difficult situations, you will cope well if they happen.

HOW: it is too late to create *I can and I will* self-talk statements when you are already feeling anxious and stressed. Practise saying prepared self-talk over and over to yourself so that you feel comfortable to use it - e.g. *I can refocus and I will finish this*. Self-talk is a great coping strategy when you are confident and ready to use it.

Acknowledgement: Ryan & Deci

DO: what are two possible stressful situations that you could find yourself in?

1

2

What self-talk could you use for one of the above situations?

WEEK 19 PARENT WELLBEING: showing and having empathy for other peoples' needs and feelings in our communities is the social glue that binds us together. We are hard wired to be at our best when working cooperatively with others to accomplish mutual goals. People feel valued when others show them empathy, which in turn, releases the powerful feel good brain chemical serotonin, which boost everyone's wellbeing. Who showed empathy for you today? Acknowledgement: Rievich & Shatte

WHY: for students to understand the benefits of preparing and practising self-talk for possible stressful situations that could arise.

Often some of the most negative messages students receive come from their own unhelpful negative thoughts, particularly thoughts arising from social media. This puts them under pressure and they tend to have a fixed mindset that there is nothing they can do about their issues and that they are permanent. One of the most effective positive coping strategies to overcome negative unhelpful thoughts, is to teach students the power of positive self-talk.

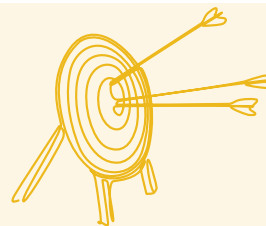
In fact, it will benefit our state of wellbeing to use it often too. Positive self-talk are *I can and I will* statements, which students say over and over to themselves. Doing this, contests the negatives and moves their thinking from pessimistic to optimistic outlooks. They start looking for what is right in what they are doing (Middle – 129) A good idea is to make up four or five self-talk statements for possible situations and practise saying them to themselves, to be prepared when they need to use them.

The key to making positive self-talk most effective in maintaining growth mindsets, is to use it immediately they notice negative thoughts entering their minds. When used well, these statements act as excellent off ramps for negative thinking and fixed mindsets. Positive self-talk is using their strengths to believe that they have what it takes to achieve what they set out to do. Share that this will change their thinking from can't do to can do.

Acknowledgement: Ryan & Deci

ENGAGEMENT + MINDFULNESS

GRITTY ATTITUDES



WHY: by choosing to use your strengths to focus your energies on working towards your three goals each term, you will be adopting gritty attitudes.

HOW: grit is something that determined students can tap into. To be gritty, you need to be passionate about what you want to achieve, deliberately practise with effort, control your emotions and impulses, and seek support from your Trusted Champions to overcome challenges and obstacles along the journey. Use gritty attitudes to do what it takes.

Acknowledgement: Duckworth & Smith

DO: what is something that you are passionate about achieving, and what strengths can assist you to do this?

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When is a time that you felt that you showed a gritty attitude to achieve something you were passionate about?

WEEK 20 PARENT WELLBEING: the best way to build your wellbeing and personal growth is through giving of yourself to make a positive difference to others' lives; doing good to feel good and feeling good to do good. Giving adds meaning to your life. Do little kind things for others often to send out ripples of wellbeing feelings, which will eventually find themselves back to you. How often do you smile and say hello to other people?

Acknowledgement: Frankl & Nakanishi

WHY: for students to use their strengths to approach the step by step process of achieving their goals with grit and passion.

Grit = passion + long term persistence + self-control of emotions and impulses. It is that X-factor of resilience which enables students to push through when they think they can't. Grit and social-connectedness are the two most powerful predictors of student success.

Also, having the capability to stay focused on the job at hand and ignore distractions, particularly their phones, is an important skill to cultivate in students to ensure their personal and academic growth. Using the strengths leadership, bravery, self-control and perspective will connect them with the moment, enabling them to do the right thing and do the thing right.

Teaching students the difference between activity and action will raise their self-awareness of when they are involved in action or activity. Activity is being involved in things with little purpose and when on autopilot. Action is being decisive with things that matter and intentionally following through with meaning and purpose. When students show grit, they are full of action.

Other ingredients which contribute to having grit include believing that other people matter and having a higher purpose in life to make a positive difference. Also, understanding that the right thing to do is nearly always the hard thing to do and then being prepared to do it.

Acknowledgement: Duckworth & Smith



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RELATIONSHIPS + EMPATHY

GRATEFUL FOR JOMO



WHY: by aiming to have four positive thoughts for every negative one, you will be determined to use JOMO (Joy Of Missing Out) to deal with social media.

HOW: JOMO is positive, FOMO is negative. Use JOMO to have daily timeouts from the non-stop meaningless phone notifications. Look up to enjoy the real world, and grow your relationships with people who matter to you. Notice and value the little but meaningful things, such as smiles, talking together, having fun, laughing, and seeking help.

Acknowledgement: Losada & Fredrickson

DO: what do you think can be two benefits for your wellbeing from using JOMO to deal with social media?

1

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2

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What are two strengths that you would need to use to focus on JOMO, rather than FOMO?

MEANING + PURPOSE

SPRINKLING KINDNESS



WHY: by understanding that the best way to build your and others' wellbeing is to feel positive emotions often, you will create them by being kind.

HOW: in Western society, the ratio of positives to negatives is two to one, but for you to have a healthy state of wellbeing, it needs to be four to one. When you sprinkle kindness around, you are lifting everyone's ratio much higher. Kindness costs you nothing to give, and is the glue which binds communities together.

Acknowledgement: Diener, Lyubomirsky & Dutton

DO: what are two opportunities that you have today to sprinkle kindness around?

1

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2

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Why do you think that a kind thought, word or action can create endless ripples of kindness?

WEEK 21 PARENT WELLBEING: to become the person who you want to become and be there for other people reflect on: Reliability – can people depend on you? Openness – can people expect you to deliver both good and bad news? Competence – can people depend on what you produce? Compassion – do people feel you treat them with consideration and respect? What are you doing well? Acknowledgement: Anil Mishra and Karen Mishra

WHY: for students to focus on their strengths to use JOMO to have frequent breaks from social media to benefit their wellbeing.

Addictions are associated with feeling anxious and experiencing low moods. Many of the addictive behaviours from a decade ago, such as underage drinking and smoking have nearly halved, while anxiety and depression have more than doubled. What has occurred is that a new more powerful addiction, FOMO has been created, affecting many who are obsessed with social media. The other issue is that many parents are attempting to assist their children with these new addictive behaviours, using strategies that aren't effective anymore. 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, often resulting in upsetting outcomes.

A new 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 non-stop 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 of FOMO through experiencing positive emotions because they are missing out on things that don't matter.

Acknowledgement: Greenfield & Fredrickson

WEEK 22 PARENT WELLBEING: have an Attitude of Gratitude by looking forward to something, appreciating being grateful for the things that make you feel happier, no matter how small, remembering 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. When have you shown an attitude of gratitude this week?

Acknowledgement: Diener

WHY: for students to increase the ratio of positives to negatives in their communities through sprinkling kindness.

Studies have shown that it is the frequency of positive emotions, not their intensity, which builds students' and our wellbeing most effectively, especially when it is through in person social connection. This effect is multiplied when it involves doing good for others to feel good, and feeling good to do good. These actions are called acts of kindness, and they show a willingness to reach out for social connectedness, a key skill of social-emotional resilience.

The most important point for us to impress upon students is that acts of kindness don't have to be big things, but rather regular little positive words and actions to lift others' spirits and wellbeing. Actions such as, a smile, making an effort to say good morning, a wink and asking how they are feeling, all generate positive emotions in others and themselves.

We all have millions of mirror neurons which copy the expressions, moods and intentions of those around us. We can all remember being inspired by others' positivity and unfortunately, also being pulled down by others negativity. Asking students to write down in their planners what kind acts they did or received, will build the resilience skills, self-awareness and patience, to be on the lookout for opportunities to be kind.

Acknowledgement: Diener, Lyubomirsky & Dutton



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ACCOMPLISHMENT + OPTIMISM

POWER OF MINDSET



WHY: by believing and accepting that you can grow your brain's abilities, you will be tapping into the power of a growth mindset.

HOW: stretch your abilities on difficult tasks, accept mistakes, learn more intelligent approaches to fix them, and deliberately practise these new approaches. Your mindset may vary for different tasks, but never lose sight of the reality that brain growth is possible in all fields by stretching your thinking to explore harder things. Positively role model this for your friends.

Acknowledgement: Dweck & Ericsson

DO: what is an area of your life where you want to grow your brain's abilities, and what can you practise to achieve this?

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When is a time that you deliberately practised harder tasks and noticed your abilities grow?

WEEK 23 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 because you are content that enough is good. Describe who are special people and what are little things that you are grateful for and connect with to feel good about yourself. Acknowledgement: Seligman

WHY: for students to judge whether their mindsets in each of their subjects shows that they believe that they can grow their brains' abilities through deliberately practising more intelligent things.

There are two extremes to mindsets. Fixed, this is the way I am and nothing can change my abilities, they are permanent. Growth, I can grow my brain's abilities by learning new more difficult approaches. Neuroplasticity has proven that we can build new neural pathways through trying things just beyond our current capabilities. Most of our mindsets are somewhere in between these two extremes. Moving them towards growth is the way to achieve enhanced personal and academic outcomes.

When students understand and believe that they can stretch their brains' abilities by making private efforts to practise more intelligent processes, they are empowered to fail well. That is, making mistakes by trying more difficult things and then correcting them by learning new more intelligent things.

There are two types of student goals:

- process – setting incremental things to achieve regularly to accomplish their goals; growth mindsets.
- performance – focusing on maintaining the status quo of the end result, not the process; fixed mindsets.

Teaching students to set process, not performance goals, encourages them to use their top strengths to continually lift their efforts to explore new ways to approach their learning which builds their attention and broadens their engagement. As Michael Jordan once said, to achieve something, you must have expectations of yourself.

Acknowledgement: Dweck & Ericsson

HEALTH + STRENGTHS

RECHARGING SLEEP



WHY: by accepting that there is no substitute for a nine to ten hour deep uninterrupted sleep to be healthy, you will be more likely to practise bedtime routines to fall asleep quickly.

HOW: to recharge your mind and body, choose to turn off devices an hour before bed, because the screen light disrupts the sleep hormone melatonin, making falling asleep difficult. Calming bedtime routines that work include deep breathing, colouring in, a shower, warm milk, and journaling what went well during the day.

Acknowledgement: Rath & Breus

DO: what are two bedtime routines that you do or can try to help you to fall asleep more easily?

1

.....

2

.....

When is a time that screen light made it difficult for you to fall asleep?

WEEK 24 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 or for social intelligence, you would be forever glued to your phone screen. For three of your strengths describe a time you used them on the shadow side. Do you pause to give yourself self-awareness time before you speak or act? Acknowledgement: Seligman

WHY: for students to use bedtime routines to ensure that they fall asleep quickly for a nine hour deep and uninterrupted sleep.

At least 9 hours deep and uninterrupted sleep and rest are non-negotiable essentials for the healthy development of young people, and organised bedtime routines will ensure this. Listening to students' opinions on things like sleep is important, but it is our role to ensure they are informed and knowledgeable about it.

Sleep deprivation is a massive issue for many students and is having a profound effect on their physical and mental wellbeing, because both their bodies and minds are not being rested and recharged. Also, essential growth hormones, which are released during sleep, will not be able to do their job.

Those students with a 24/7 FOMO addiction and being connected to their peers by having their phones on all night, make deep and uninterrupted sleep impossible. Interestingly, studies have revealed that over 60% of adolescents are unhappy with and exhausted by this, don't understand the consequences of a lack of sleep and rest, but continue to stay connected because of FOMO. Also, the blue screen light from mobiles stimulates adrenaline release, adversely affecting the sleep hormone melatonin, further preventing sleep.

Assertive parenting of insisting no mobile or computer after 8.30 pm is the answer; it may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

Acknowledgement: Rath & Breus



COMMUNITY NOTICES

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



DANCE CLASSES

- Consistence - Resistance - Persistence -

16 months to 18+ years
Ballet, Jazz, Tap, Lyrical/Contemporary, Hip Hop, Yoga and Acro

Movement Zone Joondalup
\$14/30 mins under 5 classes
\$18/hr Elite Package - All classes

Affordable & No pressure
All welcome - All abilities
Family safe environment
Child well-being is our priority
Psychology & School Curriculum Informed
Gentle, calming approach to feedback
Structured incorporation of fun prop-based classes
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Small, close-nit classes (10-15 students)
Individual program created for each and every child, everyone is always being challenged and stretched
Creating confidence, and love for physical activity, improving leadership skills
Development of macro and micro skills

JOIN NOW
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KIDS POP-UP MARKET

7 JULY 2024

School holiday markets for & by young people ages 7-17yo.

What you can sell:
Toys, clothes, crafts/hand made items, collectables, sporting goods, books and games

Who can sell:
Kids aged 7-17yo*
**Adult supervision required for children under 12*

What to bring:
Change for buyers & items. We provide the table.

Times:
Sellers arrive at 8:00am (for set up)
Buyers arrive at 9:00am

BOOK A TABLE TODAY



9:00AM - 11:30AM
7TH OF JULY 2024

\$5 PER TABLE
BUYERS FREE

YOKINE BOWLING CLUB
10 WORDSWORTH AVENUE, YOKINE

We Are Yokine weareyokine.au

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If you save up to \$50 a month for 10 months (the length of the program), **ANZ will double it.**

What can the \$500 be spent on?

- Laptops and tablets
- Vocational education
- Books and supplies
- Uniforms and shoes
- Lessons and activities
- Camps and excursions

To join Saver Plus

- Be 18 years or older
- Have a Health Care or Pensioner Card
- Have a child in school, starting school next year, or be studying yourself
- Get a regular income (you or your partner)
- Agree to join in free online financial education workshops

Saver Plus supports people to develop life-long savings habits. It's delivered by Brotherhood of St. Laurence, The Smith Family and Berry Street. It's funded by ANZ and Department of Social Services.

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