



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

The 2024 Honour Society Assembly was a proud moment for our school community as we saw twenty-three students being inducted into the society, marking a total of 838 since its inception in 1982. The highlight of the event was the inspiring address by Dr Rosalind Taylor, a distinguished alumna who was inducted in 1999 and is now the head of the Emergency Department at Fiona Stanley Hospital.

We were delighted to host several VIPs for the opening of the P building on Tuesday, 3 September. The Hon Anthony Albanese, Prime Minister and The Hon Jason Clare, Federal Minister for Education, The Hon Roger Cook, Premier and The Hon Dr Tony Buti, Minister for Education, visited the school, toured the new building, and met students. The Director General Lisa Rogers also attended. The PM and other dignitaries met the school captains, the prefects and the chair of the school board prior to visiting the Robotics classroom and they then hosted a press conference in the school library. The visit was featured on the evening TV news.

Last week, we had the pleasure of meeting Mrs Norma Graves and her son, who were visiting from Victoria. Norma was the Head Girl here in 1961. She has very fond memories of her time at Mount Lawley Senior High School and was impressed with all the changes to the school that have been made in the last 63 years. During her visit Norma had the opportunity to meet one of the current school captains Amy Crockford. Norma was also the editor of the first Year Book produced at the school

Last Wednesday, our Korean Language students, along with Mr Camilleri, Mr Jeong, Mrs Chapman, and I, were invited to the official opening of the Saw Avenue Amphitheatre in Kings Park. Our students acted as ushers for the opening, which was attended by the Premier, the Korean Ambassador to Australia, and a number of other VIPs. The amphitheatre is a gift from the Korean War Memorial Committee to the people of Perth. As you know, we have adopted the war memorial.

Last Saturday, we celebrated the end of the musical festival and concert season. Our music, teachers, and students have participated in nine evening concerts and seven weekend festivals this term. This is a huge commitment not only for the staff and students but also for the parents who had to travel to venues in as far afield as Churchlands and Canning Vale.

Lesley Street, Principal

Lesley Street, Principal

STUDENT SUCCESS



Hayden 8H5

Congratulations to Hayden on his selection to the WA Karate Team for the Australian Karate Federation National Championships in Melbourne in August. In October Hayden is off to Venice, Italy for the World Karate Championships.



Tia 12S1

Congratulations to Tia on her selection to the WA Karate Team for the National Karate Championships in Melbourne in August.



Ruby 8M2

Congratulations to Ruby who competed in Golf at the School Sport Secondary School Championships at the Lakelands Country Club in August.



Alexander 7O1

Congratulations to Alex for his selection for the Australian Karate Federation National Championships in Victoria during August. Alex represented Western Australia as a member of the Karate Federation State Team, competing in the U14 Kata category. Last year, Alex achieved the honor of being the state karate champion in his division

TERM 4 DATES

Students Start Tuesday 8 October

Last day of Term 4 for Students Thursday 12 December

Students Start Wednesday 5 February 2025

VOLUNTARY CONTRIBUTIONS & CHARGES

Many thanks to all families who have made payment towards their Contributions & Charges. For those families who are yet to pay outstanding compulsory charges, please contact the Finance Officer on **9265 1504** to finalise your account. **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.

Brodie Iley



Several of Mount Lawley Senior High School's talented Visual Arts students have been selected to showcase their artworks in the prestigious Mindscape 2024 Exhibition at Westralia Square 2 in Perth's CBD.

Congratulations to:

- **Ally** – My Heart's Desire
- **Chloe** – Don't Worry About The Rainy Days
- **Amelia** – Babyland
- **Rowen** – Remnants Of Tomorrow
- **Nisha** – Concrete Jungle

Exhibition Dates: 24 September – 11 October

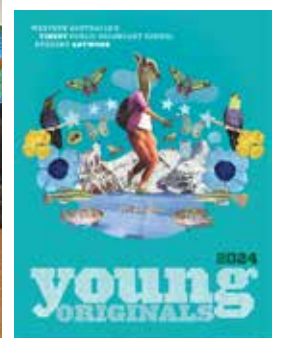
Location: Westralia Square 2, 141 St. George's Terrace, Perth CBD

Support our amazing students and enjoy some truly inspiring artwork!



Two talented students, **Chloe** 11H2 and **Eva** 10O3, have achieved remarkable success by accepting their artworks into the prestigious Young Originals Exhibition which secured their place among the best in Western Australian government schools this year.

Chloe Hadfield's piece, "Untitled," and Eva Cola's "A Hope, Skip and a Jump" have been recognized for their creativity and excellence. This achievement highlights the exceptional talent we nurture within our school community and is a testament to the dedication and hard work of the students and their teacher, Miss Hannah Borowitzka. Their work was displayed at the Spectrum Project Space, Edith Cowan University, Mt Lawley from Friday, 9 – 27 August.





HONOURS SOCIETY

This year, twenty-three Year 12 students were inducted into the Honours Society, created in 1982 to recognise hard work, consistent application and excellence in academic achievement. For students to be nominated to the prestigious Honour Society – Year 12 students are accepted into the Honour Society when they achieve an 'A' grade in at least eight of their Year 11 and Year 12 (semester one) subjects.

The School's Choir opened the assembly with the school song and the National Anthem, followed by Acknowledgement of Country by Xavier Henwood, Year 12. The Honours Society guest speaker was Dr Rosalind Taylor, Class of 1999 and Honours Society member. Her inspiring journey from our school to her current position in medicine was a testament to the values of the Honour Society. Honours Society inductee **Zoe Taylor** gave the student address to the guests and students at the assembly. The School's String Orchestra performed 'Mantra' for the school assembly after the presentation of the Awards.

The inductees are :

**Joshua Abordi,
Sophie Alteruthemeyer,
Thompson Bui,
Chloe Burns,
Jessica Del Casale,
Rosa Dickie,
Sophie Eccleston-Wirth,
Charlie Hughes,
Stephanie Jones,
Khawahishdeep Kaur,
Angela Le,
Kiet Lu,
Harriet Millar,
Sivan Nagle,
Kevin Phan,
Gracie Rigby,
Molly Scutt,
Rosalie Scutt,
Zoe Taylor,
Stella Tsocas,
Freddie Welch,
Elizabeth Widderick,
Helene Witton,**



KOREAN WAR VETERANS COMMEMORATIVE SERVICE

The Royal Australian Regiment Association in WA hosted the Korean War Commemorative Service at the Korean War Memorial in Kings Park on Saturday, July 27th. During the Korean War, many young Australian soldiers sacrificed their lives for the Korean people, and the sacrifices of these unsung heroes have not been appropriately acknowledged until now. The Royal Australian Regiment Association invited the school to play a key role in the service. Ms. Street, our Principal, Ms. Chapman, the Head of the Language Department, Mr. Jeong, the Korean and Japanese teacher, and the Year 10 Korean Language students attended the commemorative service. As the only secondary school teaching Korean our school will continue to play a significant role in future services in collaboration with the Royal Australian Regiment Association.

By Jaeik Jeong Korean Teacher



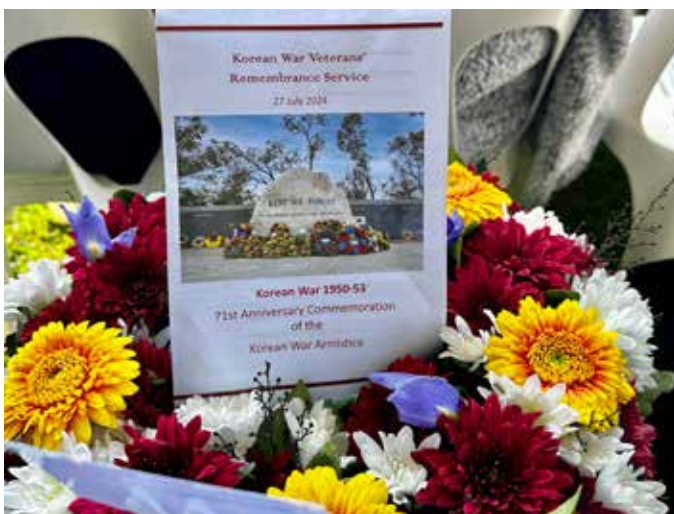
AMPHITHEATRE OPENING

On September 4th, the Perth Korean War Memorial Committee held the opening ceremony of the Saw Avenue Amphitheatre in Kings Park, dedicated to honouring the veterans of the Korean War. Mount Lawley Senior High School was represented by Ms Street, Mr Camilleri, Ms Chapman, Mr Jeong, and our Year 10 Korean Language students, showcasing our school's commitment to cultural understanding.

WA Premier Rodger Cook and other VIPs from the Korean and Australian business sectors also attended, underscoring the importance of remembering those who served in the often-overlooked Korean War.

Mount Lawley Senior High School looks forward to continuing its support for the Korean War Memorial Committee and its future projects.

By Jaeik Jeong Korean Teacher



DALTON TOKYO HIGH SCHOOL STUDENTS VISIT

A MEMORABLE EXCHANGE

From August 26th to 29th, our school welcomed 21 students from Dalton Tokyo High School, Japan. Hosted by our Year 10 Japanese and Korean language students, the visit was a rich cultural exchange filled with activities that fostered friendship and understanding.

Highlights included a welcome assembly, language workshops, shared meals, and a memorable Mount Lawley Senior High School trip. The experience allowed students from both schools to bond over their cultural similarities and differences. The visit concluded with heartfelt farewells, leaving our students and the visitors with cherished memories and new international friendships.

Jaeik Jeong, Japanese/Korean teacher



16 – 26 OCTOBER (10 NIGHTS)
23 – 26 NOVEMBER (3 NIGHTS)

In Term 4, Mount Lawley Senior High School will be welcoming two groups of visiting Japanese students. We invite all families in the school community to host a visiting Japanese student for either one or both programs.

<https://goldeducationaltours.com.au/schoolcommunity>

Scan to find out more



Ready for a Japanese adventure?



Creating Friendships

Welcoming a student sparks real friendships and cultural connections.



Cultural Enrichment

Share your daily life and learn about Japanese customs and traditions.



24/7 Bilingual Support

Receive 24/7 bilingual support and **\$50 a night** to help cover costs

"We are all the better for the experience of hosting Yuda. I have no doubt he will be part of our family for years to come" - Ferullo Family



WAATI ITALIAN EXCHANGE PROGRAM

My name is Isabella, and I come from Italy more precisely from Reggio Emilia, a small town in Emilia Romagna. I was here in Perth for two months for an exchange with the Western Australian Association of Teachers of Italian (WAATI). I loved everything about Australia from nature to animals to food and even school. In these two months I visited many wonderful places, and my favourite place was definitely Rottnest. I loved the tranquillity that emanates and especially the quokkas! The thing I loved most about Australia is its multiculturalism, here I tried many cuisines that we don't have in Italy like Malaysian or Vietnamese cuisine and many more and I met people from everywhere.



I was very impressed by the way the school is organised here, I think it is much less stressful than the Italian one, also I was surprised by the services that the school offers such as the library, the cafeteria or simply the many subjects you can choose to do, in Italy the school system is completely different. My favourite subject is Hospitality, because I love cooking but in Italy, I go to a Scientific school so I can't do this subject.

I was lucky enough to be hosted by a wonderful family who made me discover so many new things and helped me a lot to improve my English, they became like a second family to me. In particular I thank my host sister Rosie who was a fundamental part of my stay here, she gave me the confidence that I needed, becoming one of the best people I've ever met. I will take with me to Italy all the wonderful memories of this trip, I will remember forever the beautiful beaches, the koalas, the kangaroos, Perth and especially the Tim Tams (which I will carry with me in my suitcase). I thank the school for welcoming me and especially WAATI for allowing me to live this magnificent experience.

By Isabella Dazzi (Year 11)



YEAR 10 DRAMA

This term, Year 10 Drama students studied *The Laramie Project*, a moving piece of theatre composed of monologues from real-life interviews conducted after Matthew Shepard's tragic death. Matthew Shepard's brutal murder in 1998 sparked a global conversation on hate crimes and LGBTQ+ rights, ultimately leading to the support of hate crime legislation in the U.S.

The Laramie Project, created by the Tectonic Theatre Project, is based on interviews with Matthew's community in Laramie, Wyoming. The play showcases diverse views—from support for Matthew to opposition based on his sexuality. The play also incorporates transcripts from news broadcasts, statements from the Westboro Baptist Church minister Fred Phelps (who notoriously picketed Matthew's funeral with hate-filled placards), and courtroom transcripts from the trial of the two men responsible for his death. While *The Laramie Project's* content is undeniably intense and can be confronting, it is also a powerful affirmation of love, acceptance, and the ongoing fight for equality.

To allow our students to showcase their work and engage with this material, we hosted an open rehearsal in the Tricycle Theatre on Friday, September 6th, during Senior School Period 3. Although they have been rehearsing for only a fortnight, presenting their work to an audience is essential for their development. Each student delivered one monologue for about 20 minutes during this informal performance.

The cast includes **Maisie, Miriam, LeDanian, Rodrigo Santos, Delilah, Scarlett, Ariella,** and **Latesha.**
Moya Thomas, SVAPA Coordinator



YEAR 9 SVAPA

Year 9 Specialist Visual and Performing Arts (SVAPA) students attended an excursion to the Art Gallery of Western Australia to see *'Pulse,'* an exhibition showcasing top Year 12 work from across the state. A student remarked that it was an excellent opportunity to see the achievement level that can be reached with dedication and hard work by a Year 12 student.

Following a delightful lunch, they proceeded to the Perth Institute of Contemporary Arts to view *'Hatched,'* an exhibition of exceptional work by graduating BA and Honours students from art schools nationwide. The artworks were diverse, intriguing, conceptual, and thought-provoking.

The excursion offered a valuable perspective on how different educational institutions foster artistic creation, providing students with a well-rounded view of the art world.

Overall, it was a fantastic day for everyone!
Moya Thomas, SVAPA Coordinator



PREFECTS QUIZ NIGHT

A riveting night filled with imaginative costumes, some strain on our brains and snacks galore, the annual Quiz Night hosted on the 20th of June by the year 12 Prefects was a huge success. With the goals in mind to raise money for our graduation gift and to make this event a memorable one, the Prefects went all out. And it was worth it. Teachers, students and staff all had a blast participating in a battle of wits, answering all sorts of questions and setting out to demolish the competition. Some questions related to video games and social media, whereas other questions referenced niche facts about the Olympics, so it was really amazing to see just how much our Quiz Night participants knew! Especially Booty Want Coin Coin, who most definitely earned their share of treasure, winning the Quiz Night in their marvellous pirate costumes.

And not to mention, it was spectacular to see the effort and thought that went into each table's costumes. So spectacular in fact, that we had to nominate three tables to take home the glory of 'Best Dressed Table'. Congratulations to the Year 12 Office Sirens, 80's mums and Oldies for wearing such wonderful costumes to the night. But not to worry, people had other opportunities to win through the raffle and Silent auction.

We'd also like to say thank you to the countless businesses/organisations/clubs who were willing to sponsor our Quiz Night. Some of them include but aren't limited to: The West Coast Eagles, Bossman Coffee, Rosemount Bowl, The Rottness Express and Elizabeth's Bookshop. They contributed greatly to the success of the night, and for that we are extremely grateful.

Thank you to all that came to the 2024 Annual Quiz Night! For those that missed out this year, we hope that you'll come and join the next year's Prefects in their Quiz Night!

Tommy Lu



QUIZ NIGHT SPONSORS

| | |
|----------------------------|---------------------------|
| East Perth Football Club | Quiz Room Fremantle |
| Terry Tyzack | Rockface |
| Pietro's Gelateria | Rosemount Bowl |
| Brownes Dairy | Rottness Express |
| Zone bowling | Sage Massage and Movement |
| Sherbet Cafe and Bake Shop | Providence Clothing Co. |
| Responsive Driving School | Bunn Me |
| West Coast Eagles | RTR FM |
| Onside Sports | Hoodburger |
| Perola | Wembly Golf Course |
| Breath Ceramics | Ruffino's |
| New Idea Furniture | Best Body Fitness |
| DIY Drip | Elizabeth's Bookshop |
| Woolly Birds and Fairy | Muzz Buzz Yokine |
| Secondeli Cafe | Jetts Yokine |
| IMPI sportswear | F45 Balcatta |
| Nails on Beaufort | GoSurf |
| Bossman coffee | Postcode Honey |
| Ora Skin | Art |
| Lady Annie | Ms Basini - beanies |
| Pretzel | Ana Stevanovic |
| Cafe Pastel | Malissa Moran |
| UWA | Olivia Betty Art |
| Grindhouse | Mr Harris Painting |
| The Rosemount | |





SKILLSWEST CAREER EXPO

Year 11 and Year 12 Career and Enterprise had the amazing opportunity to attend the SkillsWest Career Expo in Term 3. Students engaged with over 160 organisations about study options, job opportunities, and application processes. There were many exciting things for students to do and participate in, including the Defence Force rowing machine competitions, where students competed against each other, and Ms McGrath triumphed over Ms Wilshire.

Some students spent their time getting free career advice, while others networked and discussed apprenticeships. Creative opportunities were also explored, with students making cards at South and North Metro TAFE. Air Force, Navy, and Army representatives discussed various branches and career opportunities with the students. They learned about robotics and were amazed to see a robotic dog sit on its hind legs and roll over.

Students won bucket hats, received free pens, and some even sat in a helicopter to learn more about flying lessons. Major industry players like Rio Tinto, Hospitality Group Training, and Electrical Group Training were present. Additionally, students watched construction students compete in areas such as tiling and bricklaying. The expo provided a wealth of information and hands-on experiences, making it a valuable event for all attendees.

Lauren McGrath, Career Link Coordinator



MULTIPLEX JUMPSTART

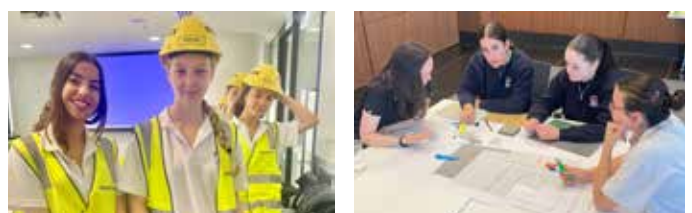
At the beginning of the year, a select group of Year 10 girls signed up for the MULTIPLEX Jumpstart Program. This enriching initiative is designed to showcase the vast array of careers for women within the construction industry. Hosted by Multiplex, it offers a firsthand look at the dynamic world of construction through a series of engaging workshops and exclusive site tours.

Our students have already delved into fascinating topics such as *"Introduction to the Built Environment"* and *"Design and Planning."* They've had the privilege of interacting with industry experts, including an executive architect with a global portfolio spanning from England to Dubai. In the recent session, students were immersed in a hands-on activity. They were tasked with designing elements of the Edith Cowan University WAPPA construction project in Yagan Square, utilising their creativity and learning from real-world professionals.

The MULTIPLEX Jump Start Program provides valuable insights into potential career paths and fosters essential networking opportunities and practical skills development. We are incredibly proud of our students for their active participation and dedication to exploring new horizons in the construction industry.

This program exemplifies our commitment to offering diverse and enriching educational experiences that prepare our students for future success.

Lauren McGrath, Career Link Coordinator



Y 7 GAT/AE VISIT SCITECH

"I had so much fun on Monday when we all went to Scitech. There were so many fun activities and opportunities that we got when we went. It's unlike any other activities we have done so far this year. We explored Discoverland where they are changing technology for the better. We learnt, played, had fun, and discovered new forms of science. This is an amazing experience that I am so glad to have had the chance to go there." **Abigail**

"Scitech was so much fun and the different exhibits were so cool to use. My favourite was the Jetpack Exhibit because it was like flying in real life. The others were also exciting to use and the Planetarium was very relaxing. When exploring Discoverland, we got to see even more exhibits that will help change our future. Overall, Scitech was a great excursion and I'm so happy that we were allowed to go." **Zoe**

"Yesterday, on the 24th of June, 2024, the Yr 7 GAT, and AE classes went to Scitech. We enjoyed it quite a bit. There were lots of engaging activities, as well as mind-blowing science that made no sense whatsoever. We experienced the Human Potential exhibit, went to the Chevron Science Theatre to see some science in action, and went to the Planetarium, which was certainly a highlight! It was exciting to roam around Scitech during free time and find out how different things can work or adapt." **Derrick**

"Yesterday we went to Scitech and we started off the day by exploring the new exhibition about human potential and watched a show about mysterious finds in science. Later in the day we went to the planetarium that we found quite interesting, making us humans feel very small. During the day we had free time to explore Scitech, eventually leading everyone back to the human potential exhibit which was our favourite. It was a great day."

Mei and Kenzie

"Yesterday on Tuesday, 24th of June, 2024, we went to Scitech. We had a lot of fun going to the Human Potential exhibit, going to the science theatre to see 'Mystery Hunters', having free time at Scitech and going to see 'We are Astronomers' in the Planetarium. My favourite memory was definitely having 'Force Battles' with my friends at the 'Mind and Machine' exhibit in Human



MS BOOKWEEK

This year's book week was a fun one. It sparked many unlikely friendships, making everyone's day even more fun! It started with a surprising sausage sizzle to acknowledge the kids who dressed up as their favourite characters and books.

Once back at the Middle School buildings, Community 3 hosted a book week parade to showcase the wonderful costumes kids wore, acting and playing as the characters.

Many people dressed in character and looked amazing in their creative costumes! The following comments from students who dressed up for the event:

"Book week inspired many students to read and immerse themselves in the books they've they've read about. It displayed everyone's favourite characters and was a great opportunity to see others dress up and enjoy the day. This was a memorable event, with people ready for the next year."

Special thanks to **Ayrah, Monet, Alexander, Lawson, Bimal** students and the teachers for setting up this event.
By Isla Abrahms and Lila Barlow Stringer



GAT CLUB TERM 3 CHINESE

The GAT Club 3 event, held recently, provided a unique and enriching experience for Year 7 to Year 10 students enrolled in the GAT (Gifted and Talented) Chinese program. The event focused on deepening students' understanding and appreciation of Chinese culture through the practice and philosophy of traditional Chinese martial arts.

One of the highlights of the event was the hands-on practice of "Tai Chi Push Hands" (太极推手), a foundational exercise in Tai Chi that emphasizes balance, sensitivity, and the harmonious interaction of opposing forces. The students engaged in this gentle yet profound form of martial arts, learning how to redirect their opponent's energy with minimal effort, embodying the concept of "四两拨千斤" (using four ounces to move a thousand pounds). This principle teaches the art of overcoming greater force with a smaller one, demonstrating the power of technique and internal strength over brute force.

Beyond the physical practice, the students also immersed themselves in the philosophical underpinnings of Chinese martial arts. They explored the significance of the traditional martial arts salutation, which symbolizes 'war, peace, and respect.' This gesture, combining a fist and an open palm, serves as a reminder of the balance between strength and humility, aggression and peace. The event emphasized how these values are not only central to martial arts but also to everyday interactions and conflict resolution.

GAT Club 3 successfully brought together the physical, mental, and cultural aspects of Chinese martial arts, offering students a comprehensive and engaging experience. Through this event, the young participants not only honed their martial arts skills but also gained a deeper appreciation of the cultural values that underpin these ancient practices.

Lesley Liu, Chinese Teacher



GAT CLUB TERM 3 ITALIAN

GAT COHORTS COOK UP A CULINARY STORM

Bruschetta is a world-renowned dish often served as an entrée consisting of toasted bread, chopped tomatoes, olive oil, and whatever seasonings you wish. Our Gifted and Talented cohorts crafted their versions of the ancient dish under the watchful eye of Italian Chef Valentina.

Under the guidance of a professional cook, the students discovered that bruschetta is an age-old method of using up stale bread, breathing life back into old loaves with a tasty toasted new take. They even ventured into a dessert version of the delicacy, topping their creation with ricotta, banana, honey, and crushed-up chocolate bars.

Years Seven to Ten savoured their creations as many learned how oil producers from the Italian city of Latina used toasted bread to sample their new harvest during the Roman Empire period. Simple yet scrumptious, the traditional dish epitomised the Italian mantra of quality over quantity, with only a few high-quality ingredients needed.

Matthew Farsalas, Italian Teacher



ENGLISH LITERATURE

On Friday afternoon, Week 7, high achieving English students from Year 7, Community 3, were asked to participate in an English Literature activity with Year 12 students. In this activity the Year 7s asked many questions bordering around, English, reading, careers, non – English subjects, other questions and “surviving high school”. The questions vary from ‘What’s your favourite writing composition?’ to ‘What’s your favourite TV show?’. Some examples of these questions are ‘Do you collaborate with others’ and ‘What is your journey like throughout high school’. The Year 12s guided us through what English Lit is like, they also provided information on the following topics; Frankenstein, Enlightenment, Feminism, Post-Colonialism and Drama texts. . If I had a say in changing something about this activity, I would say it needs to have a longer duration.

Lawson Bassett



FRENCH

YEAR 11 FRENCH DINNER EXCURSION

The Year 11 French students were invited to dinner at *Chez Pierre*, a fantastic French restaurant in Nedlands. The evening began with a warm welcome from the French-speaking staff, setting a tone for the cultural experience ahead.

Year 11 students successfully ordered their drink, entrée, main and dessert in the target language from French-speaking wait staff.

Students enjoyed a selection of classic French dishes, such as onion soup with Gruyère cheese, accompanied by freshly baked baguettes and a choice of chicken or duck as a main dish.

During the evening, students spoke only in French with their French teacher, Ms Lucas, and their French assistant, Léa Mariage.

Overall, the dinner was not just a culinary experience but a celebration of French heritage and a chance for students to bond over a mutual appreciation for French cuisine, culture and language.



PARIS OLYMPICS CELEBRATION

To celebrate the Paris Olympic games, French classes participated in a French Olympiad, using the target language to complete all the challenges. The first, Second, and third-place winners for each class were awarded medals. The competition was tight, and we commended students on their engagement and accuracy.

By Desa Lucas, French Teacher



YEAR 7 COMMUNITY 3 AWARDS TERM 3

CLASS CHAMPIONS

3.1 – **Shakeel**: For your solid work ethic and dedication to your studies. You are great role model to your peers.

3.2 – **Milly**: For always striving to achieve your very best. You set a very high standard in class.

3.3 – **Chloe**: For your respectful manners and lovely personality. You set a very high standard in class.

3.4 – **Aiden**: For your dedication to your learning. You are great role model to your peers.

VALUES CHAMPIONS

Learning - George: For actively engaging in your learning to a high standard. It is lovely to see your curiosity and drive to grow your knowledge.

Perseverance - Isabelle: For demonstrating a dedication to persevere in your learning. Your constant effort towards improving yourself is recognised and admired by your teachers.

Respect - Harrison: For setting the standard in respecting others and yourself. Your amiability and lovely manners sets the tone we want for Community 3.

Excellence - Isla: For demonstrating excellence in all aspects of learning and being a Community member. You set a high standard for yourself and are a role model for Community 3.

Tanyushka Fitter, Community 3 Leader

MUSIC

WA JAZZ FESTIVAL

On the weekend of August 11 and 12, the Mount Lawley Senior High School Music Department had six (yes, six!) ensembles perform at the WA Jazz Festival. Having students from Years 7-12 participate in this event is an extraordinary achievement. Seeing so many students prepared to take creative risks in their solos and support their peers is a testament to our school culture and values.

Thank you to our Jazz specialist teachers, **Benn Hodgkin**, **Chris Dombrose**, and **Dijon Summers**, for their encouragement, energy, and leadership. A special shout out to Dijon, who served as our school's Jazz specialist and a WA Jazz Committee member. Juggling multiple roles, he was everywhere at once, running the event and conducting ensembles throughout the day. Bravo, Dijon! Your exceptional efforts have not gone unnoticed.

Michelle deRozario, *Performing Arts Program Coordinator*



GUITAR FESTIVAL

The Guitar Festival at Carine Senior High School occurred on Sunday 11 August. Both the Junior and Senior Ensembles participated and delivered outstanding performances under the direction of **Karl Hiller**, assisted by **Shahna Gallagher**. Each ensemble performed three pieces, some of which were incredibly complex, and the audience received all of them well. Congratulations to our participating guitar soloists: **Jessica, Kellyn, Lex, James, George, and Tengis**. Each student demonstrated exceptional professionalism and musicality and received positive feedback from adjudicator **Ruth Lenz**. Their performances were a true testament to the hard work and commitment they have shown in their guitar studies. The Junior Classical Guitar Ensemble received Merit, and the Senior Classical Guitar Ensemble was awarded Outstanding (the top award possible). We are incredibly proud of all our participants for representing our school so beautifully at this prestigious event.

Shahna Gallagher, *Senior Teacher of Music*



MUSIC

CONTEMPORARY CONCERT

On 20 August, our Music Department hosted our contemporary music showcase, featuring songs that reflect the incredible breadth of our contemporary program. Renditions of classics by *Queen*; *living colour*; *Paramour*; *Pink*; and *Led Zeppelin* just to name a few.

Our contemporary program has seen remarkable growth, as evidenced by this Year's 7/8 band, which boasts more members than Spinal Tap! Wrangling a group this big into the fabulous band that performed last night was no easy task. Congratulations to Kevin Ferguson and Jeremy Peet. The musicianship and unbridled joy demonstrated by all these students are testaments to your leadership and inspiring the hing.

Aika Z.B.'s original song must be mentioned. Our Senior Contemporary Band played it brilliantly. In addition, our fabulous Year 12 students **Angus Ellery, Jack Osborne, Alyssa Tabi, Ella Emmett, and Caleb Wilson** performed for the last time and represented our school in the Contemporary Festival.

As always, a huge thank you (as always) to **Dijon** for organizing and, of course, to **Shahna G.** for coordinating the heavy lifting and being the 'go-to' for our Cert students.

Michelle deRozario, Performing Arts Program Coordinator



WA CONTEMPORARY MUSIC FESTIVAL

At the end of Week 6 Mount Lawley Senior High School Contemporary Music students participated in the WA Contemporary Music Festival hosted by Canningvale College.

Forty-seven students from Years 7-12, with their musicianship and stagecraft, brought an electrifying energy to the stage, blowing audiences away.

This festival is a positive celebration of student achievement. The amount of talent across WA schools is amazing, and it is remarkable to see our school achieve a level of excellence in an event with such high standards. BRAVO to our wonderful contemporary students—we couldn't be more proud!

Michelle deRozario, Performing Arts Program Coordinator



MUSIC

CHORAL FESTIVAL

Mount Lawley Senior High School's impressive 58-student choir took centre stage at the Choral Festival on Saturday 31st August, delivering an exciting and energetic performance. The choir showcased their versatility by performing two contrasting pieces: Britney Spears' iconic pop hit "Baby One More Time" and Billie Eilish's haunting "No Time to Die." The blend of energetic pop and cinematic balladry highlighted the choir's range and ability to connect with diverse musical styles. Their dedication and passion were evident in every note, making this year's festival a truly memorable experience.

Well done to their amazing director, **Victoria O'Neill**, and congratulations to all the students involved for their outstanding performance.

Shahna GALLAGHER, Senior Teacher Music



STRINGS CONCERT SHOWCASE

Mount Lawley Senior High School hosted our Strings Concert Showcase last night. Sixty-four String players (Years 7-12) performed various orchestral, ensemble, and solo works. It was a fabulous display of virtuosic Telemann and Bach, along with contrasting soaring melodies by Hans Zimmer. The highlight was the classic 'Over the Rainbow' played by our graduating Year 12 string students. It most certainly drew a tear or two from our audience.

A huge thank you to our IMSS string staff, Jade Martin, for her leadership of our ensembles and Andrew Patrick, for his expert instrumental teaching. Thank you both for supporting our concerts.

A big bravo to Shahna Gallagher for her efforts in setting up the concert at record-breaking speed, and thanks to Dijon for organizing it.

Special mention to Alex Strano, Sebastian Williams, Nilani Muthumuni Arachchige, Elli Braaten, Chezlina Cornelius, and Oliver Banks for their outstanding performances. They not only showcased their musical talents but also served as positive role models for our younger students and exceptional ambassadors for our school. Their contributions were invaluable to the success of the event.

Michelle deRozario, Performing Arts Program Coordinator



JAZZ CONCERT

On Tuesday 6 August Trike Theatre hosted enthusiastic jazz fans (parents and community members) for a wonderful night of music. Five Jazz combos and two Big Bands wowed the audience with their energy and musicianship. It was particularly wonderful to see so many Year 7 students on stage, boldly soloing where no one has soloed before. It can take a lot of encouragement and energy to build the confidence of young musicians. Congratulations to **Dijon Summers** for his expert teaching and nurturing of these young students. Thank you to our IMSS staff, **Chris Booth, Kevin Ferguson, Jeremy Peet, Anna Person** and **Benn Hodgkin**, for their fabulous instrumental teaching of these students. Additionally, thank you to **Benn Hodgkin** for his brilliant work with the Senior Big Band - this ensemble (as well as our combos) will perform in the WA Jazz Festival over the weekend. We are confident that they are going to do brilliantly.

Special mention to **Xavier** (Year 11). Over the course of last semester, Xavier attended a number of additional bands to assist our younger players. His presence and mentorship have really made a huge difference for some of our less experienced musicians.

Thank you to **Shahna Gallagher**, who worked with both the Cert III Music Industry and Cert II Creative Industries to produce a professional standard of stage management, sound and lighting. This concert ran like a well-tuned (excuse the pun) clock. Lastly, Bravo to Dijon Summers for his organisation of this performance - this concert was really wonderful.

Michelle deRozario, Performing Arts Program Coordinator



MUSIC

THE SEASON OF STATE MUSIC FESTIVALS

The Season of State music festivals kicked off for Mount Lawley Senior High School over the first August weekend with three of our ensembles (over 100 students) performing brilliantly.

Friday night: **Concert Band 2** (Year 9's) performed three pieces for visiting adjudicator and composer Randal Stanridge. They did a fantastic job receiving a huge commendation from the percussion section, who were told during the workshop [quote], *" I could not fault this percussion section at all! you performed this repertoire absolutely perfectly."*

Senior Concert Band also received a wonderful compliment from **Randal Stanridge** after performing a piece written by him [quote]: *"Thank you for bringing my piece to life. You brought out elements in this that not even I had thought of... your performance here tonight reflects effort, discipline, and comradery—this is what music is all about."* It brought a tear to a few eyes.

Then, to wrap up the weekend performances, our **Senior String Orchestra** (one of the largest on stage) performed a beautiful program that demonstrated outstanding musicianship, balance, and professionalism throughout. Bravo!

A huge thank you to **Jade Martin** and **Lee Stanley** for their inspiring leadership of these ensembles.

Congratulations to our Year 9-12 musicians on a very successful weekend.

Michelle deRozario, Performing Arts Program Coordinator

MUSIC

Mount Lawley's Year 10 Contemporary Trio performed at the Opening Ceremony of the District High Schools Country Week at Bendat Stadium yesterday. Despite the early bump in (7:15), the event was a resounding success.

It takes focus and courage to stand up and deliver to a crowd of your peers. The three performers, **Conrad, Oscar** and **Francis** performed brilliantly. This performance, to nearly 1,000 students and staff from all parts of WA was met with stadium level enthusiasm! The cheers and applause was deafening. This trio delivered.



MUSIC

HEY TEACHER ! LEAVE US KIDS ALONE!! - SCHOOL PERFORMS PINK FLOYD AT CROWN

On Friday night, 9 August, eighteen of our talented Performing Arts Students took to the Crown Theatre Stage for the sell-out show 'Eclipse - Pink Floyd'.

The show's highlight was the classic hit 'Another Brick in the Wall'. Our students made up the student choir, hitting back at society with those classic lines we have all grown to love: 'We don't need no education'. The students involved in this project did a magnificent job. Made up of a large proportion of SVAPA Alumni, they took to the stage like well-experienced professionals. Their response to the director notes, "You are by far the best choir we've worked with on this tour..."

Michelle deRozario, Performing Arts Program Coordinator



SVAPA WORKSHOP

It was a wonderful Saturday with our SVAPA students, who had the chance to explore three cross-arts and cross-discipline workshops on the 14 September at school.

Creating Soundtracks to Tell a Story with Shahna Gallagher

Students paired up to develop 30-second scenes with matching soundtracks, choosing from film, video games, or advertisements. They used 'GarageBand' to explore how music enhances storytelling.

Physical Theatre with Mitch Whelan & Maddy Morskate

A dynamic workshop inspired by Frantic Assembly, which blended athletic drills and creative exercises to explore performance and sports warm-ups.

Media Interactive Performances with Isaac Anfusio, Drew Morton & James Palm

Students designed interactive media projections that integrated into group performances, developing visual storytelling.

The school appreciates the Mount Lawley Senior High School staff for volunteering their time for our SVAPA community. It's also lovely to see our students having a great time on this sunny day.

Moya Thomas, SVAPA Coordinator



INTERACT ROTARY

The Mount Lawley Senior High School Interact Club has had a busy term with their activities. Students have volunteered their Time to assist the Rotary Clubs of Morley and Mount Lawley at their sausage Sizzles. The Rotary Club of Morley were extremely impressed with the help offered by the students that the President, Mr Milton Butcher, attended an Interact meeting and presented the students with a cheque for \$1000.00 to support their projects.



To raise further funds for their projects the Interact students conducted a successful sausage sizzle at the Athletics Carnival. Not only this they raise a substantial sum, they also had some fun doing it. Congratulations to all students who participated enthusiastically and to the Rotarians from the Rotary Club of Mount Lawley for their support.



A successful changeover function, with lunch provided, was held on August 29, 2024, which was attended by Mr Simon Millman, MLA, member for Mount Lawley and Mr Frank Paolino, a member of the Labor Party. Principal of Mount Lawley Senior High School, Ms Lesley Street, and Associate Principal, Mr Camilleri were special guests. Also, we had a very special guest, the District Governor of Rotary District 9423, MS Patricia Schraven. It was also an opportunity to farewell the Year 12 members and wish them well for their future endeavours.



Mr Simon Millman and Ms Patricia Schraven with the retiring Committee.
From Left Treasurer **Betty**, Secretary **Viana**, Vice President **Tommy** and President **Shirin**.



District Governor Ms Patricia Schraven with the Interact Committee for 2024-2025.
From Left Treasurer **Aja**, Secretary **Edison**, Vice President **Lucy** and President **Tayla**.



HOUSE ATHLETICS CARNIVAL

This years the 80s themed House Athletics Carnival has been run and won for another year. A wet night and overcast day threatened but couldn't dampen the spirits of our students, enthusiasm was high with awesome costumes and records being broken throughout the day. HPE would like to thank **Kiro** and **Andy** for their assistance with the track, allowing the carnival to progress with minimal interruptions.

HPE would like to **thank students, staff, parents** and the community for their support of the House Athletics Carnival. Congratulations to the individual champions, event winners and a big congratulations to Murdoch for taking out the Overall shield for the second year running!

The results of the day are as follows:

Records Broken

Year 8 Boys Discus **Hamish n** 32.73m

Year 11 Girls Long Jump **Ronia** 4.85m

Individual Achievement

| Year | Champion | Runner-Up |
|------|-----------------------|----------------|
| 7 | Female Kenzie | Piper |
| | Male William | Alan |
| 8 | Female Hannah | Jessica |
| | Male Liam | Zion |
| 9 | Female Asha | Xziva |
| | Male Adam | Lachlan |
| 10 | Female Scarlet | Tomoe |
| | Male Jarvis | Sunny |
| 11 | Female Ronia | Riannah |
| | Male Alixander | Tyeson |
| 12 | Female Sophie | Luka |
| | Male Hunter | Marcus |

House Results

Middle School

| House | Points |
|----------|--------|
| Forrest | 1826 |
| Murdoch | 1476 |
| Hackett | 1372 |
| O'Connor | 1047 |

Upper School

| House | Points |
|----------|--------|
| Murdoch | 1713 |
| Forrest | 1498 |
| Hackett | 1130 |
| O'Connor | 1117 |

Senior School

| House | Points |
|----------|--------|
| Murdoch | 1668 |
| Forrest | 1350 |
| O'Connor | 1042 |
| Hackett | 690 |

Overall

| House | Points |
|----------|--------|
| Murdoch | 4854 |
| Forrest | 4666 |
| O'Connor | 3207 |
| Hackett | 3172 |





Photographers for House Athletics Carnival: Peter Hallam Year 8

Armita Saffari Dilmaghani & Sophie Coffey Year 11

Joshua Abordi, Shirin Kwang, Aryan Acharya, Chloe Burns & Gabreil Houbart Year 12



HOUSE ATHLETICS CARNIVAL



YEAR 7 LIGHTNING CARNIVAL

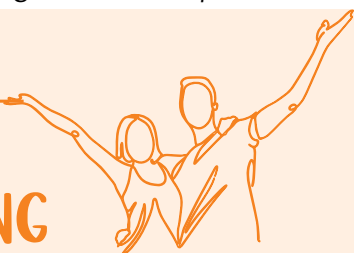


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POSITIVE EMOTION + GRATITUDE

ENJOY SAVOURING



WHY: by reliving past, enjoying present, and planning future special events, you will feel positive emotions flooding through you.

HOW: doing this is called savouring. It takes a deliberate effort to savour, but the wonderful uplifting emotions that you will feel makes it worth it. Try taking photos to look at later, record conversations, write down how you felt, plan a holiday, make videos, talk with friends who were there with you, or close your eyes to revisit the experience. Keep positives circulating.

Acknowledgement: Bryant & Veroff

DO: when you are feeling a little flat, what is an experience that you can savour to lift your spirits?

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What is a place that you would love to visit? Spend an hour researching to plan a visit there.

ENGAGEMENT + MINDFULNESS

ASSERTIVE LANGUAGE



WHY: by using your strengths to speak up assertively when you don't want to participate in an activity, you will keep yourself and your friends safe.

HOW: say what concerns you, how you feel, and what you want to happen in an assertive, calm, and firm way. At times, adolescents put loyalty to friends in front of what they know is the right thing to do, and join risky activities resulting in serious outcomes. You always have choices, so be strong to choose wisely.

Acknowledgement: Seligman & Griffin

DO: when is a time that you or one of your friends spoke up assertively to not participate in something risky?

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If someone tries to have power over you, what can you assertively say to them to get them to back off?

WEEK 25 PARENT WELLBEING : developing your self-awareness will enable you to notice how you feel and then control your emotions. Draw an outline of your body and on it write down the warning signs you feel on different parts when you are becoming stressed or angry. When you notice them, use a coping strategy such as deep breathing, colouring in or meditating to self-calm yourself. What are your warning signs? Acknowledgement: Rievich & Shatte

WHY: for students to enjoy the benefits to their wellbeing of savouring often to keep positive emotions circulating in themselves. The frenetic pace at which the world is moving today means that often special events we experience are quickly forgotten. We don't have time to maintain the joy and positive emotions we enjoyed at the time. There is so much more to life than increasing speed and relishing the journey is what it should be about.

Teaching students how to prolong and relive the feelings from magic moments and look forward to upcoming events, are effective ways to build their wellbeing. Being able to do this is called savouring. There are tried and proven ways to savour including, when the moment is happening, take photos and record their feelings on their phones, then listen to the recording and look at the photos to relive the event. Or, after the experience, write down the positive emotions and feelings they had, then read their stories to enjoy the experience again.

When things are not going as well as they could for students and they are despondent, encourage them to relive their special moments, by asking them to tell you their story about the event and using active constructive responding to ask them to tell you more several times. They will soon respond well to be more positive.

Acknowledgement: Bryant & Veroff

WEEK 26 PARENT WELLBEING : after the completing the Character Strengths survey (www.viacharacter.org) to identify your top strengths, write them on a Strengths Wheel and put it on the fridge. Download the wheel from the Individual Resources/ Character Strengths section of www.learningcurve.com.au. This is a great activity for your whole family to do to start conversations about strengths at home. What are your top three strengths?

Acknowledgement: Seligman & Peterson

WHY: for students to assess the benefits to their and their friends' wellbeing by being prepared to speak assertively when they know something is risky.

Risk taking is part of adolescence and students need to learn how to say no if they don't want to participate. Working against them having the strength to say no is their overwhelming need to stay socially connected to their group of peers and friends. Many teenagers often much prefer loyalty to the group over what they know is the safe and right thing to do, meaning they may not be prepared to stand up to the group.

An effective strategy is to teach students how to use their strengths to speak assertively to say what they want to happen in a clear, firm and respectful way so others are in no doubt of what they mean and intend to do.

The following is a guide of how to use assertive language which wins peer attention and respect:

- say what concerns them – "I think someone could get hurt doing this."
- say how they feel – "I feel very unsafe being involved in this."
- say what they want to happen – "I am not doing this and don't want any of you to do it either."

Two types of language which don't work in these situations are aggressive/threatening and submissive/timid.

Acknowledgement: Seligman & Griffin

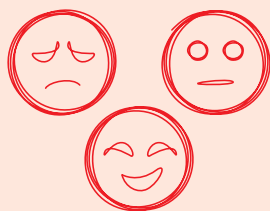


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RELATIONSHIPS + EMPATHY

SHARING FEEDBACK



WHY: by understanding that sharing feedback is an effective way to expand your and others' ideas, you will be on the lookout for opportunities to do so.

HOW: the hardest part of receiving feedback is to listen fully to what is being said, and not interrupt or process your own thoughts. Ask "Tell me more" to give the person feelings of being valued by you. When giving feedback, make it positive, not negative, and explain your thoughts clearly and fairly about their ideas.

Acknowledgement: Ericsson & Anderson

DO: when is a time that you have received feedback from someone that caused you to change your ideas?

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How would you feel if someone interrupted you while you were sharing feedback about their ideas?

MEANING + PURPOSE

STRONG AND HONEST



WHY: by having the strength to say "sorry" to others you upset, or forgiving those who upset you, you will show your strength of character and feel happy.

HOW: having problems with others is perfectly normal, but it uses up enormous amounts of emotional energy. Instead, use it to become the person who you want to become. Be strong and honest to open your heart when you apologise to or forgive someone. This will stop you carrying heavy thoughts around in your heart and mind.

Acknowledgement: Lyubomirsky & Diener

DO: who is someone that you really should apologise to for upsetting them unfairly?

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Why do you think that it takes courage to apologise to or forgive someone?

WEEK 27 PARENT WELLBEING : Aristotle once said that "the most important relationship we have, is the one with ourselves." Are you kind to yourself? Do you treat other people better than you treat yourself? And how often do you say "yes" to others, which really means you are saying "no" to yourself? Is there something that you are holding a grudge with yourself for, that you need to forgive yourself? What are your thoughts about these questions?

Acknowledgement: Neff & McGehee

WHY: for students to assess how giving and receiving feedback can grow their and the other students' understandings.

Learning how to give and receive feedback is an essential lifelong skill for students to develop. They don't know what they don't know and receiving developmental feedback enables them to consider other perspectives. Quality feedback builds social connectedness by others feeling that they matter, and broadens and builds students' engagement with others and themselves. When giving or receiving feedback, students are forced to slow down their thinking, to be in the moment and think hard to consider, compare, evaluate and analyse what is being said.

Positive learning and teaching communities rely on feedback to build open, trusting and respectful communication lines, which in turn strengthen the wellbeing of everyone. The key is to welcome feedback as positive encouragement rather than negative criticism, even if it is advice that they may not want to hear.

The purposes of feedback include listening to ideas and concerns to improve a situation, suggesting alternative approaches and strategies, monitoring attitudes, behaviours and performance. When having conversations, it is apparent when others aren't listening with their eyes, their ears and their hearts. Is it that they are not interested or that they have never been taught how to mindfully listen? Empathetic and attentive listening needs to be role modelled; respectful relationships rely on it.

Acknowledgement: Ericsson & Anderson

WEEK 28 PARENT WELLBEING: to be intrinsically motivated in your life is called being self-determined. To feel this way, you need three ingredients. They are a sense of autonomy that you have choices, a sense of competence that you have what it takes, and a sense of connectedness to those around you. Reflect on how strong your sense is for each of these in your life. What do you need to develop to feel more motivated? Acknowledgement: Ryan & Deci

WHY: for students to assess how saying "sorry" to or forgiving others will untie emotional knots in their and others' hearts and minds.

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

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

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

Acknowledgement: Lyubomirsky and Diener

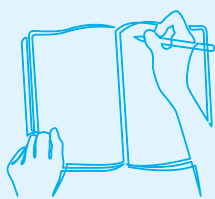


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ACCOMPLISHMENT + OPTIMISM

ASSIGNMENTS AND PROJECTS



WHY: by learning more intelligent ways to research for and structure your assignments and projects, your efforts will be rewarded with better learning outcomes.

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

Acknowledgement: Anderson & Ericsson

DO: what is an assignment/project that you are currently doing which you could improve by using this process?

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Open the website Thinking Tools Five E's of Learning and Learning Jigsaw. How can they improve your assignments/projects?

WEEK 29 PARENT WELLBEING : to be kind to yourself, make a Feel-Good Menu. Come up with five things that you love doing that you can do in most places which relax you. E.g. doing simple stretching exercises, deep breathing, saying "hello" to or ringing people, or colouring in. When you are starting to feel stressed, pause, and do something from your menu to relax yourself. Act to do something, not just think about it. What would be on your menu?

Acknowledgement: Ryan & Deci

WHY: for students to assess the value to their learning outcomes by following this process to complete assignments and projects.

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

Teaching students to follow an intelligent research process enables them to slow down to think hard about each step they are doing. To support this process, you can ask them to describe how they are thinking using Habits of Mind. Also, using the brain pathway building structure of Thinking Tools and their prompting questions, provides opportunities for them to analyse, evaluate and predict; higher order thinking.

Adopting these approaches cultivates effective research habits which include knowing what to do when they don't know what to do, relating how what they learn connects to their world and identifying and finding the information they need to learn more about. Their organisation skills improve by planning time targets, analysing their findings and looking for bias, patterns, inference and implied messages and presenting what they learned with clarity and precision. Once they have mastered these, they can make predictions and forecasts from their findings.

Acknowledgement: Anderson & Ericsson

HEALTH + STRENGTHS

BREATHING AND YOU



WHY: by deep breathing and concentrating on what you want others to think of when they meet you, you will feel calm.

HOW: from Positive Personal Descriptors (page 127) choose five that you like. Holding up one hand, run a finger from your other hand up your little finger. Breathe in, hold for five, then repeat down the other side, breathing out whilst thinking of your first descriptor. Then, repeat.

Acknowledgement: Hofmann, Grossman & Hinton

DO: what are two of the descriptors that you would like others to think of when they see you, and why did you choose them?

1

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2

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When thinking of the descriptors while deep breathing, what are two emotions that you felt? Was each enjoyable?

WEEK 30 PARENT WELLBEING : when things don't go your way, as they can often do, you can learn much about yourself. By choosing to understand what you need to do to overcome your setback, and then making the effort to do it, you will grow as a person. This only happens when you leave the safety of your comfort zone, because nothing special is ever created in comfort zones. Describe a time you left your comfort zone to experience this and what you learned about yourself.

Acknowledgement: Seligman

WHY: for students to compare what they currently do to self-calm themselves with this deep breathing and thinking approach.

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

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

There are two techniques for breathing described in students' planners which will very quickly relax them and prompt more optimistic mindsets. Try them yourselves. Thinking about people and things close to their hearts will distract their amygdalas from their pressing issues and put their rational minds in charge of their thinking. It also increases their oxygen intake and blood flow to the brain which promote clarity of thought.

Acknowledgement: Hofmann, Grossman & Hinton



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POSITIVE EMOTION + GRATITUDE

FUN AND WELLBEING



WHY: by understanding that being socially connected and having fun with others is a great wellbeing builder, you will be on the lookout for opportunities to do so.

HOW: humour is a wonderful strength, because it brings so many positive emotions alive and causes feel-good brain chemicals to be released. Laughing in person with others is a fantastic workout for both your mind and body. Remember, human beings are at their best when cooperating with others to achieve things - even funny things!

Acknowledgement: McQuaid & Kern

DO: when is a time that having fun and laughing with family and friends was the highlight of your day?

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.....

When is a time that you were feeling a little flat, and someone told a joke that made you laugh to lift your spirits?

ENGAGEMENT + MINDFULNESS

ENGAGE WITH NOW



WHY: by understanding that about 70% of students know when they are procrastinating, you will be more likely to deliberately make yourself engage from the start.

HOW: your brain can process about 110 bits of data per second, and enjoyable distractions, such as phones and social media, consume about 70, leaving not enough to get started. You literally run out of attention. To avoid this, turn off anything which will reduce the 110 bits of data available to get yourself started, especially your phone.

Acknowledgement: Pink & Radel

DO: when is a time that you turned off your screens, and found it easier to get started as a result?

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How can prioritising what you want long-term help you to ignore and avoid short-term enjoyable distractions?

WEEK 31 PARENT WELLBEING : Plato and Aristotle both believed in the importance of developing three wills: intellectual will – your mind, emotional will – your spirit, physical will – your body. These three wills work together when you develop each of them to assist you to become the person who you wish to become. Describe how you could develop each of them further in yourself.

Acknowledgement: Aristotle & Plato

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

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

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

Acknowledgement: McQuaid & Kern

WEEK 32 PARENT WELLBEING: resilience is the ability to respond well to challenges, bounce back after setbacks and requires you to be able to have optimism and hope for the future, regulate the strength of your emotions, control your impulses, think flexibly, have empathy for others, believe in yourself and build social connectedness with others. What does each mean to you and how are you developing them?

Acknowledgement: Rievich & Shatte

WHY: for students to understand how much their brain can process per second, and help them to engage with now to get started.

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

Using positive self-talk, setting self-expectations and the strength bravery will also assist their efforts. Trying to do too many things at once, uses up all of the data that their brains can process at one time, also causing procrastination. One certain thing, procrastination will not go away by ignoring it.

Causes of procrastination include:

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

Acknowledgement: Pink & Radel

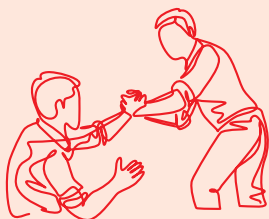


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RELATIONSHIPS + EMPATHY

PLATINUM TREATMENT



WHY: by making the effort to discover the way others like to be treated, you will be able to show empathy for their needs and feelings.

HOW: this is called the Platinum Rule, which is an effective way to build respectful relationships with others. The Golden Rule focuses on how you like to be treated, but it seems much better to focus on others. To learn others' likes, you will need to be tuned into what they are feeling, saying, and doing.

Acknowledgement: Alessandra, Rath & Clifton

DO: how do you like to be treated by and spoken to by others?

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Ask one your friends how they like to be treated and spoken to. How do they differ to your needs?

MEANING + PURPOSE

PAYING SMILES FORWARD



WHY: by paying any smiles you receive forward to others, you will create a positive ripple of smiles that will keep spreading.

HOW: smiling is contagious, because it activates mirror neurons, with smiles getting paid forward to many others. It's funny how when someone smiles at you, something inside you comes alive and you can't help but smile back. When you are feeling a little flat, make yourself smile; the smiles that you will receive back will lift your spirits.

Acknowledgement: Frankl, Smith & Davidson

DO: when is a time that your spirits were lifted by someone smiling at you?

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When is a time that you noticed others paying forward smiles that they received?

WEEK 33 PARENT WELLBEING : A great daily mindfulness challenge, which will connect you with yourself and the moment, is to pause, look for and notice at least one thing different about every day. You are focused with a purpose and not just drifting along on autopilot. Choosing to do this every day, will raise your self-awareness of what is happening around you and to you. What did you notice different about today?

Acknowledgement: Kabat Zinn & Baer

WHY: for students to choose to discover how others like to be treated and then treat them that way.

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

The Platinum Rule on the other hand is, treat other people the way that they like to be treated. It embraces the true meaning of showing empathy. Making the effort to discover and understand others' needs and feelings means that your levels of social connectedness are flourishing. As Stephen Covey once said, seek first to understand, before seeking to be understood. This rule works well in small groups where learning individual preferences is much easier.

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

Acknowledgement: Alessandra, Rath & Clifton

WEEK 34 PARENT WELLBEING : a sense of purpose sets your moral compass and enables you to believe that the many little things you do every day add up to make a positive difference in the world, because they do. What are little things that you do on most days which make a positive difference? What would happen if you didn't do these things and who would be affected?

Acknowledgement: Goldstein, Rogers & Maslow

WHY: for students to value the benefits to their and others' wellbeing by smiling more and paying smiles forward that they receive.

Smiling is the gold class way that people across the globe share kindness and let everyone know that they want to be friendly and welcoming; nothing is more powerful. When students understand that when someone smiles at them, or they smile at someone else, it is nearly impossible not to receive a smile back, because mirror neurons have kicked in to copy other's and their expressions, moods and intentions. An empathetic and kind thing to do, is when they see a classmate feeling flat, is to say hello with a beaming smile; it will lift their spirits.

There is nothing better than seeing groups of students smiling, laughing and enjoying each other's company, and this shows that their school is doing a lot right. When adults role model a willingness to smile to students, this sends the body language messages that they like and care about them. This in turn, will see students reciprocate to create a fertile learning environment.

An effective coping strategy to brighten up the day when things are going their way, is make themselves smile, even if it is a fake smile, and say hello to other students. They will receive smiles back which will turn their pretend smiles into real smiles and fill them with warm feelings.

Acknowledgement: Frankl, Diener & Dutton



SCHOOL WELLBEING PROGRAM

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ACCOMPLISHMENT + OPTIMISM

HOME BRAIN GROWTH



WHY: by understanding that revisiting your Cornell subject notes every night for five minutes strengthens your brain pathways, you will be more likely to take advantage of this.

HOW: to create patterns for brain growth, include repetition, more intelligent learning approaches, and self-control to revise your learning every night. Turn off all distractions that use any of the 110 bits of data available when revising, and have soft lighting, comfortable seating, a well ventilated room, and water to sip on to assist your brain's functioning.

Acknowledgement: Wade & Walsh

DO: what are two obstacles that make it difficult for you to revise your notes at home in the same place and at same time every night?

1

2

When is a time that you were proud of yourself for making the effort to revise every night in a row for a week?

WEEK 35 PARENT WELLBEING: being able to control your impulses is an important resilience skill to develop in yourself, to avoid reacting to the frequent things that trigger your emotions. When you are calm, write what these triggers are and what self-calming activities work for you and then use them immediately when you notice the triggers appearing. Respond rather than react. What self-calming activities work for you? Acknowledgement: Rievich & Shatte

WHY: for students to understand the benefits to their brain growth by revising their class notes every night in the same place at home.

Extending students' learning beyond the classroom, builds their independence, brain pathways and growth mindsets, and one of these learning environments is at home. Having an area predominantly for study will build patterns for their brains that associate that place with study, thus creating habits and reducing barriers to getting started.

Desirable conditions include well lit, quiet, warm and comfortable, a copy of their Personal Timetable on the wall, well resourced, away from distractions, especially TV and loud music and mobiles on flight mode.

Students need to revisit what they learn in each of their subjects every night for five minutes, or their brains will "forget". Facts relating to how much the brain retains:

- should notes not be reviewed within 24 hours, 60% to 80% of it is forgotten
- after a month with no reviews, only 3% to 4% is remembered
- the brain pathways which were created wither and die
- when 50 minutes of learning is not reviewed regularly, it takes 30 to 40 minutes to relearn it; why learn it in the first place?

Renowned Polish pianist, Ignace Paderewski, once said, "If I miss one day's practice, I notice it. If I miss two day's practice, the critics notice. If I miss three days practice, the audience notices it."

Acknowledgement: Wade & Walsh

HEALTH + STRENGTHS

KIND TO YOU



WHY: by focusing on using your strengths to build a healthy relationship with yourself, you will be well on the way to becoming the person who you want to become.

HOW: forgive yourself for mistakes you make, be kind to your mind and body by doing the weekly Big Five for Health well, smile more, be honest with the person who you see in the mirror, and spend quality time with friends and family. Also, write down what you are looking forward to and are grateful for every day.

Acknowledgement: Neff & McGehee

DO: what are two kind things that you have done for yourself this week?

1

2

What is a mistake you were upset with yourself for making, that now you should forgive yourself for?

WEEK 36 PARENT WELLBEING: it is the frequency of positive emotions which is the best builder of your wellbeing, particularly when you are showing that other people matter. A great way to feel positive, is when someone does something kind for you, go out of your way to pay it forward to at least three other people. They will probably pay it forward to feel good also. When is a time that you have paid kindness forward? Acknowledgement: Seligman

WHY: for students to identify things that they can do to be self-kind to value and build their relationship with themselves.

A good question to ask yourself and students is, if you treated other people the way you treat yourself, would you enjoy a respectful relationship? And to be perfectly honest, in many situations, the answer would be no. Aristotle once wisely shared that the most important relationship we all have, is the relationship that we have with ourselves; we need to work hard on it. Research has shown that showing self-kindness and self-compassion results in optimism and hope for the future, better problem solving and critical and creative thinking abilities and less anxiety.

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

- write down achievements they are proud of, how they felt and the strengths they used to put in the effort
- enjoy JOMO and give social media a rest often. Reading about other people's pretend best selves creates uncomfortable social comparisons
- write a positive mantra to live by each week, e.g. I will do five kind acts for others today to build their wellbeing
- use encouraging self-talk and bin the self-put down thoughts
- journal what they are looking forward to and what they are grateful for
- monitor and do the Big Five really well
- spend quality time with positive people and nature every day
- write down their goals and break them up into short term self-expectations.

Acknowledgement: Neff, McGehee & Ford



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POSITIVE EMOTION + GRATITUDE

THINKING CLEARLY



WHY: by increasing your awareness of when your emotions are beginning to strengthen, you will be able to not let them affect your sensible thinking.

HOW: on an outline of your body, draw the warning signs that you notice when your emotions are starting to hijack how you are thinking. Reduce the effects to your thinking by deep breathing, colouring in, or using other coping strategies that work for you. FOMO from social media often causes your emotions to strengthen, so be on the lookout when this happens.

Acknowledgement: Canon & Cherry

DO: what are two messages that your mind and body send you when your emotions are starting to affect your thinking?

1

2

When is a time that you noticed your emotions starting to affect your clear thinking, and what did you do?

ENGAGEMENT + MINDFULNESS

RESILIENT COPING



WHY: by having a number of coping strategies to use when you are feeling stressed or upset, you will be able to quickly restore your normal functioning level.

HOW: from the following strategies, choose which will work for you: sharing with your Trusted Champions, exercising briskly, breathing deeply, doing mindfulness activities, stretching, listening to music, colouring in, writing down your goals, using self-talk, being kind to others, or savouring special experiences. The main thing is to have them ready to use in advance.

Acknowledgement: Hassed & Sinek

DO: what are two coping strategies that work for you to calm yourself?

1

2

When is a time that you acted quickly to use a coping strategy to calm yourself?

WEEK 37 PARENT WELLBEING : your core values are what you stand for as a person, so that you can live a good life with a sense of purpose. Your top character strengths bring your core values to life. Visit www.learningcurve.com.au to look at Values for Life. Write down what you believe three of your core values are and which of your strengths you could use to action them. What do you stand for as a person?

Acknowledgement: Seligman & Peterson

WHY: for students to identify their personal warning signals for when their emotions are starting to hijack their thinking and to immediately self-calm.

Students' thinking is influenced by two competing parts of their brains, the amygdala and the prefrontal cortex.

- The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight or flight reactions, depending on the intensity of the positive or negative emotions produced (also called fast track responses).
- The prefrontal cortex is the conscious rational part which controls the intensity and duration of their emotions to make better decisions (also called slow track responses). It not fully developed till they reach their early twenties, meaning their responses to what they experience may vary considerably.

When their amygdalas are in charge of their feelings, good decision-making is difficult; often called emotional hijacking. The key is to raise their self-awareness of this, so that they are able to self-control their emotions.

Cultivate this by:

- practising colouring in using repetition, pattern and control
 - initiating discussions about positive, negative, mixed and hidden emotions & their intensity
 - helping them create their own positive coping and self-calming strategies to reduce emotional intensity
 - exploring common thinking traps each week (see website)
 - learning how to use assertive and positive self-talk to combat hijacking
 - doing Mindfulness Activities to reconnect with themselves & the moment. (see website)
- Acknowledgement: Canon & Cherry

WEEK 38 PARENT WELLBEING : Gilbert Chesterton once said, "there are no uninteresting things, only uninterested people." To develop interest in yourself to be appreciative of the normal and sometimes boring things in your life, pause, take notice, be curious, pay attention to the present moment. Do boring in an interested and mindful way adds stimulating sparks to your life. What is a simple task that you can really focus on doing in an interesting way?

Acknowledgement: New Economic Foundation

WHY: for students to prepare and practise coping strategies which work for them for when they need to use them to self-calm.

There are many stressors which trigger negative emotions in students, which cause anxiety in them about their capabilities to cope with peer issues and study demands. Unfortunately, often they only speak up about not coping when they are about to implode and give up. Having a number of positive coping strategies to reduce these anxious feelings is essential for their wellbeing. Introducing students to new coping pathways provides them with opportunities to adopt growth mindsets to create their own strategies. Effective coping strategies usually have pattern, repetition and control.

Adolescents on the whole are not comfortable with immediately asking for help from adults, therefore, it is important for us to take the initiative and raise the issue, by explaining that positive coping strategies are little positive actions which relieve pressure and they can vary from student to student. For example, colouring in reduces emotional intensity very quickly, restoring their normal functioning level; they need to try different ones to discover which work for them best.

Positive coping strategies fall into five main categories:

- Exercise – anything active that lifts the heart rate
- Activities – ones that have pattern, repetition and control
- Positive self-talk – personal assertive I can and I will statements, to contest negative thinking
- Personal support – trusted adults; their champions who will stick with them
- Breathing – focusing on their breathing and their thoughts. (see page 76)

Acknowledgement: Hassed & Sinek



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.

Midvale Hub

Parenting Service

Perth (North East)

What's On Term 4 2024



MIDVALE HUB
FOR FAMILIES

FREE service for parents & carers who reside in the local government areas of Mundaring, Swan, Bassendean or Bayswater

Registration for all programs is essential
For further information and to express interest to attend, or if you are interested in future programs:

**Phone: 08 9290 6827 Email: parentingservice@mundaring.wa.gov.au
<https://www.midvalehub.org.au/copy-of-parenting-and-family-support>
OR**

Scan the QR code to express your interest via Humanitix

Bringing Up Great Kids in the Early Years

Thursdays: 10am - 12noon
10, 17, 24, 31 October & 7 November



Venue:

Dayton Family HUB

Crèche:

Not available for this program.
Babies welcome

Bringing Up Great Kids in the Early Years

Tuesdays: 12.30pm - 2.30pm
22, 29 October, 5, 12, &
19 November



IN PARTNERSHIP WITH NGALANG MOORT NGALANG KURLANGAH

Venue:

Brockman Community House

Crèche:

Not available for this program.
Babies welcome

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| AGE 7-10 9:00-11:00 | BAMBINI (AGE 5-7) 9:00 - 11:00 |
| AGE 11-14 1:00-3:00 | GIRLS ONLY (AGE 8-14) 1:00-3:00 |

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ANTARCTICA
Polar Opposites
 EXHIBITION

PHOTOGRAPHY - FILM - INSTALLATION
WORKSHOPS - PANEL DISCUSSIONS

Opening Night
Friday 20th September 6 - 9pm
 runs until September 29th Open Wed - Sun 11-3pm

This exhibition highlights the essential interactions between **ART** and **SCIENCE**. Showcasing the extraordinary journey of international women in STEMM and their experience in Antarctica in 2023

"SCIENCE speaks to the mind and ART to the heart"

Venue: Laneway Artspace
 Enter off laneway next to 87 Whatley Cr., Bayswater
 Opposite the Bayswater Train Station

Janet Holmes à Court AC

Partners: Petrick German, The Lane Way, Alligator, etc.

MIDVALE HUB PARENTING SERVICE PERTH NORTH EAST
 IN PARTNERSHIP WITH HEADSPACE MIDLAND

Tuning in to Teens

For parents and carers of children aged 12 - 18 years who reside in the local government areas of Mundaring, Swan, Bassendean or Bayswater



Tuning in to Teens is a 6 session program that provides parents with a greater understanding of their teen's emotional experiences. The program explores specific skills that help parents to be supportive, empathic and stay connected with their teen. Learn more about:

- understanding teenage development
- supporting teens to manage difficult emotions
- promoting positive behaviour
- supporting teens to maintain friendships and deal with conflict

For more information and to register:
 Scan the QR code
 Midvale Hub Parenting Service (Perth North East)
 Telephone: (08) 9290 6827
 Email: parentingservice@mundaring.wa.gov.au

headspace Midland - Whadjuk Country
 Unit 7, 64 Morrison Road, Midland

Thursdays - 24, 31 October, 7, 14, 21 & 28 November, 2024

6.30pm - 8.30pm
 (must be able to attend all sessions)

FREE Registration is essential
 Only 12 places available



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The Midvale Hub Parenting Service Perth (North East) is provided by Midvale Hub (Shire of Mundaring) and funded by the State Government through the Department of Communities.



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