



MOUNT LAWLEY SENIOR HIGH SCHOOL  
An Independent Public School

## PRINCIPAL'S REPORT

So many events occurred during this busy final term. These are a few exciting opportunities we offer our students this term within our last newsletter for the year. Many students have experienced individual and team successes, including representing the state and nation in sporting events and performing at an elite level in academic competitions. These events often take place after hours, and it is a tribute to the commitment and professionalism of our staff that they are willing to give up their own time to provide these enriching activities for our students.

We also provide opportunities for our students to give back to the community by participating in several community events this term. Year 10 Councillors represented the school at various Remembrance Day services, such as the Department of Education and the Mt Lawley/Inglewood RSL. I was privileged to accompany 105-year-old Lawley Legend Arthur Leggett to the 'Remembrance Reflections' at Government House Ballroom.

Students continued serving the community through the Rotary Interact Club and fundraising for special causes throughout the year, such as the Councillors Bake Sale, which raised funds towards the Salvation Army's Christmas Appeal.

We offer congratulations to the Class of 2023 on all you have achieved. As a cohort, you have proved yourself to be mature, resilient, supportive, and dedicated to your studies. We are proud of each of you and look forward to hearing about your future successes.

Our vibrant school community comprises the leadership team, teaching and support staff, students, parents and carers, the school board, and P&C committee members. They are to be commended for their hard work and contributions to the success of 2023.

I hope everyone has a safe and happy break, and I look forward to welcoming students back on Wednesday, 31 January 2024

**Lesley Street, Principal**

Admin staff are due to commence the new year on Wednesday, 24th January but we have just been informed by the Department of Education that a power shutdown will occur on this date. **Services will resume on Thursday, 25th January.**

A reminder to those families wishing to apply for the Secondary Assistance Scheme that the closing date is Thursday, 28th March 2024. Late applications will not be accepted.

**Julie Moxey Manager Corporate Services**

## STUDENT SUCCESS



**Lucy 705, Ava 903 and Joshua 1102** were selected to participate in the School Sports Secondary Champion Schools Triathlon in partnership with Triathlon WA held in November at Champion Lakes. Congratulations to Joshua who came 3rd in the Senior Category. Ava came First in Intermediate Category.



**Grace 8H4** was selected travel to Melbourne for the National Cheerleading Championships.



**Aaron 7F2** represented WA in the recent 12s State Schools Soccer Program in Melbourne.



**Riana 10H3** has been selected to be a member of the State Tennis Squad and recently competed in the Western Australian Junior International Tennis Tournament



**Erina Tan 12H2** representing Mount Lawley Golf Club won the Girls 16 Years section in the Jack Newton International Junior Classic held in NSW recently.

## DATES FOR TERM 1

**Students start Term 1 Wednesday 31 January 2024**

29 January Monday  
30 January Tuesday  
31 January Wednesday

SD Day Staff Only  
SD Day Staff Only  
Students Start Term 1

Refer to online school calendar for updated details [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)

# REMEMBRANCE DAY



On Saturday Year 10 Councillors were honoured to be present at the Remembrance Day service conducted by the Mt Lawley/Inglewood RSL held at the Cenotaph on Clifton & Queen Crescent Mount Lawley. All councillors contributed to the service admirably. **Kenzie** completed a reading of In Flanders Field, **Benjamin** and **Jasmeet** raised the flags, and all of our councillors laid wreaths on behalf of the community at the Cenotaph or assisted elderly relatives of war veterans in paying tribute. Their efforts were noted and much appreciated by the RSL society. It was a very special day for our Councillors, who were given the opportunity to meet and talk with the veterans after the service.

*Marc Newbound Year 10 Coordinator*

On Friday, 10/11/23, Year 10 Councillors **George** and **Kenzie** represented Mount Lawley Senior High School at the Remembrance Day Service held at the Department of Education in East Perth. We were joined by Churchlands Senior High School, who performed a solemn yet inspirational music arrangement throughout the ceremony. George delivered In Flanders Field by John McCrae after being introduced by Lisa Rodgers. Our students represented the school with dignity and respect as we paid tribute to all who have lost their lives in service of our country.

*Marc Newbound Year 10 Coordinator*





# REMEMBRANCE REFLECTIONS



On Saturday, 11 November, Principal Lesley Street and Lawley Legend 105-year-old **Mr Arthur Leggett** OAM, WA State President of the Ex-Prisoners of War Association, were invited to attend the *Remembrance Reflections*: A program of words and music honouring Remembrance Day in the Government House Ballroom.



This special event commemorated in words and music the themes of Service and Sacrifice and focused on the ambition for a more peaceful world. There were readings of poetry and prose followed by short musical performances by talented young musicians and professional performers.

# COUNCILLORS BAKE SALE



On Friday 1 December, the Year 10 Councillors coordinated a Bake Sale that took place during both Middle and Senior School Lunches. The event was a huge success, and a big thank you is owed to the Year 9 Councillors, who supported the 10's with baking and promotion of the bake sale. In addition to purchasing baked goods, students could also participate in Christmas Cookie decorating, although, some practice might be required in decorating before any of these hit the stockings at home!

Together, we were able to raise over \$400.00 for the Salvation Army's Christmas Appeal and a huge thank you goes out to all students and staff who supported the event.

*Marc Newbound, Year 10 Coordinator*





# DESIGN AN AD COMPETITION WINNERS



The West Australian Design an Ad competition challenges Year 8 English students to design an advertisement for a real company. Once given a design brief, students learned about their product or service and began a design process. Students learned about the target audience, persuasive language, layout and visual impact. We are pleased to announce that Mount Lawley Senior High School has five secondary winners, each receiving a \$100 cash prize and certificate. They were **Charlotte, Alia, Ami and Sasha** (who won two awards). Student designs were featured in a special edition section in *The West Australian*.

**Ms Jacqueline Fitzpatrick, English Teacher**



# MUSIC : ALUMNI NEWS



(Sean got a great chance to catch up with Dr Stuart James, Artistic director of the show pictured).

I had the wonderful opportunity to attend Friday night's 'Anime' Concert, produced by WAAPA's Composition and Music Technology Department. The concert was opened by a piece written by Mount Lawley Senior High School (SVAPA) **Alumni Ben Buchanan**. Ben's composition was a beautiful Anime piece inspired by forest landscape. As part of the performance, Ben also added Anime influenced art- work projected on the screen. It was absolutely stunning.

This concert featured the 'Hear Now Ensemble' (members of which, also included Mount Lawley Senior High School Music Alumni, **Blake Faulkner** and **Matilda Beel del Alamo**). Also in attendance was Year 12 student **Sean Bradley** who has just received his offer of acceptance into WAAPA for (you guessed it) Composition and Music Technology.

The culmination of graduates from 2020; 2021; 2022 (and new graduate of 2023) all together was a real affirmation of the talent of our wonderful students.

**Michelle deRozario, Teacher In Charge of Music**



Congratulations to the Principal's Christmas Card Competition Year 11 student **Alex** who created and designed this card opposite.

'The concept of my design is simply a Christmas tree with ornaments representing key aspects of Mount Lawley Senior High School creating a Merry Mount Lawley Christmas design. Some key aspects include School Subjects, Music and Arts, Bush Ranger Cadets, Indigenous Studies, Community Service and Rotary.'



# AEP END OF YEAR

The 2023 Aboriginal Excellence Program (AEP) Awards Night at the Mount Lawley Golf Club celebrated the accomplishments of AEP students throughout the year. The evening also showcased the culmination of the 2023 AEP cohort's Songlines research task, a product of immersive excursions with members of our local First Nations community. It was an opportunity to farewell the 2023 Graduates, acknowledging their contributions and achievements. Simultaneously, we welcomed the incoming 2024 inductees into the program.

The following awards were presented:

*Cultural Awards:*  
**Zachery & Michael**

*Katitjin Awards for Academic Achievement:*  
**Indi, Mahan & Cleo**

*Attendance Awards:*  
**Ellashaye & James**

*Koorliny Awards for Progress:*  
**Thomas & Charley-Anne**

**Joshua Carnovale, AEP Coordinator**

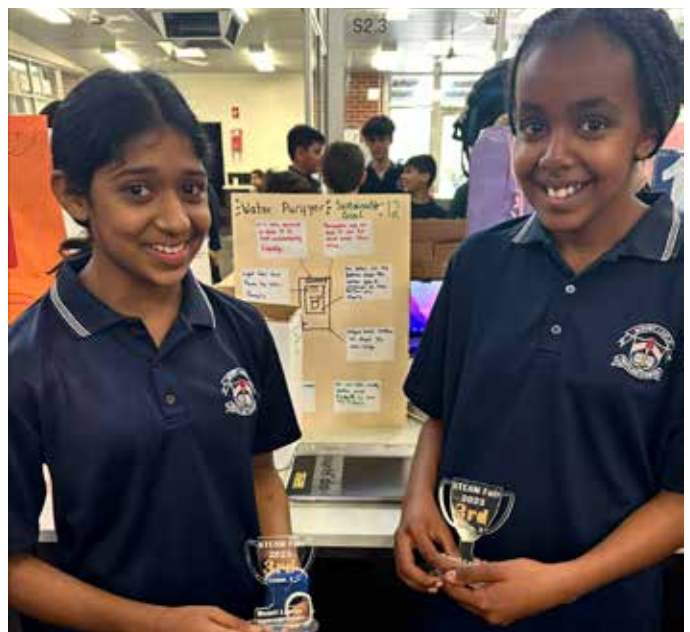
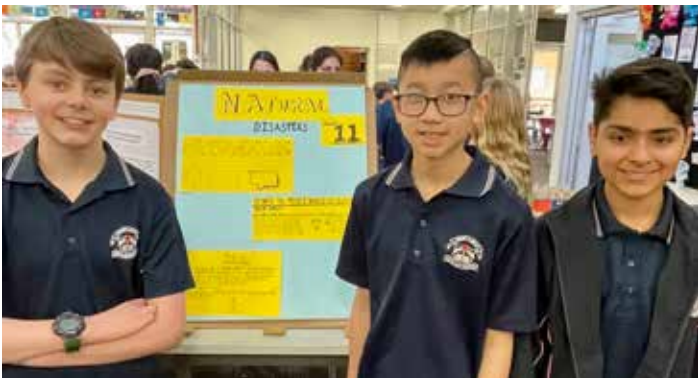
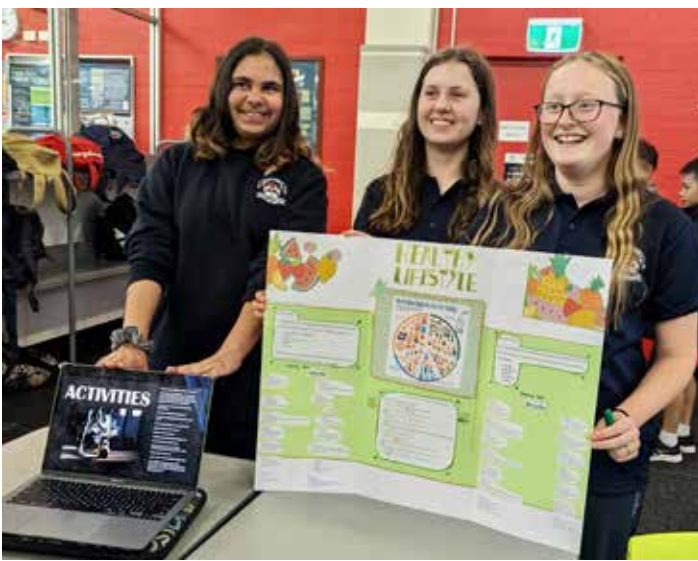




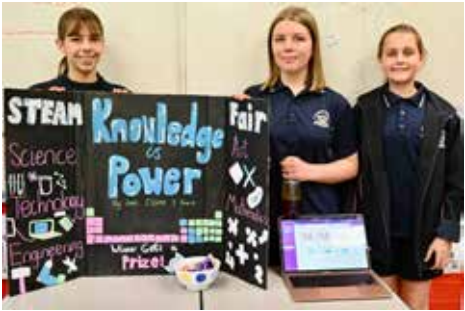
# STEAM FAIR YEAR 7 & 8

The end of Term 3 saw Middle School turn into a hub with the annual STEAM Fair. Year 7 students linked their projects to the UN Sustainability Goals, and the Year 7 students had stimulating anchor statements to get their projects going, such as 'Where innovation begins', 'Engineering a brighter future', 'A new way of thinking', 'Empowering the next generation'.

Finding solutions to problems, the projects included a range of products from 3D printed solutions, informative posters, dioramas, quizzes/puzzles, hands-on activities and experiments. Well done, everyone!!









# ITALIAN FILM FESTIVAL

On 17 October, the Year 11 Italian ATAR class and the Year 10 students continuing Italian in 2024 went on an excursion to Palace Cinemas in Raine Square to view one of the feature films in the Italian Film Festival 2023. "Le Proprietà dei Metalli" (The Properties of Metals) is set in an idyllic small village in the Italian mountains in the 1970s and follows the story of a boy named Pietro who has the ability to bend metal with his mind. Though English subtitles were provided, the film was a chance for students to practice their listening skills and expose themselves to the language in a fun and interesting way. Afterwards, the students were allowed to dine in the food court and discuss their thoughts on the film. Overall, it was a great experience to view authentic Italian cinema and see real-life applications of the language we have been learning in class. Thank you to the Language Department for organising the excursion and to Palace Cinemas for hosting. **By Chloe (Year 11 Italian student)**

Il 17 ottobre, la classe ATAR di italiano dell'undicesimo anno e gli alunni del decimo anno che continueranno italiano nel 2024 hanno fatto un'escursione al Palace Cinemas in Raine Square per vedere uno dei lungometraggi del Festival del cinema italiano 2023. "Le Proprietà dei Metalli" è ambientato in un idilliaco paesino sulle montagne italiane negli anni '70 e segue la storia di un ragazzo di nome Pietro che ha la capacità di piegare il metallo con la mente. Sebbene fossero forniti i sottotitoli in inglese, il film è stata un'opportunità per gli studenti di esercitare le proprie capacità di ascolto e di esporsi alla lingua in modo divertente e interessante. Successivamente, gli studenti hanno potuto cenare nella food court e discutere le loro opinioni sul film. Nel complesso, è stata una bellissima esperienza vedere l'autentico cinema italiano e vedere le applicazioni nella vita reale della lingua che abbiamo imparato in classe. Grazie al Dipartimento di Lingua per l'organizzazione dell'escursione e al Palace Cinemas per l'ospitalità. **Di Chloe (studentessa di italiano dell'undicesimo anno)**





# MENTAL HEALTH WEEK

In October there was a Mental Health Week. This year's theme was Mind, Body, and Environment and encouraged people to participate in local events, conversations, and activities to raise awareness of positive mental health and wellbeing. To celebrate, we held activities at lunch on Wednesday, 11 October, which included lawn games, a craft station, bubbles, Talk & Walk inter-house activity and live music. It was a great atmosphere and enjoyed by all! [#actbelongcommit](#) [#wamentalhealthweek](#)



# MEDIA MAGIC

The Media Screening Night, held at ECU on Friday, 13 October, was a remarkable evening that drew a diverse and enthusiastic audience of parents and students. The event featured an impressive array of media works, including mockumentaries, memes, comedy, and art films, showcasing our students' incredible talent from Years 7 through 12.



Their creativity truly knows no bounds. The evening was a delightful blend of entertainment and artistic expression. It provided a platform for our students to display their media skills, and they did so with brilliance and grace. The laughter, the gasps, and the applause in the room were a testament to the quality of their work and the atmosphere that teachers Matt Langfield, Deb Edwards, and Hayley Smythe helped create.

We would like to congratulate teachers Matt, Deb, and Hayley for their exceptional leadership and dedication in organising this event. It takes a special group of individuals to bring such an evening to life, and they certainly did so with flair.

In addition to the kudos we extend to our incredible trio, I'd like to express our collective pride in the remarkable talents of our students. They continue to amaze us with their creativity and dedication to their on-screen craft and media productions.

Thank you to everyone who attended and supported our students. Your presence and encouragement mean the world to them and to us as a school community. Let's continue to encourage and foster the artistic talents of our students, ensuring that they reach even greater heights in the future.





# MIDDLE SCHOOL KNITTING CLUB

For the last two years, we have been in Knitting Club. We meet during our lunchtime twice a week and have created many projects, including a blanket the previous year for Lawley Legend Arthur Leggett's 104th birthday. Our current project is knitting long strips, which are then sewn together to make blankets. These will go to children in refugee camps. We have finished three blankets this year. A special thank you to Ms Anne-Maree Rowe for organising this club for us over last few years.

We have learnt many new skills, including knitting and casting off. *"Knitting Club makes me feel happy, and knowing that the things we make are for people who might not have access to anything makes me feel even happier."*





# JAPANESE EXCHANGE



On 13 October, Mount Lawley Senior High School hosted fourteen students from the prestigious Josho Gakuen High School in Osaka. The students were with us for a full school day, understanding how Australian schooling differs from Japanese schooling, and we learnt first-hand about each other's culture.

The Japanese exchange students understood that the school provides numerous experiences to help their students excel in academics and other extra-curricular areas. For instance, we spoke about the athletics and swimming carnival offered by the school and how it promotes competition between the four houses and brings out the best in everyone. They also got to observe the difficulty of the topics, like calculus, provided for students to challenge their intellect and curiosity.

The Japanese exchange students attempted to communicate in English with our students. Furthermore, they built friendships with our students as we got closer, playing sports and participating in other activities during recess. But sadly, as the day was ending, the Mount Lawley Japanese language students held a farewell with the help of Language teachers like Mr. Jeong and Mrs. Chapman. We would also like to thank the Principal and Associate Principal, Ms. Street and Mr. Camillieri, respectively, for giving us this opportunity. Ultimately, we exchanged contact details, created wonderful memories that will remain with us for a long time and said our final farewells until we meet again.

**By Anish Mayaluri**



# DEBATING TEAM



With teams ranging from groups of Year 7-11 students, Mr Raphael guided us through yet another year of WADL debating. From early morning meetings to intense preparation, Mr Raphael was an excellent guide for all of us. He equipped us with all the knowledge to succeed and provided us with resources like palm cards.

Students regularly partook in prepared and impromptu debates that addressed various topics concerning current affairs, social issues and ethical dilemmas. We were challenged with nuanced ideas and concepts. Debating this year has yet again allowed us to enhance our public speaking skills and critical thinking capacity. Notably, a Novice and Senior team successfully made it through to the octo-finals and gained valuable feedback from adjudicators.

Nonetheless, all the teams – whether it be Novice, Junior or Senior – consistently demonstrated a profound sense of sportsmanship and professionalism, representing the school with pride and poise. Congratulations to each team's solid effort this year!

**Angela, Year 11 Student**





# YEAR 7 SVAPA EARLY MORNING CLASSES

Over the year the students have explored a wide range of 2D and 3D processes to develop foundation skills, experiment with materials, creatively explore design solutions, and develop confidence in self-expression.

They have worked in class and with practicing artists during early morning classes to produce a body of work on selected themes. The Year 7 students explored the theme of Birds in a wide range of media including clay, Papier Mache and printmaking, with the guidance of visiting artist Vanessa Lombardo the students have had the opportunity to extend their classroom work and learn new skills.





# YEAR 8 SVAPA EARLY MORNING CLASSES

**WIRE AND PLASTER GESTURAL FIGURE SCULPTURES.**  
In Term four the students reviewed different forms of figure sculpture that included the works of Henry Moore, Alberto Giacometti and Auguste Rodin.

Students manipulated wire to create an armature then applied plaster gauze to build human forms that resolved in original modern figure sculptures.



Year 8 SVAPA early morning class with artist Trenton Harris





# SVAPA CAMP

During the 2023 SVAPA Camp, students were given the opportunity to experience skills workshops in movement, drama, music and media to inform their journey as integrated artists. In media, students explored the camp grounds, applying their bodies and taking advantage of the environment to create jump cuts and stop motion animation effects. Their film is available for viewing on the school's social media and is the result of their work and was completed in a single day!"

**Matthew Langfield, Media Arts Teacher**

First 3 Screen Shots are from the SVAPA film





# FINAL YEAR 12 ASSEMBLY



**ARTS CAPTAINS FOR 2024** : Presented by Mr Simon Millman to **Alyssa Tabi** (Music ) **Ariel** (Drama) **Shirin** (Media/VisualArt) With outgoing Arts Captains **Isabella Cranley-Dixon** (Music) **Maja Djurdjevic** (Drama) and **Bethany Tabi** (Media/VisualArt).



**INTERSCHOOL CAPTAINS FOR 2023** : Presented by Sharon Jones Associate Principal and David Turnbull Program Coordinator Health & PhysED to Interschool Captains **Mackenzie Lyons** (Athletics ) and **Cronan Mulvey and Jazmin Wilkie** (Swimming)



**LANGUAGES CAPTAINS FOR 2024** : Presented by Mr Simon Millman. **Luka** (Italian) and **Behrooz** (Chinese) With outgoing Language Captains **Regina Murguia Sanchez** (Italian) and **Lyna Tran-Dinh** (Chinese)



**PRESENTATION OF SCHOOL COLOURS:** **Isabelle Cranley Dixon** The Arts Gold Academic Gold Service-, **Sabrina Fox Medrano** Arts Gold Service 1 Bar Academic 2 Bars, **Aaliyah Henwood** Arts 2 Bars Academic -, **Mackensie Lyons** House 1 Bar Sport 1 Bar, **Amana Imran** Service - Academic Gold, **Indigo MacRae** Service 1 Bar Academic Gold, **Benjamin Ouzman** Arts - Service - Academic Gold, **Bethany Tabi** Arts Gold Academic Gold Service - **Sean Bradley** The Arts Gold, **Sarah Castelijn**sThe Arts Gold Academic Gold,



**THE SAGITTE YOM-TOV YEAR 12 ART PRIZE** Presented by Mr Yom-Tov and Ms Lesley Street to **Jasmine Kinder**



**TOP PHYSICS AWARD & ENGINEERS AUSTRALIA CERTIFICATE OF EXCELLENCE** Presented by Mr Camilleri Associate Principal to **Lydia Doukidis**



**ENGINEERING STUDIES 2023** Presented by Mr Camilleri Associate Principal to **Aidan Harding**



**ALLIANCE FRANCAISE CERTIFICATE** Presented by Sharon Jones Associate Principal to **Jade Li**



**THE ANDREW DAVIS MEMORIAL AWARD FOR ART & MUSIC** : Presented by Ms Lesley Street, Principal to **Louis Rebeiro** (Music) and **Aaliyah Henwood** (Art) With School Captains **Judd Diletti, Laura Tran** and School Chaplain **Andrew Paul**.



**TRICYCLE THEATRE AWARDS:** Presented by Associate Principal Ms Julie Simon. Excellence in Creative Industries: **Natasha Fraser**, Excellence in the Dramatic Arts: **Kate Rintou**, Excellence and Dedication to the Dramatic Arts - **Sabrina Fox-Medrano** Dedication to the Dramatic Arts: **Sean Bradley**





# WORLD OF MATHS

On 5 December, our Year 7 and 8 GAT/AE students were immersed in a range of mathematics enrichment activities conducted by 'World of Maths'. The workshop gave them an opportunity to analyse mathematical problems through investigation, comparison and reflection. The students worked together in small teams and were engaged in a guided lesson to discover mathematical ideas in a fun environment. There was certainly a high level of energy in the room as the students put their minds together and cracked codes, solved puzzles or tried to figure out an escape plan in a fire situation.

Mount Lawley Senior High School extended the invitation to our feeder primary schools and welcomed twenty-six Year 5 students to be part of this mathematics enrichment workshop. The participants came from **Highgate Primary School, Inglewood Primary School, North Perth Primary School and Yokine Primary School**. It was so heartwarming to welcome these Year 5 visitors onto our campus. They were bright-eyed, bushy-tailed and buzzing with excitement. Ten of our Year 9 Academic Maths Enrichment students played host to our young visitors. They, too, were impressed by the level of enthusiasm displayed by these young minds while solving the maths puzzles and challenges. The feedback from Year 5 parents was very positive and they were grateful to Mount Lawley Senior High School for extending the invitation to their child to be part of this enrichment workshop.

**Joyce Lim-Mah, Program Coordinator Mathematics**





# WORLD OF MATHS WITH GAT/AE & LOCAL PRIMARY





# END OF YEAR ASSEMBLY



Principal's Language Award & Top of Subject Award French  
**Year 7: Leon**  
**Year 8: Lara**  
**Year 10: Isla**  
**Absent : Year 9: Amelia**



Principal's Language Award & Top of Subject Award Japanese  
**Year 10: Xavier**  
 Presented by Ms Louise Chapman Languages Program Coordinator  
**Absent**  
**Year 7: Clara Year 8: Ardini**  
**Year 9: Isla**



Principal's Gifted & Talented Award & Top of Subject Award Italian  
**Year 9: Amethyst**  
**Year 7: Zoe**  
**Year 10: Audrey**



Korean Education Directors Awards  
**Daryl, Joel, Prinyanka, Ava, Kila-Ricky, Daisy, Yasmin.**  
**Absent : Jackson, Dominique**  
 Presented by Ms Louise Chapman Languages Program Coordinator



Principal's Gifted & Talented Award & Top of Subject Award Chinese  
**Year 7: Zali Year 8: Navina, Year 9: Nancy Year 10: George**  
 Presented by Ms Louise Chapman Languages Program Coordinator



Anita Chong & Geoff Davis Language Certificate & Top of Subject Award Chinese  
**Year 8: Gracie Year 7: Kellyn Year 9: Tomoe Year 10: Matilda**  
 Presented by Ms Louise Chapman Languages Program Coordinator



The Arthur Leggett Writing Prize for Non-Fiction  
**Aja**  
 Presented by Worshipful Master Mr Kevin Sing  
 On behalf of the Lodge of Sincerity



The Walter Horeb Literary Award  
**Poetry – Maisie**  
 Presented by Walter Horeb  
 Former English Head of Department,  
 Mount Lawley Senior High School



International Chemistry Quiz Certificates  
**Year 7: Filip**  
**Year 10: Darcy**  
**Year 11: Joshua**  
 Presented by Kempton Sing  
 Program Coordinator - Science



SVAPA Award – Year 9  
**Lana**  
 Presented by Ms Jane Forward  
 Convenor SVAPA Parents' Group and  
 Ms Moya Thomas SVAPA Coordinator



SVAPA Award – Year 7  
**Hana**  
 Presented by Ms Jane Forward  
 Convenor SVAPA Parents' Group and  
 Ms Moya Thomas SVAPA Coordinator



Principal's Language Award & Top of Subject Award Korean  
**Year 8: Ava Year 7: Deakin Year 9: Yasamin Year 10: Rajveer**  
 Presented by Ms Louise Chapman Languages Program Coordinator



Principal's Language Award & Top of Subject Award Italian  
**Year 9: Valentina Year 8: Ava Year 7: Justyna, Year 10: Gemma**  
 Presented by Ms Louise Chapman Languages Program Coordinator



# END OF YEAR ASSEMBLY

## TOP OF SUBJECT YEAR 7

Art **Lucy Henville**  
 Computing **Ava Chatley**  
 Design & Technology **Oliver Elliott**  
 Drama **Elisheva Fletcher**  
 English **Lucy Henville**  
 Health Education **Martin Iida**  
 Home Economics **Mia Davis**  
 Humanities and Social Sciences  
**Ruby Kriskovich**  
 Mathematics **Alexander Grayson**  
 Media **Madison Frisna**  
 Music **Zali Major**  
 Physical Education (Female)  
**Cyanne Morris**  
 Physical Education (Male)  
**Aaron Rhine**  
 Science **Georgie Catania**  
 SVAPA Drama **Jeffrey Bray**  
 SVAPA Media **Scarlett Jobson**  
 SVAPA Music **Indra Addy**  
 SVAPA Art **Beatrix Hammond**

## TOP OF SUBJECT YEAR 9

Art – Expressive **Sophie Ehrhardt**  
 Art – Creative Design **Safia Slawinski**  
 Computing – Personal Applications  
**Garance Sensevy**  
 Computing – Programming **Zara Memon**  
 Computing – Robotics **Annika Wu**  
 Design & Technology-Prototyping Technologies  
**Siena Dixon**  
 Design & Technology-Design Materials  
**Amethyst Kong**  
 Drama – Acting 101 **Janeiq Mullaley-Beacham**  
 Drama –High School Musical **Ginger Thomson**  
 English **Amelia Brennan**  
 Health Education **Ava Pavleka**  
 Home Economics – Food Fundamentals **Lucy Matthew**  
 Home Economics – Clothing/Textiles **Caitlyn Gray**  
 Humanities and Social Sciences **Ava Henville**  
 Mathematics **Amethyst Kong**  
 Media – Television Drama **Astria Bennington**  
 Media – Advertising and Audiences **Sabrina De Carolis**  
 Music **Ginger Thomson**  
 Physical Education (Female) **Daisy Phillips**  
 Physical Education (Male) **James Anderson**  
 Science **Ashley Cheaib**  
 SVAPA Drama **Conrad Cvitan**  
 SVAPA Visual Art/Digital Technologies  
**Marley-Moana Ngatai**  
 SVAPA Music **Oscar Cvitan**



The Ex- Prisoners of War Association  
 Cadet of the Year Award  
**Tomoe**  
 Presented by Captain Ray Galliot



Australian Defence Force Long Tan  
 Leadership and Teamwork Award  
**Year 10 Sofia**  
**Year 12 Laura**  
 Presented by Captain Ray Galliot

## TOP OF SUBJECT YEAR 8

Art **Lara Vukovic-Bond**  
 Computing **Daniel Adams**  
 Design & Technology **Emily Oldham**  
 Drama **Gretta Hegarty**  
 English **Gretta Hegarty**  
 Health Education **Asha Teasdale**  
 Home Economics **Leah Shin**  
 Humanities and Social Sciences  
**Akshaya Alaboina**  
 Mathematics **Sebastian Strano**  
 Media **Evangelina Parnell**  
 Music **Eric Ramsay**  
 Physical Education (Female)  
**Asha Teasdale**  
 Physical Education (Male)  
**Tyzen Tan-Temese**  
 Science **Dashiell Abrahams**  
 SVAPA Drama **Mila McPherson**  
 SVAPA Media **Avantika Rana**  
 SVAPA Music **Emily Oldham**  
 SVAPA Art **Emily Oldham**



Year 8  
 SVAPA Award  
**Avantika**  
 Des Beard  
 Middle School  
 Citizenship Award  
**Paige**  
 Middle School  
 Dux Award  
**Akshaya**  
 Principal's  
 Gifted & Talented  
 Award &  
 Top of Subject  
 Award Italian  
**Year 8:  
 Akshaya**

## TOP OF SUBJECT YEAR 10

Accounting & Finance **Matilda Burath**  
 Café Studies **Aliyah Blank**  
 Child Care **Aliyah Blank**  
 Clothing Design **Amber Poyner**  
 Criminal Minds **Rex Parnell**  
 Design & Technology-Digital Media Applications  
**Gloria Kong**  
 Design & Technology- Programming **Xavier Major**  
 Design & Technology- Robotics **Lucas Bonnett**  
 Drama **Cheng Leng (Dominique) Loh**  
 Drama Intensive **Eva Edwards**  
 English **Jessica Wang**  
 Health Education **Audrey Brown**  
 Humanities and Social Sciences **Audrey Brown**  
 Indigenous Studies **Eloise Martin**  
 Industrial Technologies **Rhania Khan**  
 International Foods **Sofia Norrie**  
 Mathematics **Pero Tomic**  
 Mechatronics **Anjali Banarjee**  
 Media **Chloe Kinder**  
 Media Intensive **Amy Ehrhardt**  
 Music **Angus Boss**  
 Outdoor Education **Jack Dickie**  
 Photography **Trini Leung**  
 Physical Education (Female) **Audrey Brown**  
 Physical Education (Male) **Vincent Moreau-Barrett**  
 Product Design **Gloria Kong**  
 Psychology **Isla Wilke**  
 Science **Trini Leung**  
 Sport Coaching **Kenzie Barnet**  
 Visual Art **Amber Poyner**  
 Visual Art Intensive **Rowen Gage**



Australian Defence Force  
 Future Innovators Award  
**Year 10 – Pero**  
 Australian Defence Force  
 Future Innovators Award  
 Year 12 –  
**Lohith Krishnakumar**  
 The Walter Horeb  
 Literary Award  
 Prose  
**Stephanie**

Presented by Captain Ray Galliot





# COMMUNITY SERVICE PROGRAM & INTERACT CLUB

## COMMUNITY SERVICE

Students at Mount Lawley Senior High School are continuing to give service to the community, and gain valuable experiences. They willingly offered their services by:-

- being school host
- volunteering to be officials at sporting carnivals & coaching sporting teams
- assisting at various school activities e.g. *Parent Nights, Arts Festival, Music Performances*
- assisting community organisations such as Rotary
- undertaking volunteer work in their local organisations eg *St Vinnies, Salvation Army, Wildlife Rehabilitation Centre, Trillion Trees.*

Students assisting at Sausage Sizzles conducted by the Rotary Clubs of Mount Lawley and Morley and the Hyde Park fair conducted by the Rotary Club of North Perth

Students assisting at Sausage Sizzles conducted by the Rotary Clubs of Mount Lawley and Morley and the Hyde Park fair conducted by the Rotary Club of North Perth



Photo below 1 2023 Outgoing Interact Board  
Photo below 2 Incoming Interact Board 2024



## INTERACT CLUB

The Mount Lawley Senior High School Interact Club continues to prosper and increase its membership and students are making a difference by participating extensively in their chosen projects. Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill. Through these efforts, Interactors develop a network of friendships and learn the importance of:

- Developing leadership skills and personal integrity
- Demonstrating helpfulness and respect for others
- Understanding the value of individual responsibility and hard work
- Advancing international understanding and goodwill

Their fundraising activities this year consisted of:-

- Sausage Sizzles
- Assisting the Rotary Club of Mount Lawley and Morley at their Fundraising activities.

Many thanks to all students who participated enthusiastically and to the Rotarians from the Rotary Club of Mount Lawley for their guidance and assistance.

The funds have been directed towards:-

- *Providing materials for our sister school in East Timor*
- *Providing funding to offer a scholarship to support two primary students to attend a High School in East Timor.*
- *Supporting the "Wheelchairs for Kids Project" conducted by the Rotary Club of Scarborough*
- *For their major Local project the students donated a substantial sum to "Zero to Hero" an organisation dedicated to increasing understanding of mental health issues among children and young people.*

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 31, 2023 which was attended by Mr Ian Murray and Mr Ray Swincicky from The Rotary Club of Mount Lawley. Associate Principal of Mount Lawley Senior High School Mr Camilleri was the special guest. It was also an opportunity to farewell the Year 12 members and wish them well for their future endeavours.

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. Four students, sponsored by the Rotary Club of Mount Lawley, attended the RYPEN camp in May this year and Five students attended the RYPEN Camp in September. They reported their experience to the Interact Club. The general feeling was that RYPEN was a weekend full of laughter, interactive activities and everyone made some lifelong friends. They attended lectures, presentations and were involved in many activities which taught them countless lifelong skills.





# YEAR 7 CARNIVAL

Congratulations to the Year 7 students who participated in the inter-school Lightning carnival on October 27th. With the involvement of over 20 teams in sports such as Floorball, Netball, Soccer, Basketball, and AFL, the event was a resounding success. All students exhibited outstanding sportsmanship and enthusiasm throughout the day. The favourable weather created a positive atmosphere, fostering healthy competition and teamwork among the participants.

*Hannah Piesse , Health & Physical Education Teacher*













# INTERSCHOOL ATHLETICS CARNIVAL

On Wednesday the 18th of October over 100 student athletes travelled to the State Athletics Stadium to represent Mount Lawley in the annual SSWA Interschool Athletics Carnival. We were met with a perfectly sunny day and students were excited to get competing. This year was especially exciting being our first year in A division in several years.

We started the day quite strongly with some good results in the long-distance running events as well as field events holding 4th position overall. Throughout the day all students performed their best and walked away with some excellent results. Heading into the relays we were unsure where we were sitting overall. After some clean baton changes and two relay teams finishing top three, we were announced as finishing 4th overall meaning Mount Lawley will stay in A division next year! All the early morning training sessions and the training day had paid off and resulted in an exceptional result for the school.

We would like to acknowledge some fantastic individual performances from the day;

- Year 8 Runner up Champion Boy **Marco**
- Year 9 Runner Up Champion Girl **Tayla**
- Year 10 Runner Up Champion Girl **Ronia**
- Year 11 & O Runner Up Champion Girl **Sophie**
- Year 11 & O Champion Boy **Harrison 000**

All students were fantastic ambassadors for the school. HPE would like to specifically congratulate Mackenzie Lyons for being elected Interschool Athletics Captain and thank all Year 11 and 12 students who took time out of their busy study schedules to represent the school, we would not have achieved this fantastic result without you. Well done to all.

*Madeline Morskate & Steven Berezcky*

## Division A

Carine	1951
Churchlands	1663
Shenton	1658
<b>Mt Lawley</b>	<b>1138</b>
Melville	1056
Kelmscott	1017
Rossmoyne	1007
Darling Range	959
Hampton	797







# School Sport Western Australia (SSWA)

## 'A' Division Track & Field

Mount Lawley Senior High School  
Interschool Athletics Team





# SCHOOL WELLBEING PROGRAM

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## RELATIONSHIPS + EMPATHY



### POSITIVE LISTENING AND RESPONDING

**WHY:** by using the body language which shows that you are really interested in listening to someone share their story with you, you will receive warm responses from them.

**HOW:** have open posture, make eye contact, listen to their words, not your own thoughts, don't interrupt and ask them to Tell You More when they run out of words. This is the only way of listening which creates positive emotions and feelings of being valued. Practise doing this often when listening.

Acknowledgement: Gable, Gonzaga & Strachan

**DO:** who is someone that is a great listener and why?

.....  
.....  
.....  
.....

When is a time that you felt valued because someone was interested in listening to you share your story?

**WEEK 39 PARENT WELLBEING :** your son/daughter 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 skills to develop.

Respectful relationships are underpinned by enjoying open and trusting face-to-face conversations with others. This involves listening intently and enthusiastically to others tell you their story, without interrupting. Because of teenagers' addiction to communicating electronically, this often means they haven't mastered the essential interpersonal skills, such as welcoming body language with eye contact, open posture, interested and positive facial expressions, an inquiring tone of voice and nodding with points raised. These all contribute to being there for others. Do you know when others are genuinely interested in your story?

To develop students' self-awareness of how to show empathy and build respectful relationships, they need to be provided with numerous opportunities to practise using active constructive responding in their face to face conversations with others. Simply asking another person to tell you more about a story they are sharing, fills both of you with uplifting spirals of positive emotions, which benefit your and their wellbeing. Another important aspect to emphasise with students, is to aim to say five positives for every negative when having a conversation.

Other ways of listening and responding which don't build respectful relationships include:

- passive constructive: listening quietly, without any interest or enthusiasm.
- passive destructive: showing disregard to learn about their story.
- active destructive: dismissing their story with disrespectful body language and changing the subject. Acknowledgement: Gable, Gonzaga & Strachan

## MEANING + PURPOSE



### RELATIONSHIP PROBLEM SOLVING

**WHY:** by solving problems fairly and quickly, which threaten your respectful relationships, you and the other person will continue to feel connected, protected and respected.

**HOW:** firstly, consider, what did you do or say? What were you thinking then? What have you thought since? Who has been affected and how? What could you have done or said differently? What would you do and say now? How would things change? What should you say and do to make things right?

Acknowledgement: Peterson & Gable

**DO:** when is a time that you sorted out a relationship problem with someone fairly and quickly?

.....  
.....  
.....  
.....

What is a problem that you should start sorting out today?

**WEEK 40 PARENT WELLBEING :** role-modelling having self-belief in your self-worth as a person who matters and self-acceptance of who you are, will benefit the wellbeing of your child. 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.

To build the wellbeing of the whole school community there needs to be a shift in our thinking from what school rule was broken, why did it happen and what are the consequences, to this was a violation of our school community's trust, which affected and threatened respectful relationships. Then ask students how can they use their strengths to make things right for others and to act more positively. This approach promotes school wide growth mindsets to ensure that the wellbeing of everyone is valued and matters.

This shift is about moving from external control by adults to showing students how they can use their top strengths to build their own internal control to understand what has to happen to make things right and how will it be done. Asking students who do the wrong thing to complete Restoring Esteem and Focus (see Individual Resources on website) will assist them to have empathy for others.

Reflecting on the following questions focuses students on using their strengths to make changes themselves:

- who has been affected by what happened and how?
- what could I have done or said differently?
- what would I now do and say?
- what do I have to do to make things right?
- How can I use my top strengths to achieve this?

Acknowledgement: McQuaid & Kern






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**ACCOMPLISHMENT + OPTIMISM**



## ASKING FOR HELP

**WHY:** by asking your teachers questions to make things clearer, and asking your Trusted Champions to help you sort out relationship issues, you will protect your wellbeing.

**HOW:** ask immediately for help when you know that you need it, and don't let learning and personal problems build up till you feel exhausted with worry. Problems don't go away on their own. The main thing is to know who are the right people to ask for different problems and what to say.

Acknowledgement: Ericsson, Griffiths & Christensen

**DO:** when is a time that you knew you needed to ask for help and what did you say to ask?

.....


.....

.....

.....

What is a learning problem that you have that you should ask your teachers for help with today?

**HEALTH + STRENGTHS**



## ONLINE BULLYING

**WHY:** by using your strengths and JOMO to not engage with those who choose to bully online, you will protect your healthy state of wellbeing.

**HOW:** if you are bullied online, don't respond, tell a Trusted Champion, and report it to your service provider. These cowards want to have power over you, and when you engage with them by opening everything you receive, you are transferring your power to them. FOMO is an addiction you need to overcome which threatens your wellbeing.

Acknowledgement: Csikszentmihalyi & Hunter

**DO:** what are three strengths that you can use to not engage with cowards who choose to bully online?

1. ....

2. ....

3. ....

When is a time that you used JOMO to disconnect and not look at what you received online?

**WEEK 41 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

Students can seek help from peer groups, friends, parents, teachers, Circle of Champions and outside groups such as Reachout or Kids Helpline. Knowing who is best to ask for different problems, and then asking, is a key skill in maintaining a healthy state of wellbeing. The strengths judgement, trust, courage and hope for the future, will empower students to ask when they need to seek help for learning and personal problems.

Another key factor for a healthy state of wellbeing is for them to have at least two supportive peer groups which they can share things with. It is inevitable that they will have problems with one of their peer groups, and having another one to turn to for support, will ensure that they will not slide into pessimistic thinking or feel social isolation. Too much electronic leisure time also detracts from their feelings of being connected. We need to encourage students to meet new people in places such as, sports and arts groups, choirs, life saving, debating, church or leisure pursuits.

Healthy peer groups understand shared and clear expectations of each other, to speak up if they don't want to do something and have empathy for each other. Seeking help is a key resilience skill of reaching out for social connectedness.

Acknowledgement: Gulliver, Griffiths & Christensen

**WEEK 42 PARENT WELLBEING:** the best way to build your wellbeing and personal growth is through contributing to make a positive difference to others' lives; doing good to feel good and feeling good to do good. Do little kind things for others often to send out ripples of wellbeing feelings, which will eventually, find themselves back to you.

Students know what online bullying is, they understand the power bullies can have over them, they know what to do to not engage with them, but many of them still do. Why? It is their addiction to Fear Of Missing Out (FOMO). When they open every communication they receive, including the cruel ones, they are transferring their personal power to the bullying cowards, and the damage is done. In person bullying is a severe form of harassment, which can be overcome by using assertive language and walking away.

- Following some approaches to use to not engage with bullies:
- Use JOMO to not engage online.
  - For each of their top strengths, write down one thought, one word and one action that they could use not to engage.
  - Make up five assertive language statements with the body language to match. The structure is, say what concerns them, how they feel and what they want to happen.
  - Listening to and giving others time is the greatest respect they can give a person. They don't respect bullies, so switch off and don't give them any attention.
  - Think about what are five strengths bullies overuse, underuse or misuse and how they do; they are weak and cruel cowards.
  - Make up five positive I can and I will self-talk statements to stop them engaging with bullies.

Acknowledgement: Mihaly Csikszentmihalyi & Hunter



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## POSITIVE EMOTIONS + GRATITUDE



### CHOICE AND PATHWAYS

**WHY:** by choosing to have optimism and hope for your future by setting goals and finding ways to achieve them, you will create pathways to become your best self.

**HOW:** narrow your choices to strive for what you need, not what you want. Be curious to explore possibilities and use your strengths to believe that you have the willpower and waypower to achieve what you set out to do. Reduce your distractions by making the choice to live by less is more.

Acknowledgement: Snyder, Schwartz & Boniwell

**DO:** what is something that you are optimistic and hopeful about for your future?

.....

.....

.....

.....

What is a choice that you will need to make to create a pathway to achieve it?

## ENGAGEMENT + MINDFULNESS



### COPING STRATEGIES

**WHY:** by using coping strategies to calm yourself when feeling upset or anxious, you will be able to keep moving towards becoming your best self.

**HOW:** coping strategies include brisk exercise, talking to your Trusted Champions, colouring in, practising purposeful breathing, spending time in nature, playing with pets, reading books, turning off your phone, riding, walking or helping cook a special meal for your family. Different coping strategies work for different people, so find those that work for you.

Acknowledgement: Hassed & Sinek

**DO:** what is a coping strategy that really works well for you in calming yourself?

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.....

.....

.....

How do you know when you need to immediately start using it?

**WEEK 43 PARENT WELLBEING :** *having a purpose is the difference between getting by and making a life for yourself every day. It offers you fulfillment and the drive to succeed because you care. Purpose will always come from within, and will always be fueled by the belief that you matter as a person. Dig deep to live with meaning and purpose.*

While having choices gives students a sense of autonomy, which is an essential ingredient to be self-determined, too many choices can often confuse and frustrate them, leading to procrastination. Also, advertising is forever targeting young people (and us) that more is better; the reality is that this is untrue. What we all need is enough.

Teaching students to identify the minimum they need to meet their needs, and then choosing that, will enable them to be more decisive and autonomous. They are many things in life where “good enough” is the best fit for everyone. While we are all being encouraged by advertising to be maximisers, and have a world of choices at our finger tips, in most cases, being a satisfiser, where our needs are sufficiently met is the best way to go.

The most difficult thing to communicate to students is to know what are their needs and what are their wants. The pressure on them from all sorts of media often smudges the difference between needs and wants. An effective way to clarify things for them is to write down the barest minimum they need to get by, and then choose that. Let’s encourage students through our role modelling that enough is more. Accepting that enough is better than more, is a great starting point in assisting students to set goals.

Acknowledgement: Snyder, Schwartz & Boniwell

**WEEK 44 PARENT WELLBEING:** *when you are not paying attention when listening to others, there can be little wonder and enjoyment in learning new things, and others will know that you are not interested. Reflect for a moment. Do you feel valued when people take the time to attentively listen to you? Become a better listener to grow personally*

There are many stressors which trigger unhelpful 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 and actually using them is essential for their wellbeing. Introducing students to new coping pathways provides them with opportunities to adopt growth mindsets to create their own strategies.

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 coping strategies are little positive actions which relieve pressure and that they vary in their effectiveness from student to student. For example, colouring in reduces emotional intensity very quickly, restoring their normal functioning level. This works for most people.

Positive coping strategies fall into five main categories:

- *Pattern, Repetition, Control – simple activities that require students to concentrate on these three things.*
- *Exercise – anything that lifts the heart rate*
- *Positive self-talk – personal assertive I can and I will statements, which work for the individual*
- *Personal support – their own personal Circle of Champions who will stick with and never give up on them*
- *Meditation – mindfully focusing on their breathing and their thoughts; see Mindfulness activities on website.*

Acknowledgement: Hassed & Sinek





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## RELATIONSHIPS + EMPATHY



### FUN AND LAUGHTER

**WHY:** by understanding that to be your best, human beings have always lived, worked and had fun together in groups, you will be likely to look for more opportunities to do this.

**HOW:** have fun and laugh with family and friends to feel fantastic feel good brain chemicals such as endorphins, serotonin and oxytocin. Beware of the social media dopamine hits that are threatening your ability to do this. Fun and laughter are shortcuts to building your and others' wellbeing.

Acknowledgement: McQuaid & Kern

**DO:** when is a time recently that you had great fun laughing with family and friends?

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.....  
.....  
.....

What can you do to lighten things up if your friends are glued to their phones on social media?

## MEANING + PURPOSE



### VALUING OTHER CULTURES

**WHY:** by understanding that you are a global citizen, living in multicultural communities, you will be able to value the varied and rich input from many different cultures.

**HOW:** be curious to explore different foods, clothing, family customs, and things that other cultures value. Be accepting of these because they have developed over thousands of years and are contributing to the growth of our nation's own culture. Always seek to first learn about, understand and value cultural differences, before you judge them.

Acknowledgement: Covey & Fredrickson

**DO:** at your school, how many different cultures are represented in students and teachers?

.....  
.....  
.....

What different countries fascinate you and that you would love to learn more about and visit?

**WEEK 45 PARENT WELLBEING :** when you and your family learn how to self-generate positive emotions in yourselves, everyone's wellbeing will be in a healthy place. An activity which enables this, is Photo 7. Every day for a week, you all take photos of things on your phones which made you happy. Share them as a family at dinner time each night.

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 being released into their blood streams. No electronic pleasure comes close in intensity to being with other people. We really need to encourage more in person and less electronic communication.

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 intentions, 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.

The best tonic when they are feeling a little down or tense is to do something kind for someone else or have fun with other people.

Acknowledgement: Wentzell & Caldwell

**WEEK 46 PARENT WELLBEING:** mindfulness is about pausing to connect with yourself and the present moment. To achieve this, you need to find unplanned and unstructured time to notice something different about every day. Another effective way to do this, which will benefit your wellbeing, is to regularly do the mindfulness activities from [www.learningcurve.com.au](http://www.learningcurve.com.au). Your son/daughter's school has a username and password which is found on page 6 of the school diary and listed above at the top of this page.

The 21st century is one in which nearly every town and city contains many families from numerous countries around the world. Our country has evolved from the input of many rich cultures. Each has brought its own special mix of traditions, rituals, foods, clothing, languages and many other valuable perspectives. Open-mindedness to accept difference as a normal part of life, is a strength which requires courage to use properly.

Community wellbeing and social connectedness relies very much on seeking first to understand and appreciate different cultures and what special gifts that they bring. Students build these understanding through listening, observing and asking questions to learn more. We can learn a lot by watching preschool children from many cultures playing together. They accept, play with and learn from each other as equals; no judgements being made.

In Australia there are about 90 different cultures and in New Zealand about 75. Both of our nations are in a constant state of cultural change and accepting difference and diversity will see both countries continue to prosper. The essential element for personal growth is for students to look at different cultures through the lenses of their top strengths. This will enable them to look for what is good about what they see and experience.

Acknowledgement: Covey & Fredrickson






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**ACCOMPLISHMENT + OPTIMISM**



## FIVE E's TIME TARGETS

**WHY:** by setting time targets to complete each of the steps in the Five E's research process, you will feel confident in your ability to complete your work on time.

**HOW:** Try the Five E's:

- ENGAGE**.....2 days, understand topic, dates in phone, connect with what you know.
- EXPLORE** .....3 days, plan research, find resources.
- EXPLAIN** .....5 days, collect information under points. Write T.E.E.L. paragraphs.
- ELABORATE** .7 days, use feedback to improve.
- EVALUATE** ....9 days, discuss with family/friends, complete final.

Acknowledgement: McKnight & Kashdan

**DO:** what is a piece of work that you have to complete soon where you could use this process?

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.....

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.....

Which subjects can you use the Five E's of Learning Thinking Tool on the website with?

**WEEK 47 PARENT WELLBEING:** the Golden Rule, which is, treating other people the way that you like to be treated, really doesn't show much empathy for their needs and feelings. On the other hand, the Platinum rule, which is, treating other people the way that they like to be treated, requires that you to show empathy to learn this.


While students' Personal Timetables effectively allocate their time to their subjects and commitments, they also need to learn how they are going to organise that time to complete what they need to do. The willingness to plan and set time targets requires students to have a growth mindset that doing this will grow their brains' abilities. Once they have set time targets, they then need to use their strengths to meet them.

There is an effective structure and process to follow to enable students to master this more intelligent way to approach what they need to do. The Five E's of Learning thinking tool on the website is ideal to assist them in this pursuit.

- Students need to set time targets for tasks such as:
- completing unfinished learning.
  - planning and leisure activities with friends and family.
  - practising subject material to reinforce concepts in their minds.  
(If they can do it at home on their own, then they know it.)
  - connecting with and applying new knowledge learned to new situations.
  - revising what they have learnt to build strong and fast brain pathways.
  - reviewing notes from class in a structured manner; time targets are a must here.
  - going off on tangents which interest them and investigating new possibilities to explore and experiment with.
  - reading, researching, evaluating, reflecting, thinking and imagining.
  - studying to polish up their skills and learning processes.

Acknowledgement: McKnight & Kashdan

**HEALTH + STRENGTHS**



## RECHARGING SLEEP

**WHY:** by having a deep and uninterrupted 9 to 10 hour sleep every night, you will enable your mind and body to rest and recharge themselves to function well the next day.

**HOW:** to fall asleep quickly, use bedtime routines such as reading, having a shower or bath, journaling what you are grateful for and looking forward to or colouring in. Turn off your phone an hour before bedtime, because screen light disturbs the sleep hormone melatonin, making sleep difficult.

Acknowledgement: Greenfield & Hassed

**DO:** what are three bedtime routines that you do or you could use to fall asleep quickly?

.....

.....

.....

.....

What could be benefits of leaving your phone in another room after turning it off before bedtime?

**WEEK 48 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?

Sleep deprivation can be a massive issue for many students and can have 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 love of gaming and the FOMO addiction of being connected to their peers by having their phones on all night, are choosing to make a deep and uninterrupted sleep impossible. Interestingly, studies have revealed that over 60% of teenagers who are behaving this way, are unhappy with and exhausted by this, yet FOMO drives them to keep doing it. They don't understand or accept the serious consequences of a lack of sleep and rest. Also, the blue screen light from devices stimulates adrenaline release, further preventing sleep.

Assertive parenting of insisting no mobile or computer after 9.00 pm is the answer; it may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

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

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.



EdConnect are seeking volunteers to help provide students with extra support. Roles are available and we are looking for volunteers to commence in 2024 at Mt Lawley Senior High School.

EdConnect Australia recruits, trains and supports community-minded volunteers to work with young people in local schools.

We aim to equip young people with the life skills they need to succeed. We do this by building positive and supportive relationships with each student.

**“Each & every moment of my time with the children brings an immense sense of endearment and personal satisfaction.”**

Teresa Livoti, Volunteer,  
Monmia Primary School, VIC

**Phone** 1800 668 550  
**Website** [www.edconnectaustralia.org.au](http://www.edconnectaustralia.org.au)  
**Email** [edconnect@edconnect.org.au](mailto:edconnect@edconnect.org.au)

**Follow us**





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**HURRICANES NETBALL CLUB**


## WINTER NETBALL 2024





**ARE YOU INTERESTED IN PLAYING NETBALL? WE WOULD LOVE TO HEAR FROM YOU.**

**REGISTRATION OPEN SOON!**


Contact us for more information  
[hurricanesnetball@inet.net.au](mailto:hurricanesnetball@inet.net.au)

All age groups train at Noranda on Tuesdays.

NETSETGO 6-10 YEAR OLDS	JUNIOR 11-17 YEAR OLDS	SENIOR 18 years old +
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**FOLLOW OUR SOCIALS**


### JUNIOR INTRODUCTION TO SAILING COURSE Jan 2024



The ever popular school holiday sailing program at Maylands Yacht Club will be held during January 2024. Specifically aimed at school aged children who enjoy water sports and the great outdoors.

- Monday 22<sup>nd</sup> to Friday 26<sup>th</sup> January 2024 (5 day course)
- 9am to 1pm daily.
- \$250 per student. Discount for children in same family.

Using Mirror dinghies (2 in a boat), you will learn to rig boats, understand the wind, and sail a marked course. Suitable for beginners or those wanting to revisit the basics. Minimum age 10 years.

To register, go to this link: <https://www.trybooking.com/CNISE>  
 Or search "Maylands Yacht Club" on Trybooking.com

Any questions please email [secretary@maylandsyachtclub.org.au](mailto:secretary@maylandsyachtclub.org.au).

Cnr East Street and Fourth Ave, Maylands  
 Phone: 0434 458723

## DADS of high school aged girls, WE NEED YOU!

Have your say in developing a program that aims to enhance the father-daughter connection and wellbeing of your teenage daughter.



1 Complete a 10 minute online survey

2 A chance to win one of 6 x \$50 gift vouchers



**Scan me!**

[https://redcross.nsw.gov.au/dads\\_of\\_high\\_school\\_aged\\_girls](https://redcross.nsw.gov.au/dads_of_high_school_aged_girls)

## Parents of High School Girls

We want their opinions!  
 Help us create a new wellbeing program to support teenage girls.



Register & provide consent for your daughter to complete a 10-minute online survey about:

- ✔ Wellbeing
- ✔ Sport & physical activity
- ✔ Communication & connection with family
- ✔ Their experiences of being a young adult

A chance to win one of  
**6 x \$50 gift vouchers**



**Scan me!**

[https://redcross.nsw.gov.au/parents\\_of\\_high\\_school\\_girls](https://redcross.nsw.gov.au/parents_of_high_school_girls)

## Strengthen skills. Build savings. Take control.



### Save \$500 and ANZ will top up your bank account with another \$500.

Income, eligibility and participation criteria apply, go to [saverplus.org.au](http://saverplus.org.au) for more information.

1300 610 355 [saverplus.org.au](http://saverplus.org.au)


Saver Plus supports people to develop life-long savings habits. It's education. Financially. It's freedom. The bank. ANZ and Saver Plus is funded by ASIC and Department of Social Services. [www.saverplus.org.au](http://www.saverplus.org.au)