



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 2 Term 1 No. 2 2020

65 Woodsome St, Mount Lawley  
Western Australia 6050 ABN 47 842 936 866

MAIN ADMINISTRATION  
PHONE: 08 9471 0300

MIDDLE SCHOOL (YRS 7-8)  
PHONE: 08 9471 0350

SENIOR SCHOOL (YRS 9-12)  
PHONE: 08 9471 0320

[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)  
[mountlawley.shs.enquiries@education.wa.edu.au](mailto:mountlawley.shs.enquiries@education.wa.edu.au)

#### CORONA (COVID-19) UPDATE MONDAY 16 MARCH 12.50pm

The advice around Covid-19 is evolving daily and this Notice represents the most recent advice we have as of Monday 19 March 2020.

#### Precautions in place

The school has taken the following steps to minimise the transmission of COVID-19:

- The frequency of cleaning for high touch points in common areas such as bathrooms, handrails, and doors has been increased.
- Soap remains available in every toilet and posters promoting best possible hygiene practices are displayed around the school.
- Alcohol Based Hand Rub has been placed in prominent areas around the school for student and staff use.
- Students have been advised to observe social-distancing practices.
- A number of events planned for Term 1 and 2 are postponed until further notice. This includes, but is not limited to, whole school assemblies, concerts, large excursions and camps. In addition, a number of partner organisations have cancelled activities such as debating and Interschool carnivals.

#### Situation regarding school closure

Over the last week we have received a number of queries about a possible school closure. If a WA public school has to close, it will come from the Department of Education acting on advice from the WA Health Department's Chief Health Officer.

If this happens, all families will be contacted and provided with the relevant information. This contact may be during the school day, or before or after school. It is therefore important that we have up-to-date contact details for you. Please notify the front office if these have changed by email to [mountlawley.shs.enquiries@education.wa.edu.au](mailto:mountlawley.shs.enquiries@education.wa.edu.au).

As more information becomes available during this evolving situation we will endeavour to keep you updated as often as possible via Connect and the school website.

While it is acknowledged that this may be a stressful time for some members of our school community, parents/carers are assured that the safety of students and staff is our priority.

#### Principal's Report

There have been many activities happening over the last few weeks including GAT Club excursions, the House Swimming Carnival, a three-day cadet camp to Boranup near Margaret River and the annual International Women's Day breakfast for student Leaders.

The House Swimming Carnival had an 80's theme and was very well attended. Congratulation to the Physical Education staff for

#### CONGRATULATIONS



**Erina 9H2** is selected as one of five golf players to represent WA in the Interstate Junior Series at the Tea Tree Gully Golf Club in Adelaide, prior to this competition Erina will also be competing at Australian Girls' Amateur Tournament at the prestigious Grange Golf Club.



**Ava 12M1** was been selected as one of 10 people for the Young Creative program with the Perth International Festival. She attended performances, viewed exhibitions with guides, set tours, watched rehearsals, attended Q&A with performers, participated in weekly debriefs.

#### CHANGES TO PHONE SYSTEM



The Department of Education is migrating its existing telephone system in order to meet NBN specifications. Should you wish to leave a message for a specific member of staff either call Admin, Middle School or Senior School reception or email the staff member concerned. Please refer to our website for a list of addresses or click on the following link:

<https://www.lawley.wa.edu.au/view/contact>

#### 2020 CONTRIBUTIONS & CHARGES AND SECONDARY ASSISTANCE SCHEME APPLICATIONS



Closing date: Thursday 9th April 2020

Payment can be made by Cash, Cheque, EFT or Credit Card  
(Master or Visa only)

Families are welcome to establish a payment plan

Should you wish to pay your account by electronic funds transfer, please refer to the school's bank details below:

BSB: 066118 Account: 00900116, Commonwealth Bank.

Please include your child's surname, initial, form and description of payment  
(e.g. Smith J 10M C&C).



the superb organisation of the event but also to other staff, House Captains, swimmers and every student who cheered on their team.

The major social event of the year was the fabulous School Ball with its theme of Winter Wonderland which was run on Friday evening. It was fantastic to see our hardworking Year 12 students and their partners dressed up and having fun. Well done to the organising committee.

Parents are reminded that a Homework Club operates every Tuesday and Thursday from 3pm to 4pm in the library. Please encourage your child to attend as it is staffed by specialist teachers who are available to assist students. There is no charge for this as it is funded by the P&C. In addition, an Italian Afterschool Club operates every Thursday in the seminar room.

A reminder that every second Wednesday a group of parents hold a Coffee Club from 8.45am until 10am at Dee Caf. The next date is 25 March and it is a good opportunity to meet other parents and to chat with a member of the school's executive team.

**Lesley Street, Principal**

## School Communication

### STUDENT MOBILE PHONES POLICY "OFF AND AWAY ALL DAY"

The Department of Education does not permit student use of **mobile phones** in public schools unless for medical or teacher directed educational purpose.

It is not a requirement at Mount Lawley Senior High School for students to have a mobile phone at school. The School has duty of care for all students when they are attending the school. All communication between parents and students, during school hours, should occur via the School's Administration

This policy details the conditions under which mobile phones are permitted at Mount Lawley Senior High School.

#### CONDITIONS OF USE

Mount Lawley Senior High School recognises that parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. Students are permitted to bring a mobile phone to school for use when in transit to and from school.

- **1. The use of mobile phones for all students will be banned from the time they arrive on school grounds until the time they leave school grounds. This includes before school and at break times. Therefore, once a student enters the school grounds they must turn off their mobile phone and put it away and out of sight until they leave the school grounds at the end of the school day.**

#### OFF AND AWAY ALL DAY

- 2. The device is the responsibility of the student. The school takes no responsibility for loss, theft or damage to any device in any circumstance, even if confiscated at time of loss. Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

#### Exemptions to this policy include where a student requires a device

- 1. to monitor a health condition as part of a school approved documented health care plan (students who are exempt will carry a card).
- 2. under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.



#### BREACHES OF THIS POLICY

- 1. For the first breach, confiscation of the device by any staff member, stored at an Administration Office and returned to the student at the end of the day.
- 2. For the second breach, confiscation of the device by any staff member, stored at an Administration Office and a parent/care giver will be required to attend to claim the device.
- 3. For repeated breaches, and for refusal to follow the instructions of a staff member, students will be dealt with in accordance with the School's Behaviour Management Policy and lose their Good Standing.

#### Definitions for the purpose of this policy

*Mobile Phones* - includes smart watches and associated listening accessories, such as, but not limited to, headphones and ear pods/buds.

*School grounds* - includes camps, excursions and/or any venue where students are under the supervision of teachers.





### INTERNATIONAL WOMENS DAY



The Annual International Women’s Day Breakfast for female student leaders from Years 10, 11 and 12, was held Mount Lawley Senior High School on the 6th of March. The breakfast was hosted by our principal, Ms Lesley Street. The celebration of International Women’s Day is to recognise the economic, social, cultural and political achievements of women around the globe.



Our guest speaker, Ms Nicole Jolly, a member of the school board, came in to talk about her experiences in industry as a woman. It was truly inspiring and uplifting to hear about her journey as she encouraged us to know of our own capabilities in the future.



Catered by our Year 12 Certificate II Hospitality Students, the breakfast was certainly delicious and a delight to eat.

On behalf of the year councillors, we would also like to thank Ms Street for hosting this uplifting event.

*Aerrylle Alea*



“The point of life is to get as many skills as you can and ideally help teach others so you can add value to whatever situation you’re placed in.”  
Jackie McArthur MAICD





## 2020 House Swimming Carnival

The annual House Swimming Carnival at Terry Tyzack Aquatic Centre was swum and won for another year. This year, the House Captains were charged with the responsibility of choosing a theme for House events such as the Swimming and Athletics carnivals. The 80's decade was chosen and what a decision that was, with staff and students dressing up and 80's music blasting all day.

It was a fantastic day that showcased Mount Lawley Senior High Schools swimming talent, participation and school spirit to the community. I would personally like to thank all the staff, students and parents/guardians for making the day such a positive one and big congratulations to O'Connor for winning the overall House Shield.

Please note: there was an error on the day in the Year 9 Champion Girl category. Congratulations to Sophie Bradley for winning Champion Girl in a tie with Jazmin Wilkie. Well done girls.

Results are as follows:

### Middle School Year 7 & 8

Year		Champion	Runner Up
7	Girls	Hana	
		Zia	Jessica
	Boys	Jack	Connor
			Tyson
8	Girls	Rosa	Mija
	Boys	Taig	Finn

Position	House	Points
1	Hackett	809
2	O'Connor	755
3	Murdoch	668
4	Forrest	539

### Senior School 9 & 10

Year		Champion	Runner Up
9	Girls	Jazmin	Angela
		Sophie	
	Boys	Cronan	Mitchell
10	Girls	Heidi	Allegra
	Boys	Mitchell	Jack

Position	House	Points
1	O'Connor	575
2	Forrest	405
3	Hackett	380
4	Murdoch	338

### Senior School 11 & 12

Year		Champion	Runner Up
11	Girls	River	Kiani
	Boys	Max	Jack
12	Girls	Imogen	Ella
	Boys	Jack	Joe

Position	House	Points
1	O'Connor	688
2	Murdoch	425
3	Hackett	306
4	Forrest	247

### Overall Results

Position	House	Points
1	O'Connor	2018
2	Hackett	1495
3	Murdoch	1431
4	Forrest	1191

### Interschool Swimming Carnival

Congratulations to all students selected in the A Division Interschool Swimming Carnival at Challenge Stadium on Friday the 20th of March and special congratulations to Imogen, Ella Dickie, Jack and Joe for being nominated as Interschool Swimming Captains.







Photographers : Eloise Osborne, Joshua Abordi and Shirin Kwang



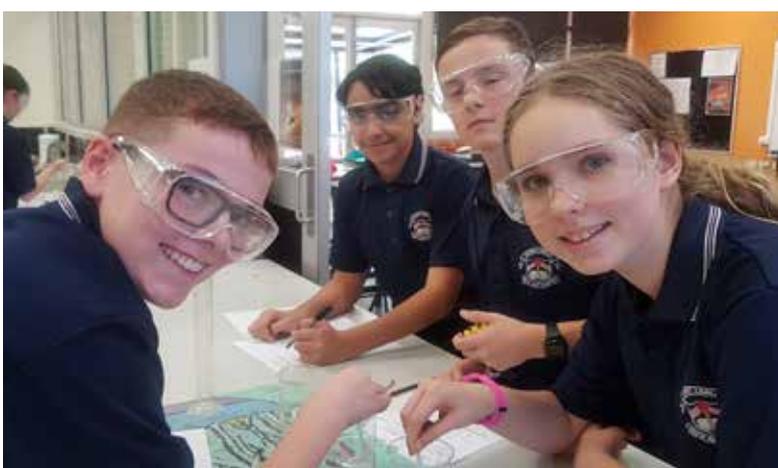
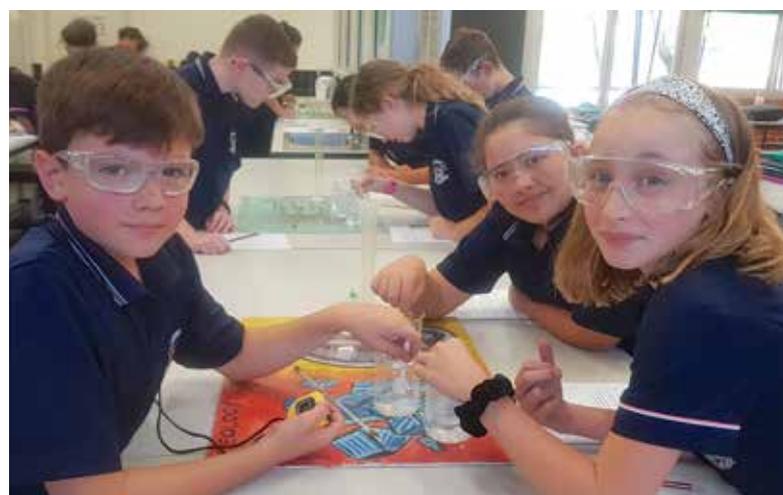
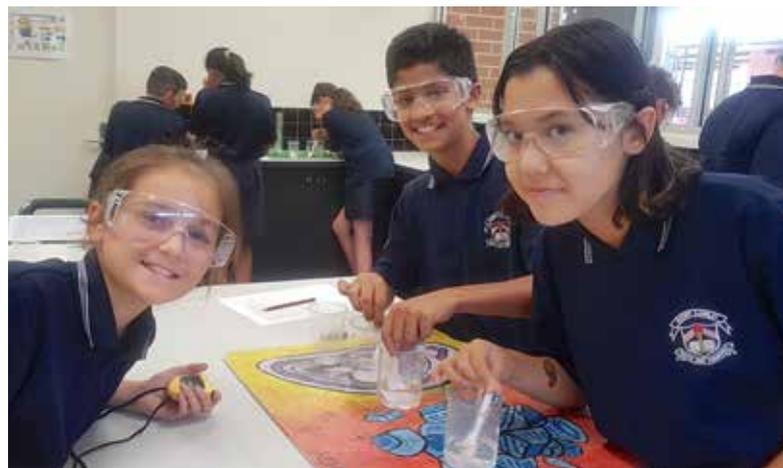
Photographers : Eloise Osborne, Joshua Abordi and Shirin Kwang



**YEAR 7 SCIENCE**

So far this term in Science, we have learnt about how to stay safe in the lab and all about PPE (personal protection equipment) such as goggles. One of the first things we learnt was how to use a Bunsen burner . Once we had mastered the Bunsen burner we received our Bunsen burner licence. Now, thanks to our Science teachers, we can name all the pieces of Science equipment that we will be using this year. We also know how to create a hypothesis and to understand the difference between an observation and an inference. For our experiment we were divided into groups and each group member had a job that they needed to do to complete the experiment correctly. That is only a few of the awesome things we have learnt this term so far.

*Written by Matilda & Chloe*





## STUDENT DANCE SUCCESS

During March Ava and her contemporary dance ensemble performed at the Art Gallery of WA as part of the opening event for the annual Year 12 Perspectives Exhibition.

Although all four dancers are part of the *Western Australian Co:Youth Ensemble*, this was an independent work choreographed and performed by the group. The Hon. David Templeman MLA, Minister for Local Government; Heritage; Culture and the Arts was pleased to speak with the ensemble after their performance.



Ava also enjoyed talking all things creativity in and out of the education sector with the Hon Samantha Rowe MLC, Parliamentary Secretary to the Minister for Education and Training.



### KAPTURE SCHOOL PHOTOGRAPHS ORDERS

We have been advised by Kapture Photography that the cut off for ordering class and individual school photos without incurring a late fee is nearing (cut off occurs 10 days after photo day). If you still wish to purchase photos, please visit the Order Online page at [www.kapture.com.au](http://www.kapture.com.au).

Online orders can be placed after cut off however a \$ 20 late fee will apply. You will be notified when any sports and/or special group photos become available to view and purchase. (code QG3QPH)

We thank you for your assistance.

### FREE Positive Parenting Program: TEEN SEMINAR SERIES



Parents/carers are invited to attend free parenting seminars to learn practical, positive and effective ways to strengthen bonds with their teenagers, encouraging them to develop the skills to become independent and to successfully connect with the wider community.

The seminars are standalone and parents may choose to attend one, two or all three of the seminars. However, it is best to attend all three to get the full benefit of the program. The seminars are a presentation style format rather than fully interactive. However, there is a question and answer opportunity in the last 15 minutes of the seminar.

**Wednesday 18 March Seminar Three:  
Getting Teenagers connected**

**Time: 7:00pm – 9:00pm**

**Venue: Mount Lawley Senior High School  
Staff Room Upstairs**

**Cost: Free – however bookings are essential.**

<https://www.eventbrite.com.au/e/free-positive-parenting-program-teen-seminar-series-tickets-31740627070>

Parents of children in Years 6, 7, 8 and 9 are welcome to attend. This is an adult only event, so please DO NOT bring your teenager or younger children along.

**NB: These seminars focus on strategies for supporting very low level challenging behaviours that teenagers display. For more in-depth parent support and complex presentations, the Group Teen Triple P would be a suitable option. You can check when and where this program is offered through the Department of Health ([http://healthywa.wa.gov.au/Articles/S\\_T/Triple-P-Positive-Parenting-Program](http://healthywa.wa.gov.au/Articles/S_T/Triple-P-Positive-Parenting-Program))**



**SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE**  
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**  
**The Learning Curve Funded by School P & C**  
 Available online <http://learningcurve.com.au>  
 User **MLSHS** Password **MLSHS6050**

**WEEK 7 – RESILIENT SELF-BELIEF**

One component of Self-Determination Theory (SDT) is competence, the feeling you have the skills to master something. Describe a time you have felt competent and how it motivated you. Acknowledgement: Ryan & Deci

A key social-emotional resilience skill, which students need to negotiate the challenges of adolescence and schooling, is a healthy sense of self-belief in their self-worth as a person. This begins with accepting all the aspects which make up who they are as a person, both those they like and those they don't like. Also, accepting that experiencing the full range of emotions is perfectly normal. To support these things, they can mindfully focus on using their top strengths in their every thought, word and action.

- Effective ways to develop self-acceptance and self-belief in themselves include:
- every day reflecting on and writing down three good things they are grateful for that happened, why they happened and how they can make them happen again
  - every morning thinking of the three things they are most looking forward today
  - looking for opportunities to do little acts of kindness to do good to feel good
  - striving to bring out the best in others which will bring out the best in themselves

Conversations at home and at school about these things will enable them to develop as young citizens with spirit and confidence. Having self-doubts is perfectly natural, cultivating self-acceptance and self-belief will overcome them.

**Wellbeing Measurement Tool:** Students, staff and parents can measure the state of their wellbeing by taking the free PERMAH survey at <https://permahsurvey.com>  
 Acknowledgement and thanks: Dr Peggy Kern & Michelle McQuaid

*"As is our confidence, so is our capacity." William Hazlitt*

**WEEK 8 – RESILIENCE AND MINDFULNESS**

Parent Wellbeing: Describe your relationship with each of your work colleagues and come up with one thing you could do to enhance your connectedness with each of them.

Resilience seems to be the "in" word people in education use to describe a quality they want students to have. But it would be interesting, if many of them, actually know what it means to be resilient. The most common description people say, is being able to bounce back from adversity. But do they know what skills students need to possess to be able to bounce back?

Studies have shown that there are seven key skills, which are essential to develop in both students and ourselves, to be resilient.

- They are:
- **Optimism and hope for the future** – thinking positively when striving to achieve goals – develop through goal setting and growth mindsets.
  - **Regulating emotions** – controlling the intensity and duration of emotions – develop through wellbeing fitness challenges and strengths boosters.
  - **Impulse control** – resisting the urge to react on emotions – develop through mindfulness activities.
  - **Flexibility of thinking** – changing thinking for different situations – develop through habits of mind and thinking tools.
  - **Empathy** – accepting the needs and feeling of others – develop through acts of kindness and listening.
  - **Self-belief** – valuing yourself and your top strengths – develop through actioning character strengths
  - **Building social-connectedness** – feeling a sense of belonging – develop through active constructive responding.

Acknowledgement: Rievich & Shatte

*"Act as though what you do makes a difference. It does." William James*

# WEEK 7

**MIDDLE PLANNER** PAGE 34

**SENIOR PLANNER** PAGE 34

**POSITIVE EMOTIONS + GRATITUDE**

**SELF-BELIEF**

**Wellbeing Reality:** by believing in yourself as a person who matters, enables you to feel that you can control most situations in your life without help from others. You have confidence in your physical, social, emotional and mental abilities to live a fulfilling life.

You can build your internal control by focusing on using your strengths in everything you do and practising being grateful every day. You are one of a kind, so value yourself.

*Acknowledgement: Bandura & Potts*  
 Discuss with a classmate – what are you doing to build your internal control and self-belief more?

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When are times you have acted with courage and what did you do?

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Last Word – you are the very best asset you have, believe it.

**POSITIVE EMOTIONS + GRATITUDE**

**RESILIENT SELF-BELIEF**

**Wellbeing Reality:** through you developing the three resilient self-belief sources, you will protect yourself against being plagued by negative thoughts and fixed mindsets. Aim to do little things moment by moment to build the following into your makeup:

*I have sources* – external supports you trust and believe in to seek help from; your champions.  
*I am sources* – internal control of your feelings and attitudes by using your strengths.  
*I can sources* – positive social-emotional and interpersonal skills.

Being conscious of these, enables you to show empathy and gratitude and flourish.

*Acknowledgement: Yates and Masten*  
 Discuss with a classmate – what happens if you are short on each of these three sources of resilient self-belief?

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What do you have to adapt in your life to ensure you are developing these three sources?

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Last Word – to live a meaningful and fulfilling life, believe that becoming something comes from doing.

**MINDFULNESS**

**GRATITUDE CHECK.** It doesn't matter what time of day it is. Think of and write down as many things that have happened today that you are thankful for and why you are.

**MINDFULNESS**

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**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – role models play an important part in showing you respectful and ethical ways to act and conduct yourself. Who are two male and two female role models you look up to and why? What are two positive personal descriptors to describe each of them?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – when faced with peer pressure to be involved in something they don't want to do, people usually respond in one of three ways; being assertive – firm and respectful, aggressive – angry and forceful or in a timid way – soft and yielding. Create three examples of each and how each could affect your relationships?

**CHARACTER STRENGTH:** Use **PERSPECTIVE** to do **STRENGTHS THINKING** on page 130.

[www.viacharacter.org](http://www.viacharacter.org)

**CHARACTER STRENGTH:** Use **PERSPECTIVE** to do **STRENGTHS THINKING** on page 132.

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# WEEK 8

**MIDDLE PLANNER** PAGE 36

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**ENGAGEMENT + MINDFULNESS**

**RESILIENCE AND MINDFULNESS**

**Wellbeing Reality:** by mindfully developing resilience skills, you can confidently overcome challenges. The resilience skills are:

- **Optimism and hope for the future** – use goal setting to develop growth mindsets
- **Regulating emotions** – use wellbeing fitness challenges and strengths boosters
- **Impulse control** – use mindfulness and breathing activities
- **Flexibility of thinking** – use Habits of Mind and thinking tools
- **Empathy** – use acts of kindness and listening
- **Self-belief** – use deliberate strengths practice
- **Building social-connectedness** – use active constructive responding.

*Acknowledgement: Rievich & Shatte*  
 Discuss with a classmate – how well have you developed each of these skills in yourself?

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What types of peer group pressure situations do you find hard to say no to?

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Last Word – you aren't born with resilience, you work at it.

**ENGAGEMENT + MINDFULNESS**

**MINDFUL COPING**

**Wellbeing Reality:** through making a deliberate and conscious effort to think about which of your strengths to best use for different situations, you will enable yourself to effectively cope with life's inevitable ups and downs. It makes sense to make the choice to accept this fact.

Ensure you:

- Have **empathy** for others' needs and feelings. Show gratitude for the good things in your life. Welcome mistakes to grow your abilities. Value others because they matter. Think flexibly for different situations. Seek help before problems become serious. Self-regulate your emotions to think rationally.

*Acknowledgement: Brooks & Goldstein*  
 Discuss with a classmate – which of your strengths would you use for each of the above?

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When are times you have deliberately thought like this and when have you been on autopilot?

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Last Word – knowing and talking about strengths isn't using them; have the courage to start now.

**MINDFULNESS**

**POSITIVE EMOTIONS.** For the next week choose two Positive Emotions you will feel for each day. Think about what body language you will show for each of them.

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**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – what are the five biggest issues you think students of your age say are their main concerns in their lives. Are your issues the same and what are you doing to seek help in sorting them out?

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – social media and gaming has reinvited many Gen Z brains. Instead of the human tendency to enjoy others company to feel lifts from serotonin and oxytocin, these students only want short term dopamine hits from their screens. What are you doing to have real relationships with real people in real time?

**CHARACTER STRENGTH:** Use **FAIRNESS** to do **FEEL GOOD MENU** on page 132.

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**CHARACTER STRENGTH:** Use **FAIRNESS** to do **FEEL GOOD MENU** on page 134.

[www.viacharacter.org](http://www.viacharacter.org)



**WEEK 9 – ACTIVE CONSTRUCTIVE RESPONDING (ACR)**

*Parent Wellbeing: Failing well, accepting that mistakes are part of life, forgiving yourself for making them and seeking feedback to learn new approaches to correct them are valuable skills to develop. Describe a time you have done these to succeed.*

Respectful relationships are underpinned by participating in open and trusting face to face conversations with others. This involves listening intently and enthusiastically to others tell you their story, without interrupting. Welcoming body language with eye contact, open posture, interested and positive facial expressions, an inquiring tone of voice and nodding with points raised, 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 with 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 & Strachman

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." John Quincy Adams*

**WEEK 10 – INSTANT GRATIFICATION**

*Parent Wellbeing: Another component of Self Determination Theory (SDT) is autonomy, the feeling you have a choice in what you do. Describe a time you have felt autonomous and how it motivated you.*

(Acknowledgement: Ryan & Deci)

Non-stop communication on their devices, is providing students with something that has never happened before, instant satisfaction without exerting any effort. These continual little bursts are releasing the brain chemical, dopamine, which is what we feel when we achieve something. Many people are now living in a constant dopamine loop of instant gratification. Why push hard for an extended period of time to accomplish something special, when you can get a similar blast of dopamine by just looking at your device?

It takes a long term and determined effort to build character and desirable personal qualities, and we need to ensure that we provide an environment for periods of time away from the distraction of devices. These valuable qualities cannot be measured by tests, because they are far more important than that to live a life that matters. They include grit, resourcefulness, motivation, selfdiscipline, empathy, compassion, sense of beauty and wonder, humility, curiosity, persistence, enthusiasm, civil-mindedness, courage, leadership and self-awareness.

To become their best possible self, students must have time to be face to face with real people in real time and also have time to just connect with themselves to watch their own thoughts coming and going.

Acknowledgement: Fredrickson & Sapolsky

*"The most important relationship you can have is with yourself." Aristotle*

# WEEK 9

**MIDDLE PLANNER**

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**RELATIONSHIPS + EMPATHY**

**ACTIVE CONSTRUCTIVE RESPONDING (ACR)**

**Wellbeing Reality:** by using ACR when listening and responding to others sharing their good news, enables you to build trusting relationships. Through your enthusiastic listening, eye contact and welcoming body language, they know you are interested, feel you think they matter and experience the natural highs of serotonin and oxytocin. Asking them to tell you more, creates further positive feelings.

Ways of listening which spoil relationships are passive constructive, passive destructive and active destructive.

*Acknowledgement: Gable, Gonzaga & Strachman*

Discuss with a classmate – when are times you have practised ACR and tell me more?

.....

Who are people who you think feel that you matter by using ACR?

.....

*Last Word – you can't fake caring, so be fully present for others.*

**MINDFULNESS**

**BIRDS.** Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – ask your parents or grandparents what types of things caused them to become stressed or anxious when they were your age and what they did to control their emotions from strengthening? How similar are your things to theirs?

**CHARACTER STRENGTH:** Use **CREATIVITY** to do **MEDIA SEARCH** on page 130.

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**RELATIONSHIPS + EMPATHY**

**SHARING GOOD NEWS**

**Wellbeing Reality:** through listening actively and responding enthusiastically to others sharing their good news face-to-face, both them and you will feel the uplifting highs of serotonin and oxytocin. Nearly 60% of young people would prefer to send a text rather than talk face-to-face with someone in the same room. Doing this takes away their opportunity to feel a sense of belonging and social connectedness, two most powerful builders of wellbeing.

When someone shares their good news story, don't interrupt, use eye contact and ask tell me more.

*Acknowledgement: Gable, Gonzaga & Strachman*

Discuss with a classmate – what are your good news stories? Listen actively and don't interrupt. Feel good?

.....

Who could you ask to share their good news stories? Were they grateful?

.....

*Last Word – the best way to make others feel that you think they matter is through listening in person to them.*

**MINDFULNESS**

**BIRDS.** Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – in what ways do you think showing empathy for others' needs and feelings is an important thing to do to maintain respectful relationships? What happens when you don't show empathy.

**CHARACTER STRENGTH:** Use **CREATIVITY** to do **MEDIA SEARCH** on page 132.

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# WEEK 10

**MIDDLE PLANNER**

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**SENIOR PLANNER**

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**MEANING + PURPOSE**

**INSTANT GRATIFICATION**

**Wellbeing Reality:** by giving yourself time away from your phone, you can learn to experience fulfilling real life relationships.

Instant gratification is living for the continual now moments from taps on your phone. You are in an unhealthy dopamine loop of wanting little feel good hits often, which give you a false sense of fulfillment. Why get satisfaction working to achieve goals when you can get it by looking at a screen?

*Acknowledgement: Fredrickson & Sapolsky*

Discuss with a classmate – when are times you worked hard to achieve something special and how did you feel?

.....

What are other things in your life that give you more satisfaction than social media?

.....

*Last Word – non-stop dopamine loops make relationships artificial and cheap.*

**MINDFULNESS**

**AREAS.** In your classroom or bedroom, look at each of the walls and break them down into how many square metres there are on each wall. To concentrate even more, don't count the doors and windows.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – how can you recognise when others' expectations of what a respectful relationship should be is different to yours? What do you find are the most common differences?

**CHARACTER STRENGTH:** Use **SPIRITUALITY** to do **SELF-IMAGE** on page 132.

www.viacharacter.org

**MEANING + PURPOSE**

**PURPOSEFUL QUALITIES**

**Wellbeing Reality:** through using your strengths to focus on building purposeful qualities in yourself, rather than focusing on the pressure of assessments, you will ensure that you experience exciting personal and academic growth. These valuable qualities you develop by doing this cannot be measured by tests, because they are far more important than that to live a life that matters. They include grit, resourcefulness, motivation, self-discipline, empathy, compassion, sense of beauty and wonder, humility, curiosity, persistence, enthusiasm, civil-mindedness, courage, leadership and self-awareness. Get the person right and the world looks after itself.

*Acknowledgement: Fredrickson & Peterson*

Discuss with a classmate – which of the above qualities do you believe you possess or could possess through using your strengths?

.....

Why do you think having these purposeful qualities would make life more meaningful for you?

.....

*Last Word – we value what we measure; are we measuring the right things?*

**MINDFULNESS**

**AREAS.** In your classroom or bedroom, look at each of the walls and break them down into how many square metres there are on each wall. To concentrate even more, don't count the doors and windows.

**RESPECTFUL RELATIONSHIPS**

With a classmate discuss – at times senior students wait until their problems grow so much that they feel crushed by the pressure. What are five big problems which could happen for you this year, who would be the best people to seek help from and what would you say? How could seeking help protect your relationships?

**CHARACTER STRENGTH:** Use **SPIRITUALITY** to do **SELF-IMAGE** on page 134.

www.viacharacter.org



**COMMUNITY NOTICES**

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

**CONSTRUCTION FUTURES**  
CTF

# OPEN DAY

Wednesday 22 April 2020  
Sessions start at 9:30am and 11:30am

Thursday 23 April 2020  
Sessions start at 10am and 1pm

To book a session time phone  
(08) 9244 0166 or email  
cfc@ctf.wa.gov.au



Sessions run for 1 1/2 hours  
Admission is **FREE** | **BOOKINGS ESSENTIAL**



www.ctf.wa.gov.au



9244 0100



104 Belgravia St,  
Belmont WA, 6104

# Rock and Water

*For Parent and Child*

Physical exercises are constantly linked with mental and social skills. The Rock and Water Program leads from simple self-defence, boundary and communication exercises to a strong notion of self-confidence. The program offers a framework of exercises and ideas to assist boys and girls aged between 8 and 14 years to become aware of the purpose and motivation in their life.

The following topics are discussed:

- Bullying
- Life goals
- Developing a positive self-image
- Communication skills
- Personal boundaries

The course teaches the following:

- Practical anti-bullying strategies
- Self-confidence, self-awareness and self-control
- An introduction to basic self-defence skills
- Communication skills and interpretation of body language cues
- Alternatives to aggressive verbal and physical responses to fear and doubt
- Thinking and being in control through grounding, centeredness and mental focus
- Boundary awareness

Facilitated by Craig Van Waardenburg (credited Rock and Water trainer) this family activity based program builds on the complementary strengths of 'the rock' and 'the water'. One is firm and assertive, while the other is flexible and willing to cooperate.

*Note: Due to the nature of the activities, there is only room for one child per adult attending.*

Where:	WEST LEEDERVILLE - Level 1, 22 Southport Street
When:	Saturday 4 April Saturday 13 June
Time:	8.30am - 12.30pm
Cost:	\$70 per pair/ \$60 per pair concession

Bookings are required. Please phone 6164 0200 to enrol.

For more information about our courses and workshops, please click [here](http://www.relationshipswa.org.au) or visit [www.relationshipswa.org.au](http://www.relationshipswa.org.au)

*Relationships Australia*

## The Swan View Show NEEDS VOLUNTEERS

**3 hours of your time is all we ask. The Swan View Show needs a team to man the entry gates. Teams of three for a 3 hour shift. Show runs from 10am to 4pm. Water, sunscreen and a meal voucher is offered and we may even be able to stretch to a T-shirt, and of course you have free entry and will be able to enjoy the show. Please give this request some thought, volunteers are the backbone of society. If you are able to assist please email [svssecretary@outlook.com](mailto:svssecretary@outlook.com) Date Saturday 5 September**

Look forward to hearing from you.

Kind regards  
**Caroline van Niekerk**  
For and on behalf of:  
**Swan View & Districts Agricultural & Arts Society Inc.**  
P O Box 1051  
Midland 6936

## School holiday workshops

### North Beach



### Wellbeing Wonderland

Girls 8-11 years

Wed 15 & Thu 16 April  
9.30am – 3.30pm

2-day workshop for girls to encourage mindfulness, boost confidence and build friendships. Includes an excursion to Airspace Aerial Yoga. Please bring enclosed footwear, water bottle, sun block and sun protective clothing.

### Koping

12-15 years

Tue 21, Wed 22 & Fri 24 April  
9.30am – 3.30pm

3-day workshop to help teens build peer supports and develop a toolkit for everyday life. Participants will meet new friends as they engage in crafts, sports and team activities while learning strategies to cope with daily challenges.

Where	Stirling Community Centre, Charles Riley Reserve 7a Kitchener St, North Beach WA
Who	Young people aged 8-15 yrs who have a family member or a friend living with mental health challenges.
Cost	Free   Snacks and lunch provided

Register online [helpingminds.org.au/school-holidays](http://helpingminds.org.au/school-holidays)  
For more information contact us on (08) 9427 7100 or [info@helpingminds.org.au](mailto:info@helpingminds.org.au)



**COMMUNITY NOTICES**

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

### HALE SCHOOL

**Years 7-10 Skills Development Program**  
Monday 20 April to Friday 24 April  
*Choose one subject per time slot*

<b>Time: 8:30am to 9:30am (5 hours of teaching)</b> <input type="checkbox"/> Study Skills Year 10 <input type="checkbox"/> Essay Writing Year 9 <input type="checkbox"/> Essay Writing Year 8 <input type="checkbox"/> Essay Writing Year 7	<b>Time: 9:30am to 10:30am (5 hours of teaching)</b> <input type="checkbox"/> Essay Writing Year 10 <input type="checkbox"/> Study Skills Year 9 <input type="checkbox"/> Study Skills Year 8 <input type="checkbox"/> Study Skills Year 7
---	--

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

**COURSE DATES 2020**  
**July Revision Program**  
Monday 13 July to Friday 17 July  
**October Exam Prep Program**  
Monday 5 October to Friday 9 October

### HALE SCHOOL

**Year 11-12 Revision and Exam Preparation Program**  
Monday 20 April to Friday 24 April  
*Choose one subject per time slot*

<b>Time: 8:30am to 9:30am (5 hours of teaching)</b> <input type="checkbox"/> Study Skills Year 12 <input type="checkbox"/> Study Skills Year 11	<b>Time: 9:30am to 10:30am (5 hours of teaching)</b> <input type="checkbox"/> Essay Writing Year 12 <input type="checkbox"/> Essay Writing Year 11	<b>Time: 10:35am to 12:25pm (9 hours of teaching)</b> <input type="checkbox"/> English Year 12 <input type="checkbox"/> Maths Specialist Year 11 <input type="checkbox"/> Maths Applications Year 11 <input type="checkbox"/> Maths Methods Year 11	<b>Time: 12:40pm to 2:30pm (9 hours of teaching)</b> <input type="checkbox"/> Maths Applications Year 12 <input type="checkbox"/> Maths Methods Year 12 <input type="checkbox"/> English Year 11 <input type="checkbox"/> Maths Specialist Year 11
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**Time: 2:40pm to 4:30pm (9 hours of teaching)**  
 Human Biology Year 12  
 Physics Year 12  
 Chemistry Year 11

**Time: 4:40pm to 6:30pm (9 hours of teaching)**  
 Chemistry Year 12  
 Economics Year 12  
 Human Biology Year 11  
 Physics Year 11

**APPLICATION:**

Student's name: \_\_\_\_\_  
School: \_\_\_\_\_ Year in 2020: \_\_\_\_\_  
Parent/Guardian's email: \_\_\_\_\_  
Phone: \_\_\_\_\_

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

**Revision and Exam Preparation Program**  
 \$250 per subject – 9 hours of revision  
 \$135 for the Study Skills – 5 hours of tuition  
 \$135 for the Essay Writing – 5 hours of tuition

**OR**

EFT Account name: WACE Plus Education  
BSB: 308 040  
Account No.: 0783892  
Description: Revision, student's last name.

**OR**

Please debit my Visa/Mastercard.

Card type: Visa  Mastercard

Cardholder's name: \_\_\_\_\_  
Card number: \_\_\_\_\_  
CVV: \_\_\_\_\_ Expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### APRIL REVISION PROGRAM

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

**PROGRAM INCLUDES:**  
**Study Skills:** This program contains five hours of teaching broken up into one hour a day for the five days. It focuses on units such as exam techniques, stress management, goal setting and time management.  
**Essay Writing:** The essay writing tutorials consist of five hours of teaching broken up into one hour a day for the five days. It re-teaches the structure of a critical essay and reinforces the importance of constructing a sound thesis and topic sentences, and revises how to include evidence to justify these claims.  
**Subject Revision:** These classes consist of 9 hours of teaching over the five days. The program consists of re-teaching and revision, and is designed to reveal to students how the work they have learnt in term 1 will be assessed in first semester exams.

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

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

**2020 APRIL REVISION & ATAR EXAM PREPARATION PROGRAM**  
SENIOR & MIDDLE SCHOOL

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

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

**ENROL NOW**

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

**FOR STUDENTS IN YEARS 7-12**

- Subject Revision
- Essay Writing Tutorials
- Study Skills Tutorials
- ATAR Exam Preparation

**WACE+ PLUS EDUCATION**

### CHRIST CHURCH GRAMMAR SCHOOL

**Years 7-10 Revision and Skills Development Program**  
Monday 13 April to Friday 17 April  
*Choose one subject per time slot*

<b>Time: 8:30am to 9:30am (5 hours of teaching)</b> <input type="checkbox"/> Study Skills Year 10 <input type="checkbox"/> Essay Writing Year 9 <input type="checkbox"/> Essay Writing Year 8 <input type="checkbox"/> Essay Writing Year 7	<b>Time: 10:40am to 12:40pm (10 hours of teaching)</b> <input type="checkbox"/> Mathematics Year 10 <input type="checkbox"/> Maths – NAPLAN Year 9 <input type="checkbox"/> English – Year 8 <input type="checkbox"/> English – NAPLAN Year 7
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**Time: 9:30am to 10:30am (5 hours of teaching)**  
 Essay Writing Year 10  
 Study Skills Year 9  
 Study Skills Year 8  
 Study Skills Year 7

**Time: 1:10pm to 3:10pm (10 hours of teaching)**  
 English Year 10  
 English – NAPLAN Year 9  
 Mathematics Year 8  
 Maths – NAPLAN Year 7

**NAPLAN**  
NAPLAN is a national assessment program evaluating literacy and numeracy standards for students in years 7 and 9. The tests commence in May 2020. ATARget's comprehensive NAPLAN preparation program will review the content of these tests and better prepare students for success.

**A SUCCESSFUL PROGRAM**  
ATARget Revision and WACE Exam Preparation tutorials have a history of successfully supporting students to achieve their academic objectives. To view the student evaluations for the programs delivered in 2019 and 2020 see the 'Program Feedback' tab at [atarget.com.au](http://atarget.com.au) or [mastermindaustralia.com.au](http://mastermindaustralia.com.au).

**NEXT ATARGET COURSES**  
**Term 2 Master Classes**  
02/05/2020 to 01/07/2020  
**July Revision Program**  
6/7/2020 to 17/7/2020

### CHRIST CHURCH GRAMMAR SCHOOL

**Year 11-12 Revision and Exam Preparation Program**  
Monday 13 April to Friday 17 April  
*Choose one subject per time slot*

<b>Time: 8:30am to 9:30am (5 hours of teaching)</b> <input type="checkbox"/> Study Skills Year 12 <input type="checkbox"/> Study Skills Year 11	<b>Time: 1:10pm to 3:10pm (10 hours of teaching)</b> <input type="checkbox"/> Maths Applications Yr 12 <input type="checkbox"/> Maths Methods Year 12 <input type="checkbox"/> English Year 11 <input type="checkbox"/> Literature Year 11
---	--

**Time: 9:30am to 10:30am (5 hours of teaching)**  
 Essay Writing Year 12  
 Essay Writing Year 11

**Time: 8:30am to 10:30am (10 hours of teaching)**  
 English Year 12  
 English – NAPLAN Year 12  
 Chemistry Year 12  
 Geography Year 12  
 Human Biology Year 11  
 Physics Year 11

**Time: 10:40am to 12:40pm (10 hours of teaching)**  
 Accounting Year 12  
 English Year 12  
 Human Biology Year 12  
 Physics Year 12  
 Chemistry Year 11  
 Maths Specialist Year 11

### METHODIST LADIES' COLLEGE

**Year 12 Revision and Exam Preparation Program**  
Monday 20 April to Friday 24 April  
*Choose one subject per time slot*

<b>Time: 8:30am to 10:30am (10 hours of teaching)</b> <input type="checkbox"/> Chemistry Year 12 <input type="checkbox"/> Politics and Law Year 12 <input type="checkbox"/> Psychology Year 12	<b>Time: 1:10pm to 3:10pm (10 hours of teaching)</b> <input type="checkbox"/> Maths Applications Year 12 <input type="checkbox"/> Maths Methods Year 12 <input type="checkbox"/> Modern History Year 12
---	--

**Time: 10:40am to 12:40pm (10 hours of teaching)**  
 Economics Year 12  
 Phys Ed Studies Year 12  
 Physics Year 12

**Time: 3:20pm to 5:20pm (10 hours of teaching)**  
 English Year 12  
 Literature Year 12

**APPLICATION:**

Student's name: \_\_\_\_\_  
School: \_\_\_\_\_ Year in 2020: \_\_\_\_\_  
Parent/Guardian's email: \_\_\_\_\_  
Phone: \_\_\_\_\_

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

**ATAR Revision and Exam Preparation Program**  
 \$270 per subject – 10 hours of teaching  
 \$135 for Study Skills tutorials – 5 hours of teaching  
 \$135 for Essay Writing tutorials – 5 hours of teaching

**OR**

EFT Account name: ATARget Education  
BSB: 306 044  
Account No.: 0783892  
Description: Revision, student's last name.

**OR**

Please debit my Visa/Mastercard.

Card type: Visa  Mastercard

Cardholder's name: \_\_\_\_\_  
Card number: \_\_\_\_\_  
CVV: \_\_\_\_\_ Expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**ATARGET**

**2020 APRIL REVISION & ATAR EXAM PREPARATION PROGRAM**  
SENIOR AND MIDDLE SCHOOL

**APRIL REVISION PROGRAM**  
The April Program is open to students from all Western Australian schools and will be held on the Christ Church Grammar School and Methodist Ladies' College campuses.

**THIS PROGRAM INCLUDES:**  
**Study Skills:** These tutorials contain five hours of teaching broken up into one hour a day for the five days. They focus on units such as exam techniques, stress management, goal setting and time management.  
**Essay Writing:** The essay writing tutorials consist of five hours of teaching broken up into one hour a day for the five days. They re-teach the structure of a critical essay, reinforce the importance of constructing a sound thesis and topic sentences, and is designed to include evidence to justify these claims.  
**Subject Revision:** These classes consist of ten hours of teaching broken up into two hours a day for the five days. The program consists of re-teaching and revision, and is designed to reveal to students how the work they have learnt will be assessed in their first semester exams.

**ATAR EXAM PREPARATION**  
The tutorials commence with a focus on specific topic revision followed by a discussion on how this material is assessed in ATAR-style exam questions. There is sufficient time within the ten hours for teachers to model how to answer exam questions successfully as well as time for students to independently practise constructing their own responses. All our ATAR teachers know what needs to be addressed to ensure students achieve success in their first semester exams.

**ENROL NOW**

- Enrol on-line at [www.atarget.com.au](http://www.atarget.com.au)
- By phone on 9342 2000 or 0488 102 907
- Or simply by completing this enrolment form and posting it to:  
**ATARGET Education**  
P.O. Box 1734, West Perth 6872  
E [admin@atarget.com.au](mailto:admin@atarget.com.au)

**For all students in Years 7-12**

- Subject Revision
- Study Skills Tutorials
- Essay Writing Tutorials
- ATAR Exam Preparation
- NAPLAN Preparation

**ATARGET**

# STUDY SKILLS

**One Day Course**  
April School Holidays 2020

## Years 7-9

**Dates** **Venue**  
April – 14<sup>th</sup> (Murdoch University)  
April – 16<sup>th</sup> (Edith Cowan University – Mt Lawley Campus)

**COURSE OUTLINE**

- Stress Management
- Time Management
- Memory Strategies
- Revision Program
- Goal Setting
- Effective Note-Taking
- Mind Mapping

This course is presented by former Principals and Deputy Principals.

**FOR REGISTRATION; Please Contact Us:**  
Landline: 9091 7374  
Mobile: 0437 222 481  
E-mail: [topmarks1@bigpond.com](mailto:topmarks1@bigpond.com)  
Visit our Website [www.topmarks1.com](http://www.topmarks1.com)  
**COST: \$190 (For the Course)**  
*Places are limited, so please call us for more details or register on-line as soon as possible.*

**Testimonials**  
"It was a magnificent course and I can't wait to do the senior course next year." *Preston – Peter Moyes Anglican Community School*  
"I was feeling anxious, nervous and stressed about this coming school year. After completing this seminar, I'm feeling more confident and I'm thinking more positively about school work. I'm excited about going to school and try out my new strategies." *Gingee – Margaret River SHS Senior High School*  
"This is an excellent seminar, I have learnt so much from it and I recommend it to everyone." *Roman – AS Saints College*  
"The material that was used in this course was great and it will be very helpful this year and future years." *Harrison – Wesley College*

**Guarantee: We Offer A Full Money Back Guarantee if you are not completely satisfied with the course.**

# STUDY SKILLS

**Two Day Course**  
April School Holidays 2020

## Years 10-12

**Dates** **Venue**  
April – 14<sup>th</sup> – 15<sup>th</sup> (Murdoch University)  
April – 16<sup>th</sup> – 17<sup>th</sup> (Edith Cowan University – Mt Lawley Campus)

**COURSE OUTLINE**

- Stress Management
- Time Management
- Memory Strategies
- Revision Program
- Exam Preparation
- Speed Reading
- Goal Setting
- Effective Note-Taking
- Mind Mapping

This course is presented by former Principals and Deputy Principals.

**FOR REGISTRATION; Please Contact Us:**  
Landline: 9091 7374  
Mobile: 0437 222 481  
E-mail: [topmarks1@bigpond.com](mailto:topmarks1@bigpond.com)  
Visit our Website [www.topmarks1.com](http://www.topmarks1.com)  
**COST: \$380 (For the 2 Day Course)**  
*Places are Limited, so please call us for more details as soon as possible.*

**Testimonials**  
"My daughter thoroughly enjoyed the course and has spent each afternoon this week showing me what she has discovered. She also feels more confident now she has these tools at her disposal and is keen to set up a study space in preparation for year 10 to utilise her new found knowledge. I am so happy that I discovered this course and booked her on it." *Sharlene (Parent Year 10 Student)*  
"One of the best seminars ever" *Harrison – Hale School*  
"Very motivating that I now know and understand more about how to study. Great Experience." *Bridie – Mater Dei College*  
"Amazing! It helped me a lot. I learnt so many ways to study better so that I could get top marks." *Noura – Langford Islamic College*

**Guarantee: We Offer A Full Money Back Guarantee if you are not completely satisfied with the course.**



**COMMUNITY NOTICES**

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

Behaviour Help Pty Ltd (ABN: 74612728275)  
P O Box 5078  
Cheltenham VIC 3192

**Positive Behaviour Support Online Series**



Dolly Bhargava is a Speech Pathologist with a Masters in Special Education. She has 19 years of experience in providing positive, realistic and practical solutions to children, adolescents and adults who have emotional and behavioural difficulties in early childhood, school, family homes, prisons, accommodation and community settings.

Each PBS course is a case study based course and involves reflecting on a student who is engaging in challenging emotional and behavioural responses and then completing a functional behaviour assessment, developing a behaviour management and prevention plan.

**Cost of each course: \$99**

NB: PBS courses (you pay \$88 at Open Learning, →email behaviourzen@mail.com with postal address for free course book → pay \$11 for the Behaviour Zen app of the Behaviour Zen website). Emotional course you pay \$99 at Open Learning.

All courses will contribute to 5 hours of NESA Registered PD addressing 1.1.2, 1.6.2, 4.1.2, 4.2.2, 4.3.2, 4.4.2 and 6.2.2 from the Australian Professional Standards for maintaining Proficient Teacher Accreditation in NSW. As well as professional development hours by Teacher Quality Institute of ACT addressing 1.2, 4.1, 4.3, 4.4 from the Australian Professional Teaching Standards.

**Positive Behaviour Support Strategies for Students with Aggressive Behaviours**  
Registration & course link ↓  
<https://www.openlearning.com/courses/pbs-for-aggressive-behaviours-edited>

**Positive Behaviour Support Strategies for Students with Anxious Behaviours**  
Registration & course link ↓  
<https://www.openlearning.com/courses/pbs-for-anxious-behaviours>

**Positive Behaviour Support Strategies for Students with Autism Spectrum Disorder**  
Registration & course link ↓  
<https://www.openlearning.com/courses/pbs-for-students-with-autism-spectrum-disorder>

**Positive Behaviour Support Strategies for Students with Attention Deficit Hyperactivity Disorder**  
Registration & course link ↓  
<https://www.openlearning.com/courses/pbs-for-attention-deficit-hyperactivity-disorder>

**Positive Behaviour Support Strategies for Students with Oppositional & Defiant Behaviours**  
Registration & course link ↓  
<https://www.openlearning.com/courses/pbs-for-oppositional-and-defiant-behaviour>

**Guiding the development of emotional regulation skills**  
Registration & course link ↓  
<https://www.openlearning.com/courses/development-of-emotional-regulation-skills>

**For more information**  
Email: [Dolly@behaviourhelp.com](mailto:Dolly@behaviourhelp.com)  
Phone: 0423 293 254  
Website: [www.behaviourhelp.com](http://www.behaviourhelp.com)

Dolly Bhargava from Behaviour Help Pty Ltd (ABN: 74612728275) Presents

**Achieving Practical Positive Solutions Workshop Series To Enhance the Lives of the People We Support**



Dolly Bhargava is a Speech Pathologist with a Masters in Special Education. She has over 20 years of experience in providing positive, realistic and practical solutions to children, adolescents and adults who have emotional and behavioural difficulties in early childhood, school, family homes, prisons, accommodation and community settings. She has authored and developed a number of insightful books and apps, including America's National Parenting Publications Award Winner 'Taking CHARGE of my Rainbow of Emotions'. She has recently developed an innovative App and Book Series, 'Behaviour Zen'. Behaviour Zen aims to systematically guide educators, parents and professionals to assess- prevent- manage challenging emotional and behavioural responses in individuals with Anxiety Disorders, Conduct Disorder, Autism Spectrum Disorder, Oppositional Defiant Disorder and Attention Deficit Hyperactivity Disorder. Please visit [www.behaviourhelp.com](http://www.behaviourhelp.com) for more information.

So come along to hear a range of practical and interactive workshops that provide an expert blend of information, skills and strategies that will educate, empower and enable you to be the CHANGE in the lives of the people you support.

Workshop Title	When?	These practical and interactive workshops will address the following:
<b>Developing Emotional Regulation Skills in Individuals with Anxious, Oppositional and Aggressive Behaviours</b>	Friday 27th of March 2020 (9am—3pm)	-Development of emotions -Understanding anxious, oppositional and aggressive behaviour -Effectively responding to anxious, oppositional & aggressive behaviour -Developing emotional regulation skills at school, home and community - Understanding compassion fatigue and caring for ourselves
<b>Assessing-Managing-Preventing Challenging Behaviour</b>	Tuesday 23rd of June 2020 (9am—3pm)	-Introduction to challenging behaviour -Causes of challenging behaviours -Internalised and externalised challenging behaviours -Utilising the positive behaviour support framework to identify proactive, active and reactive strategies for home, childcare, school and community
<b>Teaching Children Affected by Trauma</b>	Friday 26th of June 2020 (9am—3pm)	-Introduction to trauma -Types of trauma -Impact of trauma on development and learning -Strategies to promote a sense of safety, build trust and address learning needs of children impacted by trauma - Understanding compassion fatigue and caring for ourselves

# FOR ALL PARENTS/CARERS

**PLEASE GO TO OUR SCHOOL CAREERS WEBSITE FOR IMPORTANT INFORMATION SUCH AS POST SCHOOL OPTIONS, WORKPLACE LEARNING and other useful information.**

<http://careers.lawley.wa.edu.au>



Mount Lawley Senior High School  
Careers

- IMPORTANT INFO
- SENIOR SCHOOL
- POST SCHOOL OPTIONS
- WORKPLACE LEARNING
- FOR PARENTS
- FOR STUDENTS



## Mount Lawley Careers

Our aim is to provide you with all the latest information that will help you make decisions about your future career and your life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the WACE, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.

**FIND A:**  
- CAREER  
- COURSE  
- SCHOLARSHIP

Powered by:  
GOOD EDUCATION GROUP

**QUOTE OF THE WEEK**

**CAREER TARGETS**  
(2020 Edition)

Sort through more than 450 job descriptions to find ones that appeal to you.

Careers Courses Scholarships

career search

JobName

Choose a Work Field:

Choose Type of Work:

Find Careers

“

No one can discover you until you do. Exploit your talents, skills and strengths and make the world sit up and take notice.

ROB LIANO

Please Select a Career Target

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# HEALTH WARNING

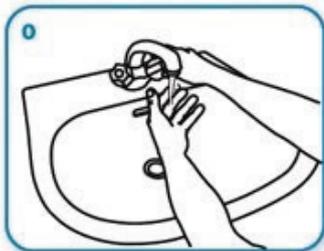
# CORONAVIRUS (COVID-19)



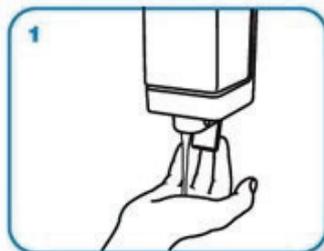
**COVER YOUR  
COUGH**



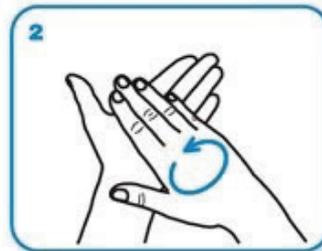
**WASH HANDS OFTEN**



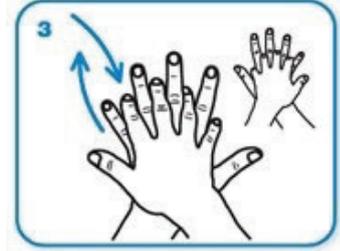
Wet hands with water



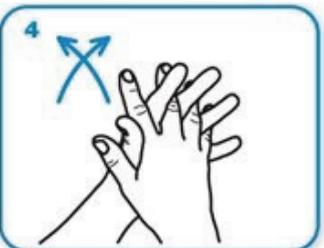
apply enough soap to cover all hand surfaces.



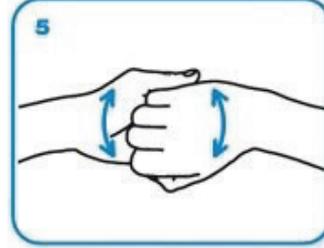
Rub hands palm to palm



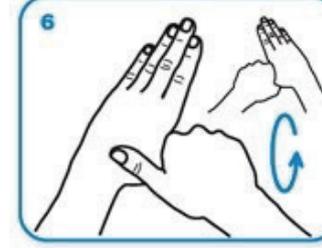
right palm over left dorsum with interlaced fingers and vice versa



palm to palm with fingers interlaced



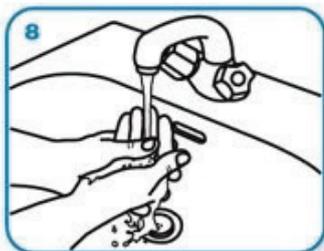
backs of fingers to opposing palms with fingers interlocked



rotational rubbing of left thumb clasped in right palm and vice versa



rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa.



Rinse hands with water

