



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 15 Term 4 No.2 2015

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With the WACE examinations now in full swing, a useful resource for students and parents on managing the stress associated with exams is provided. The paper written by School Board member, Dr Mandie Shean, was published in an on-line publication, the-conversation.com.

Dr Shean was interviewed on ABC Radio this week about the stress in examinations. The article is attached at <https://theconversation.com/parents-are-you-feeling-the-pressure-too-heres-how-to-help-your-child-cope-with-exam-stress-49587>. The ideas and suggestions outlined in the paper are recommended for your consideration.

For the past few weeks, Year 11 student William was part of the Australian team competing in the World Mandarin Speaking competition for school students. This is conducted by Hanban, the Chinese organisation that manages the various Confucius Institutes around the world. William and his team mate from Queensland, were awarded third prize. This is a tremendous result for Australia and William. He put time and energy into preparing and was very ably assisted by the school's Confucius Institute assistant, Li (Katherine) Xia, and Ms Tee, his teacher. Ms Xia chaperoned the group in China and ensured any last minute adjustments to student delivery was made. Her efforts and those of Ms Tee are valued.

William is, of course, Head Boy of the school in 2016. He has won a 6 month scholarship to study in China.

The Early Start program, where Year 10 transitions into Year 11 and Year 11, Year 12 has commenced. The intent of the program is to provide more time for Year 12 students undertaking WACE courses.

Early Start has run for a number of years and has been well regarded by parents. When it was first proposed, parent feedback was to implement for upper-school but do not move Middle School students. Consequently, they move to their next year of study when school commences next year.

With 2015 rapidly coming to a conclusion, those parents who have yet to pay contributions and charges are urged to act to finalise this matter. Contributions, whilst voluntary, are essential to classroom operations. All contributions paid by parents are allocated to learning area budgets and are used within learning programs. No contributions monies are used for school administration.

Charges are compulsory and must be paid. Again, these are all directed to learning area budgets and expended on classroom operations. The school does reserve the right to refuse enrolment in very high cost options. This is permitted within the Regulations.

A THOUGHT

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. *Maimonides*

CONGRATULATIONS



Lou-Ellen 8H3 was selected to represent WA in the 'Rubies' U13 State Hockey Team in Sydney. As a result Lou-Ellen has now been selected for the National U15 team as goalie.



Karis 10H1 was selected to participate in the World Cup Cheer and Dance (WCCD) Nationals competitions held in NSW. There are various categories at the competition such as a cheer routine involves creating a fast paced performance (set to music) incorporating motions and dance, tumbling, jumps, stunts and pyramids. Karis won 3rd in the Cheer Solo Stunt, 1st in the Partner Stunt and 3rd & 5th place in two different levels of Group Stunts.



Anjali 8M3 represented Mount Lawley SHS in the Be Active Middle School tournament held over two days at Kingsway. A successful first time outcome for the Mount Lawley SHS Badminton team with Anjali and her team member Sharanya gaining 4th place from a field of 23 teams.



Sharanya 8O3 represented Mount Lawley SHS in the Be Active Middle School tournament held over two days at Kingsway. A successful first time outcome for the Mount Lawley SHS Badminton team with Sharanya and her team member Anjali gaining 4th place from a field of 23 teams.



Lorraine 11F3 will be attending the National Youth Science Forum, as a delegate from Western Australia. Lorraine and 14 other Year 11's students selected from around WA enjoyed an afternoon tea with the Governor, her honourable Kerry Sanderson, at Government House in recognition of her dedication and achievement. Lorraine is heading off to Canberra in January for two weeks to visit scientific facilities and sponsor organizations. Thanks goes out to the Mount Lawley Rotary Club who established this wonderful opportunity for Lorraine.



Niamh 8O3 represented her Acrobatics team Spirit Gym Sports in Melbourne at the National Clubs for Acrobatics last month. Niamh has been involved in acrobatics for 5 years and is the top in a trio.



Isabella 8O3 represented her Acrobatics team Spirit Gym Sports in Melbourne at the National Clubs for Acrobatics last month. Isabella has been involved in acrobatics for 2 years and is the base in a pair.

Please support our Green initiative by reading the rest of this Update online at P & C Website <http://mlshspc.org.au> or on school website www.lawley.wa.edu.au



Additionally, where charges are not paid or an arrangement entered in to, the non-payment will be referred to the school debt collection agency.

The results from the 2015 Dante Alighieri Italian speaking competition have been advised. Six students were accorded prizes in this exacting competition. Congratulations are extended to:

Year 7

Phoebe - First place.

Olivia - Second place.

Year 8

Kosara - Second place.

Year 9

Donia - Second place.

Year 12

Kes - Equal second place.

Elouise - Equal second place.

Thanks to the work of the teachers for assisting in preparing the students and parents for taking them to the competition.

As part of the Early Start initiative, all Year 11 and 12 students are undertaking revision in study skills. Topics include time management, note taking and homework/study schedules. Whilst essentially revision, commencing a new study program is a useful point to remind students of essential learning tools. The program is based on materials in the student diary, which is very generously funded by the school's P&C Association.

Milton Butcher, Principal

YEAR 7 CARNIVAL







**Parent Newsletter Article SUPPORTING SCHOOL DIARY,
With the DIARY EXTRACT FOR THAT WEEK
Funded by School P & C . Source : The Learning Curve**

WEEK 40 – QUESTION STRATEGIES

Wellbeing Element – Meaning and purpose

Character Strength – Fairness

There are a variety of approaches used in framing questions for assessment tasks and tests/exams. These include:

- Essays • Short answer • True/False • Multiple choice
- Fill in the gap

Students need to be explicitly taught about the different types of questions and the most effective ways to answer them. Providing high quality answers which answer the questions being asked is the intention. Revisiting Exam Terminology: Glossary of Key Words at this stage will reinforce students' accurate understanding of the language used to ask exam and assessment questions.

This week focuses on teaching strategies to think through specific types of assessment and test/exam questions and how to answer them well. Just we teach Habits of Mind to students so that they can change the way they think when confronted with different situations, there are different approaches for certain types of questions; one size doesn't fit all.

Performing well on assessment tasks and tests/exams questions and minimising the associated anxiety, requires comprehensive preparation covering many areas. Understanding how to answer each type of question and how it connects with what they know will benefit students' confidence considerably and enable them to strive, thrive and flourish. Doing this also builds students' sense of internal control; their efforts directly influence how they perform.

RESEARCH & OPERATIONAL SKILLS

WEEK

40
The Learning Curve

MIDDLE STUDENT PLANNER

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QUESTION STRATEGIES

Wellbeing Bank: to raise your wellbeing element Meaning and Purpose through developing your understanding of different types of questions.

Different types of test questions require you to adapt your thinking and strategies for answering them. Build growth mindsets by learning about these question types.

Multiple Choice

- read all the choices carefully
- eliminate obviously incorrect answers
- often the longest answer is the correct one

True/False

- words such as always and none change the answer from words like often and some
- to be true all of it must be

Short Answer

- be to the point; avoid over answering
- If unsure, use point form to record all the facts you know
- carefully plan your time
- understand exactly what you are being asked to do
- an outline of key facts and ideas will organise your thoughts
- logically use Paragraph Building: TEEL to construct paragraphs
- open the essay by restating the question
- include ideas and points your teacher has stressed
- include a logical conclusion, reiterating key points.

ACTIONS

What are two things I will start doing to develop my understanding of different types of questions?

1.

2.

"Trying and failing is better than failing to try." Winston Churchill.

MINIFULNESS ACTIVITY:

40. Character strengths collage – for each of your signature strengths describe two things you could do to make the world a better place.

VOCABULARY BUILDER

nephew yearn temperate
hangar flippant difference
trinket malice spectrum

LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Bank: to raise students' Character Strength Fairness and wellbeing element Meaning and Purpose through developing their understanding of how to answer different types of questions.
- An acceptance that different types of questions require different approaches and strategies to answer them well and an understanding of how to approach each type in each of their subjects.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Thinking Flexibly and Responding with Wonderment and Awe Habits of Mind and the Exploring Habits of Mind and Look, Think, Wonder Thinking Tools.

SENIOR STUDENT PLANNER

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QUESTION STRATEGIES

Wellbeing Bank: to raise your wellbeing element Meaning and Purpose through developing your understanding of different types of questions.

Different types of exam questions require different approaches to answering them. practise the following strategies:

Multiple Choice

- read the question carefully; don't overlook details
- read all the choices
- eliminate obviously incorrect answers
- often the longest answer is the correct one
- guess if you don't know.

True/False

- be aware of the wording. Words such as "always" and "none" change the answer from wording like "often" and "some"
- for something to be true all of it must be
- guess the answer if you don't know.

Short Answer

- be to the point and concise; avoid over answering
- If unsure, use point form to record all the facts you know about the area in question.

Essay

- carefully plan your time
- understand exactly what you are being asked to do
- be aware of exam jargon and terminology
- do an outline of key facts and ideas, which in point form will organise your thoughts in a logical sequence
- use Paragraph Building: TEEL to construct paragraphs
- be your thoughts together with linking phrasing such as "on account of this"
- be concise and to the point
- open the essay by restating the question in the first sentence
- always include ideas and points that your teacher has stressed/emphasised in class
- always include a logical conclusion, reiterating key points.

ACTIONS!

What two things will I start doing this week to improve my focus on question strategies?

1.

2.

"Nothing in life is to be feared. It is only to be understood." Marie Curie.

VOCABULARY BUILDER

levity caricature equanimity
malapropism despondent fervour
absorbed flawed

WEEK 40 – FOCUSING ON M.A.R.B.L.E.S.

Wellbeing Element – Strengths and controls

Character Strength – Spirituality

Often when students are faced with completing assessment tasks and sitting tests/exams they experience anxious feelings which cause them to lose focus on the task at hand. It is important for them to understand that having these feelings is perfectly normal, however they need to learn how to overcome them positively.

When growth mindsets are cultivated in their approach, students are empowered to remain focused on achieving their intended outcomes. Recent research on positive psychology has revealed that these mindsets not only build students' self-esteem, but more importantly, stimulate them to shine as people and do good things. Positive structures underpinning their thinking enable students to be proactive when pressure situations arise. The acronym M.A.R.B.L.E.S. describes such a structure to scaffold their thinking. The strategy is to concentrate on each letter in turn in order to not lose their M.A.R.B.L.E.S.

The letters stand for:

- * M – Metacognition: not letting their minds wander and focusing on thinking about their thinking using Habits of Mind
- * A – Attitude: to achieve personal bests, PBs, they need positive growth mindsets and can do and want to attitudes.
- * R – Respect: believing in themselves, their teachers and having real respect for themselves as successful students.
- * BL – Body Language: assertive but not aggressive, confident but not arrogant, focused but not consumed.
- * E – Effort: when the going gets tough, they increase their efforts; they find a way through grit and mindfulness.
- * S – Sync (Senior): on exam day all the pieces of the jigsaw need to fit together perfectly; producing flow in what they do
- Smile (Middle): say hello to the world every day with a happy smiling face to show that you are striving, thriving and flourishing.

Time spent concentrating on M.A.R.B.L.E.S. will build growth mindsets which will reap significant benefits for students' performances on assessment tasks and tests exams.

RESEARCH & OPERATIONAL SKILLS

WEEK

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The Learning Curve

MIDDLE STUDENT PLANNER

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FOCUSING ON M.A.R.B.L.E.S.

Wellbeing Bank: to increase your wellbeing element Strengths and Control by mindfully focusing on the letters M.A.R.B.L.E.S. Focusing on the letters M.A.R.B.L.E.S. will build your wellbeing and mindsets.

• use your signature strengths to practise this often

M for Metacognition

- focusing yourself by thinking about your thinking using Habits of Mind and Thinking Tools
- recognising when you need to change the way you are thinking

A for Attitude

- having an attitude that you want to and growth mindsets
- your attitude controls your thinking which controls your actions

R for Respect

- believing in yourself and your self-worth; expecting great things from yourself
- respecting your teachers' teaching

BL for Body Language

- be mindfully assertive, not aggressive, confident, not arrogant, focused intently, not consumed
- showing self-confidence by walking the talk

E for Effort

- building your grit effort is the key
- success means applying yourself harder and smarter

S for Smile

- say hello to others every day with a happy smiling face
- showing that you are striving, thriving and flourishing

ACTIONS

What are two things I will start doing to use M.A.R.B.L.E.S. to build my wellbeing and mindsets?

1.

2.

MINIFULNESS ACTIVITY:

41. Colour connections – name as many objects, things, places, animals which are coloured green.

VOCABULARY BUILDER

module excel divulge
annex omission embellish
quester indiscreet indiscreet

LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Bank: to increase students' Character Strength Spirituality and wellbeing element Strengths and Control through mindfully focusing on the letters M.A.R.B.L.E.S.
- A willingness and growth mindset to practise concentrating using M.A.R.B.L.E.S. to maintain normal functioning level when under pressure.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Striving for Accuracy and Thinking about Thinking (Metacognition) Habits of Mind and the Exploring Habits of Mind and Think, Pair, Share Thinking Tools.

SENIOR STUDENT PLANNER

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FOCUSING ON M.A.R.B.L.E.S.

Wellbeing Bank: to increase your wellbeing element Strengths and Control through mindfully focusing on the letters M.A.R.B.L.E.S. Concentrating on the meaning of each of the letters M.A.R.B.L.E.S. will benefit you on exam day.

M stands for Metacognition

- thinking about your thinking and not letting your mind wander
- being mindful of Habits of Mind
- recognising when you need to change your thinking at different stages of the exam

A stands for Attitude

- not letting anything face you no matter how intimidating it is; you need all of your emotional energy to achieve personal bests
- your attitude controls your thinking which controls your behaviours and thus your performance.

R stands for Respect

- believing in yourself and having genuine respect for yourself as a successful student; you are special so respect it and expect great things from yourself
- respecting your teachers' teaching.

BL stands for Body Language

- there are five lines here that need to be understood: assertively present, not aggressive, confident, not arrogant, focused intently, not consumed
- the butterflies must be flying in formation.

E stands for Effort

- grit and effort are the keys; ability is a bonus
- success means studying harder and smarter.

S stands for Sync

- being in sync enables a calmness in your mind and soul; you experience strong positive emotion
- all the pieces of the jigsaw need to fit together perfectly

ACTIONS!

What two things will I start doing this week to improve my focus on M.A.R.B.L.E.S.?

1.

2.

MINIFULNESS ACTIVITY:

41. What we learn, we learn by doing." Aristotle.

VOCABULARY BUILDER

glutton abstruse
hierarchy encephalic bequest
emaculate malice coveting



Going to Uni for the first time in 2016?



John D'Orazio Memorial

Scholarship available.

Applications are invited from eligible students in the local district attending university for the first time in 2016.

Drop into your nearest branch at 14 King William Street, Bayswater 9370 3899 or Noranda Shopping Village, Benara Road, Noranda 9375 2494 for more information.



bendigobank.com.au/scholarships

John D'Orazio Memorial

2016 Scholarship.

Going to Uni in 2016,
but struggling to pay?



Scholarship Snapshot

Overview	The scholarship aims to assist high achieving and highly motivated local students who have been offered a full-time place at an Australian university or college for the first time and are experiencing financial and/or social challenges.
Faculty	All
Study area	All
Scholarship type	Need based, Merit based
Year of study	First year undergraduate degree
Duration	One year initially but may be awarded for up to two years (dependent upon academic performance)
Intention of Scholarship	Study related expenses including accommodation and course costs, study related materials/equipment, text books, tutoring and/or educational related travel (within Australia)
Award Value	\$5,000 (per annum) per student
Eligibility	To be eligible the student must meet the following criteria: <ul style="list-style-type: none"> • must reside in and/or attend secondary school in the City of Bayswater • must be an Australian citizen or permanent resident • must be a first-time, first year undergraduate in 2016 (first attendance at an Australian University) • must be studying a full-time degree at an Australian university or college (all study must take place within Australia) • must have graduated from secondary school in either 2015 or in 2014 (took a gap year) • should be able to demonstrate community involvement • should be able to demonstrate the challenges (financial and/or social) which are hampering the student's ability to undertake further study • should be academically motivated.
Nationality	Australian citizen or permanent resident
Application dates	OPEN: 1 December 2015 CLOSE: 25 January 2016
How to apply	Applications are invited from 1 December 2015. Please visit www.bendigobank.com.au/scholarships for more information from this date.
Criteria	Scholarships will be awarded on the recommendation of a selection committee and will be based on how an applicant addresses the following criteria: <ul style="list-style-type: none"> • Academic achievement • Financial and/or social challenges • Evidence of leadership and citizenship within their communities
Further Information	The website will contain full information from 1 December 2015. If you still have a query, please contact Bayswater and Noranda Community Bank* branches on phone 9370 3899 or 9375 2494.

The summary above is intended to provide you with a quick snapshot only. Please ensure you review all information provided on the website (during the application open period) thoroughly before you consider applying.



Community Enterprise Foundation™

VACSWIM HOLIDAY SWIMMING PROGRAMS



Enrolments for December/January programs are now open. It is important for every child to learn to swim and develop essential water safety skills. VacSwim's school holiday swimming programs are conducted by qualified instructors who teach children the skills to be confident swimmers and safe in the water. This year there has been a small price increase from \$10.00 per enrolment to \$12.50 per enrolment (family enrolment for three or more children living at the same address is now \$34.50). For further information and online enrolment visit education.wa.edu.au/swimming



Public education
Discover a world of opportunities

ENROL NOW FOR VACSWIM SWIMMING LESSONS

It is important for every child to learn to swim and develop essential water safety skills.

Country early start program 5 days (40 mins/day) 19 to 23 December 2015 (limited centres)
Enrolments close 1 November 2015

January program 1 8 days (45 mins/day) 29 December 2015 to 8 January 2016
Enrolments close 8 November 2015

Short program 5 days (35 mins/day) 4 to 8 January 2016 (limited centres)
Enrolments close 8 November 2015

January program 2 10 days (35 mins/day) 11 to 22 January 2016
Enrolments close 15 November 2015

Enrol online now at
education.wa.edu.au/swimming

T: 9402 6412



Department of
Education



COMMUNITY NOTICES

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

Delivering a Healthy WA

EDTEC-Eating Disorders Training and Evaluation Centre
Specialised CAMHS, Child and Adolescent Health Service

EARLY INTERVENTION FOR EATING DISORDERS - Recognising Issues and Initiating Intervention

Date: Wednesday 18th November 2015, 13.00-16.30

Venue: Gascoyne House, Graylands Hospital

This workshop is particularly useful for professionals working with young people such as teachers, boarding house staff, and youth workers. It provides a basic understanding of what eating disorders are, and how they affect a young person physically, emotionally and socially. Following a case study, the journey from initial concern for a young person, to taking appropriate steps to initial intervention will be explored.

The session will be facilitated by highly experienced mental health, dietetic and teaching staff from the Eating Disorders Program.

There will be ample opportunity for networking and sharing experiences with other professionals at the front line with youth.

Objectives:

By the end of this workshop, you will be able to:

- Explain the psychological background of eating disorders using metaphors and images
- Describe the etiologic factors involved in the development of eating disorders
- Outline physical consequences of starvation and eating disorders behaviours
- Describe the impact of an eating disorder on social and educational functioning
- List and apply the necessary steps to take upon recognition of a potential eating disorder in a school or community environment
- Describe an appropriate support pathway for children and youth with an eating disorder
- Outline resources available to young people experiencing disordered eating
- List referral options in Western Australia

Registration forms and our full calendar of events are available on our website:

http://pmh.health.wa.gov.au/services/eating_disorders/index.htm

Cost of workshops: \$30 (incl GST). A lunch option (additional \$15) is available for participants who attend the Butterfly Foundation Body Think workshop in the morning.

All participants will receive a CD-ROM with up-to-date resources.

For queries please contact us on 08 9340 7711 or pmhedp@health.wa.gov.au.



Government of Western Australia
Department of Health



www.thebutterflyfoundation.org.au

Dove BodyThink Educator Training

Please note, this is not a clinical training about eating disorders

Are you in need of additional tools and confidence to support body esteem in the young people you work with?

Body image is consistently reported as a top 3 personal concern of young people.

Body dissatisfaction is a significant risk factor for eating disorders.

In 2014, 935,000 Australians experienced an eating disorder.

What: A train-the-trainer, health promotion and prevention focused workshop, in the use of Dove BodyThink: a self-esteem, body image and media literacy program.

Suitable for: For teachers, youth workers and community professionals working with males and females aged 11-14 (however it can be adapted for use with older age groups).

Please join us to explore:

- Latest research and evidence based approaches to prevention
- How the issue is changing and evolving
- A selection of activities and resources to support body esteem education
- How to develop a positive body esteem environment and whole organisation policy
- Peer-led models as agents for change
- What to do if you suspect a young person is at-risk

Includes:

- The latest Dove digital clip *Change One Thing* + supporting lesson
- Dove BodyThink program + DVD: self-esteem, body image, media literacy for ages 11- 14
- Discounted rate for *Free to Be – A Body Esteem Resource* (Years 3- 12)

Date: Wednesday, 18th November

Time: 9am – 12pm

Venue: Graylands Hospital, Brockway Rd, Mount Claremont WA 6010

Cost: \$75 (incl GST)

To book online:

thebutterflyfoundation.org.au > Education > For Professionals

For more information:

helen.bird@thebutterflyfoundation.org.au 02 8456 3908



Butterfly
Foundation for Eating Disorders

Start 2016 with Confidence ENROL TODAY IN ACADEMIC TASK FORCE JANUARY SCHOOL HEAD START PROGRAM

AND ACHIEVE SUCCESS IN 2016

ATAR HEADSTART FOR YRS 11 & 12

HEADSTART FOR YRS 7 - 10



Syllabus overview – confidence building – refresh your understanding – study skills – essay writing

2 day courses / 6 hours per course

Jan 14th – Jan 29th 2016

Venues: Churchlands SHS and Rossmoyne SHS



Enrol Today: www.academictaskforce.com.au

Email: learn@academictaskforce.com.au

Speak to an education consultant: (08) 9314 9500