



# MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

## LAWLEY UPDATE 16 Term 4 No. 3 2015

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On Thursday evening, 19 November 2015, the Year 12 Awards evening was conducted, finalising the exit from the school of the 2015 Year 12 cohort. An over whelming number of students with family members attended. The evening was supported by a number of special guests who presented awards.

The guest of honour was TV journalist Mia Brankov, a graduate of 2005. She outlined some highlights of her time at Mount Lawley SHS and canvassed her journey from school. Initially looking at media and legal studies, she undertook a course in broadcast journalism from WAAPA and became the first West Australian cadet with SBS. As with all speakers at such events, Ms Brankov looked at some traits that assist students succeed post school.

The Head Boy, Izaak Wesson, and Head Girl, Tiana Ferguson, reflected on the cohort's time at school. They acknowledged the contribution of friends, teachers and parents to all of the group.

Congratulations are extended to all students awarded a prize on the night. The 3 Dux Prize winners were:

Dux: Qinhui (William) Chen  
General Studies Dux: Tanya Lazarov  
VET Dux: Ashleigh Hay

Subject prizes and major awards were also presented. The winners of major awards included:

Runner-Up Dux Kes Hunter and Zhen Huang  
BHP Billiton Scholarships Zhen Huang and Perry Walker-Marston  
Westscheme Division of AustralianSuper Award for Excellence in VET  
Haofeng (Frankie) Wu  
Sportswoman of the Year Raqeema Evans  
Sportsman of the Year Harry Blanch  
Arts Award Hannah Davidson  
North Metropolitan Education Region Commitment to Excellence  
Award India Hickey  
Ralph Honner, DSO, MC Award for Endeavour Monroe Masa  
Christine Richardson Citizenship Award Izaak Wesson  
Caltex Best All-Rounder Award Natasha Hatzon  
ADF Long Tan Leadership and Teamwork Award  
Tiana Ferguson  
Community Service and Participation Award Constance McIntosh

The Early Start initiative for Years 11 and 12 is now underway. This program is undertaken to provide teachers with more time to complete Year 12 than in a school where this is not done. Year 12 courses are a notional 110 hours and following examination periods and public holidays there is about 80 hours of class time available. Early Start enables the students to have closer to 100

### CONGRATULATIONS



**Maddy 11H2** recently competed in the second round of Rotary Four Way Speaking Competition. She was pipped at the post by another Mount Lawley Student. Congratulations Maddy for getting to the second round of this very competitive event.



**Olivia 11H3** competed in the second round of the Rotary Four Way Speaking Competition against two Perth College students and won. Olivia will now represent Mount Lawley Rotary Club in the next stage of the competition early next year.



**Johanna 12O1** has been selected to travel to Sandakan in 2016 on the Premiers Tour, for ANZAC Day. She will spend time walking part of the Death March's before participating in the dawn service at Sandakan, Malaysia.



**Max (Gar Hou) 11O1** competed in the State Final of the United Nations Youth Association 'Voice' competition. He spoke on his chosen theme of 'How education can prepare young people for an uncertain future'. Max was awarded a 'Highly Commended' and has been invited to attend the National UNYA 'Voice' competition in Canberra in April next year. This will be on a scholarship funded by the UNYA. Max displayed exceptional public speaking skills and leadership qualities in his preparation and participation in this competition. Thanks to all those teachers who have fostered this interest, confidence and capacity to speak his mind so eloquently.

Please put this date in your Diary  
*Christmas Carols*  
on the  
*Lawley Lawn 2015*



4th  
December  
5pm



#### A THOUGHT

The whole purpose of education is to turn mirrors into windows.  
Sydney Harris

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](http://www.lawley.wa.edu.au)



hours for courses, although this is split over two years. This has always enjoyed great parent support - although parents do not want the initiative extended into the Middle School.

Over the next few weeks, as the term closes, a number of activities will be conducted. These include the final functions for Sea Explorers, Follow the Dream and the Aboriginal Excellence Program. The Year 6 to Year 7 Orientation Day is scheduled for Monday, 7 December 2015 whilst Year 9 students complete their orientation into Year 10.

The annual Carols on the Lawley Lawn will take place on Friday, 4 December 2015. Planning for the day, which is led by the School Chaplain, Mr Andrew Paul, is progressing. As usual, there will be a selection of carols performed, some activities to engage children in prior to the carols and refreshments. These will include a sausage sizzle and coffee van.

A component of the event is the school's 60th Birthday. The event has been socialised on the website and it is expected that a number of the school's alumni will attend. A video to celebrate the birthday was shown at the Awards evening and it was very well received. It will be shown again at the Carols on the Lawley Lawn and features many former students reflecting on their time at school and the significant events of the year in which they graduated. It is a fine statement on the contribution of Mount Lawley SHS to its community and effectively, the state.

It also marks the ending of the association between the school community and a number of parents who, over many years have made an enormous contribution. This includes supporting the P&C and the parent support committees in the languages, music and SVAPA areas. Many of these parents also worked hard for the Art Auction. The value of this work is inestimable and all will be very much missed. Special mention to Mr Ron Pearce, whose dedication to the school, its students and teaching staff through roles on the School Council, P&C and SVAPA spanned nine years. Ron's energy and enthusiasm has been greatly appreciated. Of course, with the departure of parent volunteers comes the opportunity for others to take on vacant roles. If you are interested to have greater involvement please contact the school.

The final P&C meeting of the year has been held. The P&C makes a fantastic contribution to school life. This year the P&C has funded the Achievement Centre (Homework class) which has been very well supported by students. They have also supported a range of programs in Languages and the Arts. They have supported improvements to the PA system and are now finalising a large investment in shade structures. Thanks to the P&C, students will enjoy better facilities in the school yard.

Parents may note that the former Mount Lawley Primary School is effectively dismantled. The three remaining classrooms will shortly be removed. The former office building will remain for the moment, however, the long term situation is not known. Dismantling and moving the shade structure is not feasible so the intent is to leave it in place. The remediation to the oval is yet to be finalised, however, it is likely it will be used for phys ed classes and during breaks by students.

### Scholarships 2016

The Department of Education's website contains details of some scholarships that are available for 2016. Not all are relevant to this school, however, parents are welcome to check details for any that are relevant. The web address is: <http://det.wa.edu.au/schoolsandyou/detcms/navigation/discover-the-opportunities/secondary-school-opportunities/scholarships/>

### RIP Sue Head, Class of 1965

Condolences are extended to the family and friends of Sue Head, (nee Rumney). She was a graduate of Mount Lawley SHS in the Class of 1965 and trained as a Phys Ed teacher. Ms Head commenced her career at Mount Lawley SHS in 1969, serving for 3 years. From 1988 she returned to the school until her retirement in 2003. RIP.

### Road Crossing

Around the school there are a number of controlled pedestrian crossings. These are staffed by wardens employed by the Police Service. Students should ensure that they cross at these points and follow the instructions of the warden. They should cross only when directed - it is then safe. There have been close calls this year and parents are asked to reinforce road safety with students. Students are asked to exercise care when crossing roads. Pay attention and cross safely.

### Rhodes Scholarship, 2015

2009 graduate, Sam Begg, is a finalist in the national Rhodes Scholarship. This is conducted for state candidates not awarded the State award. Sam was in the top 3 for the state scholarship and best wishes are extended to him for the national scholarship.

### Milton Butcher, Principal

## The Mount Lawley Coffee Club

***The Mount Lawley Coffee Club will be returning in full swing in 2016. To start the ball rolling we will be holding a Lawley Coffee Club in the Dee Kaf at school from 8.45am – 10.15am.***

***Parents and caregivers are invited to pop in and purchase a great coffee from the café and have an informal chat with other parents and staff from the school.***

***The Coffee Club provides a great opportunity to catch up with other families and have any questions answered that you may have regarding the school, its community, or just teenagers in general!***

***From Term 1 2016, we will meet fortnightly on Wednesday Mornings (odd weeks of school term) starting Week 1, Wednesday 3rd February.***

***Hope to see you there***

***Suzie Barnes  
Healthy Active Coordinator***





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

**WEEK 42 – BODY LANGUAGE**

**Wellbeing Element – Exercise and Vitality**  
**Character Strength – Humility**

The most powerful messages that we send to others are not through our words but through our body language. The way we hold ourselves, our posture, our facial expressions, our voice tones and our gestures all tell others in our company more about how we are thinking and feeling than what we say.

When having a conversation it is very apparent through body language when others are not present, not interested and not listening with their hearts. While some people were fortunate to have been born with welcoming and charismatic body language, most of us have to learn and practise it. In most cases it is a learned behaviour.

As the saying goes, “children don’t always listen to adults, but they have never failed to imitate them.” Students watch adults carefully, so we need to role model appropriate body language in order for them to learn these behaviours. They notice every time a person’s body language is sending not so positive messages. Having explicit conversations about different types of body language and then role playing them are fun and meaningful activities.

Nurturing a reflective mindfulness in students of how they can positively use their bodies to communicate with others will benefit their ability to effectively build relationships throughout their lives.

**RELATIONSHIPS**

**WEEK**  
**42**  
 The Learning Curve

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

- Wellbeing Bank: to develop students’ Character Strength *Humility* and wellbeing element *Exercise and Vitality* through them positively using and mindfully observing body language.
- A raised awareness and acceptance of the messages they are sending and receiving through body language, a preparedness to feedback their body language in front of a mirror and ask their team for feedback on the messages they are sending.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through *Listening with Understanding and Empathy* and *Responding with Wonderment and Awe* **Habits of Mind** and the *Exploring Habits of Mind* and *Points of the Compass* **Thinking Tools**.

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SENIOR STUDENT PLANNER PAGE 112

**BODY LANGUAGE**

**Wellbeing Bank:** to develop your wellbeing element *Exercise and Vitality* by you positively using and observing body language.  
 Every day, say, Good Morning, with a bright and happy face to others, because they matter.  
 You have **one** chance to make a good first impression  
 • many people make up their mind about you when they first meet you, ensure they see the real you  
 • show your willingness to be loving and interested  
 The most **powerful** messages you send to others  
 • are not through your words  
 • but through your body language  
 • it signals your willingness to cooperate  
 Reflect on body language following facial expressions  
 • smiling, friendly or sour, sad gestures  
 • confident, relaxed or tense, stiff eye contact  
 • interested watching or looking away listening  
 • with your heart or not interested voice tones  
 • happy, friendly or dull, boring.  
**Teachers** teach well when  
 • they see positive student body language  
 • show them you are interested  
**In sport**  
 • be a humble winner and good loser  
 • accept the umpire’s decision  
 • congratulate others



**ACTIONS**

What are two things I will start doing to use positive body language?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**MINFULNESS ACTIVITY:**

42. Tongue hold – close your mouth and for two minutes hold your tongue so that it doesn’t touch any part of your mouth. Describe the feelings you experienced.

**VOCABULARY BUILDER**

reprimand pylon calendar  
 intrigue invasion avid  
 pavilion discriminate curtail

**BODY LANGUAGE**

**Wellbeing Bank:** to develop your wellbeing element *Exercise and Vitality* through you positively using and mindfully observing body language.  
 You have **one** chance to make a good first impression  
 • people tend to remember the initial contact and make up their mind about you  
 • ensure they see the real you, not other images you may present.  
 The most **powerful** messages you send to others  
 • are not through your words  
 • but through your body language; your tones of voice, gestures and the way you use your body.  
**facial expressions** – smiling and friendly or sour and sad  
**gestures** – holding yourself confidently or tense and stiff  
**eye contact** – interested watching or looking away  
**listening** – happy and friendly or dull and boring  
**voice tones** – with your heart or not interested  
 Your willingness to co-operate with others is **clearly** signalled by your gestures and voice tones, either  
 • *inviting, I’m interested or*  
 • *go away, I’m not interested.*  
**Teachers** teach very well when they see positive body language from the class, in tune together.  
**In competitive** situations such as sport, make a big effort to  
 • be a humble winner and a gracious loser  
 • accept the umpire’s decision, even though you may disagree  
 • follow the rules  
 • congratulate other players when they have done well  
 • show others that you are enjoying yourself.  
 Every day, say, Good Morning, with a bright and happy face.



**ACTIONS!**

What two things will I start doing this week to improve my focus on body language?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**VOCABULARY BUILDER**

dscornum gorgi listlessness  
 brutality imutable malicious  
 erousious fickle juxtapose accessible

**WEEK 43 – PART-TIME JOBS**  
**Wellbeing Element – Competencies and Passion**  
**Character Strength – Gratitude**

Many students work part-time jobs to gain some financial independence to spend on things of their own choice. Also, they provide an excellent opportunity for students to experience firsthand what certain jobs entail. In combination with formal work experience programs, part-time jobs enable students to learn to work collaboratively and interdependently with others; essential habits for life.

Students’ part-time employment will occur at a variety of times throughout the week and as such it is essential that they incorporate these times into their Personal Timetables.

There are aspects of part-time jobs which can seriously impact on students’ progress at school and life balance. Firstly, any more than 10 to 12 hours per week is going to put pressure on the time available for students to do the things they want to do and have to do such as study, exercise, and quality family and leisure time which young people thrive on. Secondly, working can be extremely fatiguing, adversely affecting their health and making effective study very difficult.

Guidance from a student’s team will enable a common sensed and balanced approach to part-time employment. The teenage years are a formative period to be enjoyed and lived to their fullest and as such it is essential that any one aspect of students’ lives not be allowed to negatively impact on other important areas; we want them to strive, thrive and flourish with growth mindsets.

Sometimes, the short term irresistible lure of money will cause students to lose perspective on their goals. This is when their team must step up and ask students to refocus on their priorities and goals; “What’s more important; your health, education and leisure or your part-time job?”

**CAREER AND TIME MANAGEMENT**

**WEEK**  
**43**  
 The Learning Curve

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

- Wellbeing Bank: to boost students’ Character Strength *Gratitude* and wellbeing element *Competencies and Passion* through engaging in learning about the world of work.
- A willingness to explore and learn about different types of jobs/careers through work experience and part-time jobs in preparation for a lifetime of employment.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through *Creating, Imagining, Innovating and Thinking Interdependently* **Habits of Mind** and the *Exploring Habits of Mind* and *Interview Panel* **Thinking Tools**.

MIDDLE STUDENT PLANNER PAGE 114

SENIOR STUDENT PLANNER PAGE 114

**PART TIME JOBS**

**Wellbeing Bank:** to boost your wellbeing element *Competencies and Passion* by learning about the world of work and interesting learning opportunities.  
**Part-time jobs** are great introductions to the world of work and interesting learning opportunities.  
**They enable you to:**  
 • take money for yourself to save and spend  
 • meet new people to build your and their wellbeing  
 • experience different types of careers and work  
 • feel a sense of satisfaction and independence  
 • build your grit and growth mindsets by focusing your energies on learning new life skills  
 • make considered decisions on Work Experience to do  
**Make sure:**  
 • the Part is not too big, no more than 10 hours weekly.  
 • you spend quality time with your family and friends  
 • you spend enough time on your learning.  
 • you use your signature strengths in your thinking.  
**Balance is the key**  
 • saving the money you need  
 • enjoying quality leisure time  
**Try to avoid late night work**  
 • very tiring and will impact on both your health and your studies.  
 When you achieve your goals money will look after itself.  
**Part-time jobs mean money in your pocket**  
 • it is very easy to forget about saving and spend your wants may become must haves  
 • develop a saving and spending plan; look at Money: Saving and Spending on websites.  
 Only have enough money in your wallet/burse to cover expenses; bank the rest  
 • your parents have done this for years, especially when you ask them for money.



**ACTIONS**

What are two things I will start doing to learn more about part-time jobs?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**VOCABULARY BUILDER**

brutality mayonnaise scent  
 exertion corridor attribute  
 appreciable dramatic foxtale

**PART TIME JOBS**

**Wellbeing Bank:** to boost your wellbeing element *Competencies and Passion* through engaging in learning about the world of work.  
**Part-time jobs** are great learning opportunities, provided the Part is not too big, no more than 10 hours weekly.  
**They are able to:**  
 • give you an outlet from study  
 • finance your without needs and wants  
 • give you a chance to meet new people  
 • assess different types of careers and work  
 • give you a sense of independence.  
**You can also devour** large slices of your time  
 • you are a full-time student; are you getting your studies sufficient time?  
 • has the extra money distorted your perspective?  
 • are you still enjoying quality leisure time?  
**Balance is the key**  
 • saving the money you need  
 • enjoying yourself while never losing sight of your goal of a fulfilling career after you leave school.  
**Try to avoid late night work**  
 • very tiring and will impact on both your health and your studies.  
 When you achieve your goals money will look after itself.  
**Part-time jobs mean money in your pocket**  
 • it is very easy to forget about saving and spend your wants may become must haves  
 • develop a saving and spending plan; look at Money: Saving and Spending on websites.  
 Only have enough money in your wallet/burse to cover expenses; bank the rest  
 • your parents have done this for years, especially when you ask them for money.



**ACTIONS!**

What two things will I start doing this week to learning about part-time jobs?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**VOCABULARY BUILDER**

benefit celestial fervour  
 discombutulated graciously  
 hardy immoral charismatic

SCHOOL DIARY EXTRACT

SCHOOL DIARY EXTRACT



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.



**DISTRACTIONS**

Getting distracted doesn't take much. A chatting passenger or a good song can easily divert your attention from the task of driving safely. As our dependency on technology increases, so does the temptation to participate in distracting activities.

It's no secret that driver distraction contributes significantly to serious road crashes. Driving is a complex task, and to anticipate and avoid hazards on the road, you need to concentrate and give it your full attention.

**DID YOU KNOW: Between 15-20% of all distractions appear to involve driver interaction with technology.**

**STATISTICS & EFFECTS OF DISTRACTIONS ON DRIVING**

It has been estimated that distraction played a role in 32% of all road crash deaths and serious injuries in Western Australia between 2005 and 2007. Approximately one third of all distractions appear to be outside-the-vehicle distractions.

Distraction appears to be largely associated with rear-end crashes, same travel-way or same direction crashes, single vehicle crashes, and crashes occurring at night.

**THE LAW**

While "distraction" is not an offence in Western Australia under the Road Traffic Act 1974 or the Road Traffic Code 2000, there are still distraction-related offences drivers may commit.

Some of these offences include:

- It is illegal to use a hand-held mobile phone while driving. Penalty is a \$400 fine and 3 demerit points.
- It is illegal to drive a motor vehicle which has a television receiver or visual display unit operating if any part of the image on the screen is visible to the driver from the normal driving position. Penalty is a \$300 fine and 3 demerit points.

While the law provides for the making and receiving of phone calls on a mobile phone while driving, there are some provisions that must be adhered to.

**MOBILE PHONES**

Collectively, a number of studies have shown that using a mobile phone while driving can:

- Impair your ability to maintain the correct lane position.
- Impair your ability to maintain an appropriate and predictable speed.
- Result in longer reaction times to detect and respond to unexpected events.
- Result in missing traffic signals.
- Reduce the functional visual field of view, which in turn, has been shown to be associated with an increase in crash involvement.
- Result in shorter following distances to vehicles in front.
- Result in accepting gaps in traffic streams that are not large enough.
- Increase your mental workload, resulting in higher levels of stress and frustration.
- Encourage you to look straight ahead rather than scanning around the road ahead.
- Reduce your awareness of what is happening around you in time and space.

As a result of these impacts on driving performance, the use of a mobile phone while driving increases the risk of being involved in a crash by up to 4 times.

The safest option is to turn your mobile phone off while driving.

**FACT: Sending a text message is even more distracting than talking on a mobile phone.**

**HOW DO I AVOID DISTRACTION?**

Do you get easily distracted? Here are some tips to help you change your ways and become a safer driver:

- Turn off your mobile phone when driving (even if it is a hands-free mobile phone).
- Adjust all vehicle controls (including the radio/CD player) before setting off.
- Turn off your MP3 player when driving.
- Take a break rather than eat, drink, smoke or groom yourself while driving.
- Don't know the route? Either you or your passenger can check a map before

starting the journey to know what lies ahead.

- Ask passengers to be quiet if you are having difficulty concentrating while driving.
- Ensure pets are properly restrained in the vehicle (e.g. using a secured carrier box or pet seat belt system).
- Recognise what makes you distracted and either avoid engaging in that activity when driving, or find a safe place to pull over and do it.
- Make sure the vehicle's windscreens and mirrors are clean and unobstructed.

**FACT SHEETS & RESEARCH**

Curtin-Monash Accident Research Centre has developed a Using Mobile Telephones while Driving fact sheet which describes the current situation in Western Australia and presents the latest evidence on the crash risk of using a mobile phone while driving. A full review of the research on in-car driver distraction has been undertaken by the Monash University Accident Research Centre.

**WORLD HEALTH ORGANISATION RESEARCH REPORT**

The World Health Organisation (WHO) has published a research report on the use of mobile phones while driving. You can download the report from the WHO website.

The Governors Highway Safety Association (GHSA) in the USA has reviewed and summarised distracted driving research available as of January 2011 to inform states and other organisations as they consider distracted driving countermeasures. The report can be downloaded from the GHSA website.

For any further information and fact sheets please go to