



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 4 Term 1 No. 5 2016

The last two weeks had an obvious highlight - the School Ball. Held on the evening of Friday, 18 March 2016 it was well supported by Year 12 students. It was a very enjoyable event.

Thanks are extended to Ms Tempone, Mr Hudson and the Prefect group who undertook the bulk of the work to ensure the evening was a great success. Most students had an official photograph taken and these will be available shortly.

The awards made at the Ball were:

- Best Suit - Martin
- Best Dress - Dimity
- Best Dancer Girl - Lily
- Best Dancer Boy - Tim
- Most Dashing - Griffin
- Most Elegant - Joanna
- Cutest Couple - Xavier and Maddy
- Beau of the Ball - Theo
- Belle of the Ball - Nikki

Mount Lawley SHS has been in operation since 1955 and has now served the local community for 61 years. It boasts an impressive alumni and connecting the alumni to the school was mainly conducted by school Chaplain, Mr Andrew Paul. Mr Warren Daniel, Class of 1965, and a long serving English teacher has accepted the opportunity to work as the Alumni Co-ordinator. He has been active in organising records and is now seeking to establish a revamped record of former students. He intends to establish a newsletter and look to ways to connect better the school and its alumni. Mr Paul intends to finish his very impressive Alumni video by completing the several years that are currently vacant.

The Round 1, 2016 OLNA series of tests in English and Mathematics has now concluded. Success in OLNA, either by passing the test or achieving Band 8 in Year 9 NAPLAN is a requirement to meet the literacy and numeracy standards of Western Australian Certificate of Education (WACE) 2016. Students in Years 10 - 12 must sit OLNA if they have yet to satisfy WACE requirements. The next opportunity, if needed, is in September.

Students must take OLNA seriously and Year 9 students should note if they gain Band 8 in NAPLAN in Numeracy, Reading and Writing, they do not need to sit OLNA. This will hopefully inspire mid-range students to reach Band 8. The school's NAPLAN preparation program, that balances preparation for the test and the curriculum, is in place in the weeks leading up to testing period in Term 2, Week 3 (commencing Tuesday, 10 May 2016). Parents of students in Years 7 and 9 have been provided with information on NAPLAN through their children. The information set outlines the details of the test. This will also be placed on the school's website.

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www.lawley.wa.edu.au
enquiries@lawley.wa.edu.au

CONGRATULATIONS



Nick 9H6, **Will 9O6**, and **Dominic 10O1** have been selected to participate in the 2016 All Nations Team and will be competing in the AFL National Diversity Championships to be held in Townsville this week. They will be one of 22 Multicultural players representing Western Australia. This is an elite athlete program for boys aged 15 years or less. This Talent Pathway may allow the boys to be selected to represent Australia in the World Team program which is a national AFL initiative.



Jett 8F3, a Triton Club member (Goalie) has been selected to represent Western Australia in the U14 National Waterpolo Championships held in Queensland.



Ethan 8H3, a Triton Club member has been selected to represent Western Australia in the U14 National Waterpolo Championships held in Queensland. After the Waterpolo Championships Ethan will compete in the National Swimming Championships held in Adelaide.

A THOUGHT

You are always a student, never a Master. You have to keep moving forward. *Conrad Hall*

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



The current Year 12 cohort is the first group to satisfy the requirements of WACE 2016. Students must complete either a university pathway or a Certificate II. In most cases, it is a very sensible course of action for a university aspirant to complete a Certificate. It gives options post-school and completing a Certificate at school is much less expensive than one as a school leaver. Fees at TAFE or private providers are much higher than for school students studying a Certificate II.

The school will present an information session on the WACE requirements - "Demystifying WACE" on the evening of Wednesday, 6 April 2016. Whilst the audience is primarily parents of Year 10 and Year 11 students, parents of younger students need to appreciate the new requirements for senior schooling.

The requirements for WACE achievement from 2016 onwards are currently:

- *Demonstrate a minimum standard of literacy and numeracy (OLNA).*
- *Complete a minimum of 20 units (10 yearlong courses) or equivalent:*
 - 10 units (5 yearlong courses must be at Year 12 level).
 - 2 completed Year 11 English units and one pair of completed Year 12 English units.
 - 1 pair of units (one yearlong course) from each of List A & List B.
- *Achieve 14 'C' grades (or equivalents) in Years 11/12 units including 6 'C' grades in Year 12 (or equivalents).*
- *Complete at least 4 Year 12 ATAR courses (not counting unacceptable combinations) or complete a Certificate II or higher qualification.*

Whilst the above summarises WACE 2016, there are a number of complexities and intricacies that parents need to be mindful of in subjects for Years 11/12. School staff are able to outline these requirements. Parents also need to be mindful that if students select a university pathway and do not succeed in Year 11, through insufficient 'C' grades, gaining secondary graduation and the Western Australian Certificate of Education is very problematic. It is for this reason, parents should listen to staff and ensure a Certificate course is selected.

Included in this newsletter is some information from School Curriculum and Standards Authority (SCSA) on the Western Australian Statement of Student Achievement. The notice will also be placed on the school's website. This is issued to Year 12 students on completion of studies. It is not the WACE but a separate statement.

This Update also contains information the Nationally Consistent Collection of Data for students with a disability. Providing this data is a requirement of the Commonwealth government, however, no personal information (student details) are provided. The collection period is in August. If your child has recently been diagnosed with a disability or diagnosis of a learning need, please advise Ms Claire Morrison so that this can be dealt with within the school and records adjusted.

On Friday, 8 April 2016, the last day of Term 1, the school will conduct the annual ANZAC Day observance. It will include a presentation by Years 7-9 Gifted and Talented students on Mount Lawley ANZACs who were killed during the war in 1915

NATIONALLY CONSISTENT COLLECTION OF DATA SCHOOL STUDENTS WITH DISABILITY

All Schools in Australia are required to participate in the Nationally Consistent Collection of Data (NCCD) on school students with disability every year.

The Data Collection is an annual count of the number of students with disability receiving educational adjustments to support their participation in education on the same basis as students without disability.

All education agencies are now required under the Australian Education Regulation 2013, to provide information on a students' level of education, disability and level of adjustment to the Australian government's Department of Education. Data is in terms of the names of children and the school de-identified prior to its transfer. Information about the different types of needs and the programs and resources the school uses to overcome barriers and support children with special educational needs will be reported.

The collection of this information from states and territories will inform future policy and program planning in relation to students with disability.

If you have any questions, please do not hesitate to contact me on 9471 0300 or the Western Australian Department of Education NCCD Helpline on 0477 741 598. <http://det.wa.edu.au/supportforschools>

and 1916. This has been a project conducted in consort with the Mount Lawley Society and the Rotary Club of Heirisson. Parents are welcome to attend the assembly.

Milton Butcher, Principal

ECONOMICS: CHOOSE YOUR PURCHASE BEFORE THEY CHOOSE YOU – FINANCIAL LITERACY AT MLSHS!

The Year 10s had an insightful and a very entertaining financial literacy session conducted by Start Smart, sponsored by the Commonwealth Bank.

Ms. Lulame Azele from Start Smart conducted highly interactive workshop challenges students to ask 'why?' before they buy. By exploring the sometimes overwhelming influences that affect their decisions as consumers, students are equipped with practical spending strategies to help save money. Smart Spending inspires students to make responsible and discerning personal financial decisions. The students enjoyed the hour-long sessions and participated wholeheartedly. Hopefully, this will make them a smart consumer and curb impulse buying.

Ms Sunila Singh





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

WEEK 9 – PLANNING & TIMELINES

Wellbeing Element: Skills & Achievement

Character Strength: Perseverance

**Wellbeing Fitness Challenges: Years 7-9 – Values Living 10-12
– Brain Stretch**

Students' Personal Timetables serve the purpose of

- organising their time to do what they have to do
- but they also need to learn how they are going to organise that time to complete what they have to do
- learning how to plan and set timelines is the growth mindset they need to overcome these challenges

Students need to set timelines for tasks such as:

- completing unfinished learning from the school day.
- practising further subject material to reinforce and consolidate the concepts in their minds. (If they can do it at home on their own, then they know it.)
- connecting with and applying new knowledge learned to new situations.
- revising what they have learnt in order to store it in their long term memory tanks to retrieve later for exams/ tests and other situations.
- reviewing notes from class in a structured manner; timelines are a must here.
- going off on tangents which interest them and investigating new possibilities to explore and experiment with.
- reading, researching, evaluating, reflecting, thinking and imagining. Being able to plan and set timelines to accomplish what they set out to do.
- broadens and engages their attention by connecting them with themselves and the moment.
- reduces anxious feelings.

"People with purpose create their own lives."

Michael Morgan

WEEK 9		PLANNING AND TIMELINES	
MIDDLE STUDENT PLANNER	PAGE 40	SENIOR STUDENT PLANNER	PAGE 40
PLANNING AND TIMELINES My Wellbeing Bank: Boost Skills and Achievement by planning and setting timelines well. Completing assignments on time doesn't just happen, it needs focused planning. You need to plan timelines to prepare drafts. Drafting improves what you do; teachers can see your thinking developing. Planning Timelines: Day 1: record due dates on a Year Planner and in your phone. Micro, within 2 days – ENGAGE • how does it connect with what you already know? • brainstorm possible ideas/resources with family and friends. Mini, within 3 days – EXPLORE • plan your research strategy • locate references/resources. Short, within 5 days – EXPLAIN • collect information under main points • develop sentences and paragraphs using "Paragraph Building: TEEL" from Thinking Tools Always first draft. Medium, within 7 days – ELABORATE • ask your teacher for feedback • analyse comments to improve phrasing/vocabulary. Long, within 9 days – EVALUATE • discuss interpretations with family/ friends • complete final. Mark timeline stages in different colours on your Year Planner.		PLANNING AND TIMELINES My Wellbeing Bank: Advance Skills and Achievement through effectively planning and setting timelines. Planning and timelines are process goals to accomplish what you set out to do. When teachers set deadlines for submitting your work: • you can develop your thoughts through a series of drafts. Drafting is a process which authenticates your work. Planning Timelines: Day 1: record due dates on Year Planner and in phone. Micro, within 2 days – ENGAGE • how does it connect with what you already know? • brainstorm possible ideas/ resources with family/friends • obtain a copy of Assessment Criteria from your teacher. Mini, within 3 days – EXPLORE • plan your research strategy • locate references/ resources and begin your research. Short, within 5 days – EXPLAIN • collect information and arrange under main points • develop sentences and then paragraphs using "Paragraph Building: TEEL" from Thinking Tools on the website Always first draft. Medium, within 7 days – ELABORATE • ask your teacher for feedback on first draft • analyse comments to improve phrasing/vocabulary. Long, within 9 days – EVALUATE • discuss interpretations with family/friends • evaluate any feedback and complete final. Colour timeline stages in different colours on your Year Planner; adjust the stages according to the timetable.	
ACTIONS What are two things I will start doing to plan and set timelines? 1. 2.		ACTIONS What are two things I will start doing to improve my focus on planning and timelines? 1. 2.	
MINIFULNESS ACTIVITY: 9. Birds. Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.		MINIFULNESS ACTIVITY: 9. Birds. Walk outside and spend five minutes counting as many birds as you can and how many different types you can identify.	
RESILIENCE PULPER 9. Describe a time when you saw one of your friends upset. How did they express their feelings to you verbally and what did the emotions and body language tell you about how they felt? What did you say to help them sort through their emotions and find a solution?		RESILIENCE PULPER 9. Achieving your goals requires you using positive self-talk to maintain your focus to keep lifting your efforts to overcome challenges. Positive self-talk is continually encouraging yourself to push on to learn what you need to learn. Read page 36 in your planner/wellbeing journal and describe five memory coding techniques you will use to embed learning in your memory.	
WELLBEING TIP: What are the five most important values in your life? Write them down and live by them.		WELLBEING TIP: What are the five most important values in your life? Write them down and live by them.	
WHAT WENT WELL THIS WEEK AND WHY? 1. 2. 3.		WHAT WENT WELL THIS WEEK AND WHY? 1. 2. 3.	
Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5		Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5	

WEEK 10 – FAMILY TEAMWORK

Wellbeing Element – Relationship and Optimism

Character Strength – Love

**Wellbeing Fitness Challenges: Years 7-9 – Strengths Spotting-
Years 10-12 – Bright & Light**

When students enjoy transparent, honest and caring relationships with their families, they are

- happy in themselves and approach what they do positively
- in a position to make the most of family teamwork

Well functioning families look for what they are doing well

- a great exercise for families is for its members to do the free Character Strengths Survey at www.viacharacter.org
- then each member will know their top strengths
- and conversations can be about how they can use their strengths to achieve what they set out to

Receiving and accepting feedback from family on how they are travelling

- enables students self-assess and then set self-expectations to live by
- they need regular developmental, non judgemental feedback.

The adolescent brain is a turbulent place, with the good decision making centre, the Pre-frontal Cortex, not completely wired up as such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them. This often leads to any feedback to be seen by them as criticism.

The key is to treat all of their activities equally; an over emphasis on school fires the turbulence in their brains up, discuss how they can use their individual strengths overcomes this.

"All for one and one for all."

Alexandre Dumas

WEEK 10		FAMILY TEAMWORK	
MIDDLE STUDENT PLANNER	PAGE 42	SENIOR STUDENT PLANNER	PAGE 42
FAMILY TEAMWORK My Wellbeing Bank: Increase Relationships and Optimism by building positive family relationships. Positively focused families look for what is right about what they are doing. They have growth mindsets. Teamwork is: • putting others before yourself; they matter • leaving both in each other • giving and receiving feedback to make a positive difference to the team. Daily positive conversations focus families on the bright side of life. Aim for five positives for every negative, such as "we are always here for you", "do you need support?" Sometimes you may think your family: • don't understand and put pressure on you • question your commitment to school. Lighten up; they only want to help you. A Personal Timetable on the fridge builds teamwork. Include your family in home learning; their vocabulary and understanding is often better than yours. Use family teamwork to your advantage to: • listen to your ideas and concerns • provide feedback, support and advice • share highlights and lowlights.		FAMILY TEAMWORK My Wellbeing Bank: Boost Relationships and Optimism through developing positive family relationships. For any family team to be successful, their first thought must be to look for what is right about what they are doing? What does teamwork look like? • putting others in the team before yourself; giving • having total faith and confidence in each other • accepting constructive advice and acting on it. To maintain focus on the bright side of life, families need a constant stream of positive conversations daily: • aim for five positive comments for every negative one • such as "we are always here for you" and "would a discussion help you?" Sometimes your family may: • irritate you because you think they are interfering and don't understand the demands on you • prompt your conscience about your commitment, "Are you really giving study your best shot?" Lighten up; their only motivation is to see you be successful • use your top five strengths to focus your efforts • a copy of your Personal Timetable on the fridge will invite them to be a part of your efforts • include them in your drafting ; their vocabulary and understanding of issues are valuable. Use your family as a huge advantage to listen to your ideas and concerns, suggest alternative approaches, assist you to maintain your focus and share your highlights and lowlights.	
ACTIONS What are two things I will start doing to develop positive family teamwork? 1. 2.		ACTIONS What are two things I will start doing to develop positive family teamwork? 1. 2.	
MINIFULNESS ACTIVITY: 10. 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.		MINIFULNESS ACTIVITY: 10. 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.	
RESILIENCE PULPER 10. After completing the VIA Character Strengths survey at www.viacharacter.org , list your top five strengths, which are called your signature strengths. Name another three Character Strengths you would like to develop and why.		RESILIENCE PULPER 10. From the website use the Time Understandings Thinking Tool for three days to investigate where you use your time for the areas described in the tool. Any things surprise you as time-wasters? And if so, what could you do to reduce them? Read page 28.	
WELLBEING TIP: Try to not only "do the right thing" but also "do the thing right".		WELLBEING TIP: Try to not only "do the right thing" but also "do the thing right".	
WHAT WENT WELL THIS WEEK AND WHY? 1. 2. 3.		WHAT WENT WELL THIS WEEK AND WHY? 1. 2. 3.	
Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5		Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5	



FOLLOW THE DREAM: PARTNERSHIP FOR SUCCESS. MOUNT LAWLEY OUTREACH PROGRAM

ECU/WAAPA EXCURSION Wednesday March 23

The first excursion for the Follow the Dream Outreach program 2016 was ECU and WAAPA Mount Lawley. 19 students from 9 schools attended this excursion to experience the Mt Lawley campus and all it has to offer.

Dr Noel Nannup welcomed us to Country and spoke to us later in the day of the Noongar heritage, spirits and the atrocities that occurred to Aboriginal people on Rottnest Island in past times. Several of these students will be heading to Rottnest Island on a Cultural camp at the beginning of the school holidays so it was important for to have an understanding of this. As the day progressed, we learnt about the courses offered at ECU, the support structures through Kurongkurl Katitjin and we experienced first hand the Aboriginal theatre course at WAAPA, with a little help from past FTD student Demi Bennett. All in all a great day giving the students plenty to think about.



INTERSCHOOL SWIMMING AWARDS



*Interschool Swimming Team Captains,
Suci & Nicholas.*

The school won the Interschool Swimming Meritorious Shield for the first time this award is calculated on the size of the school divided by the number of swimming points gained.



Our school Interschool Swimming Champions & Runner's Up.
CHAMPIONS: Y7 Pavel, Y8 Ethan, Y11 Phoebe.
RUNNER'S-UP: Y8 Imogen, Y9 Lou-Ellen, Y10 Kiah(absent), Y12 Nicholas.

COMMUNITY NOTICES

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

DIANELLA WHITE EAGLES SOCCER CLUB.

Our club ground is Dianella Reserve 3A located at cnr Morley & Alexander Drv.

Since your school is located so close to our ground we would like to notify your students, that our club is seeking several players for our Junior Boys U15 and U16 teams. We have place for goalkeepers for both teams.

Our teams are playing in Football West DIV 2 league and both teams are coached by highly qualified UEFA-A licence coach.

We appreciate very much if you pass this information to your students who were born between 2000 and 2003 and would like to join and play soccer.

Interested students could send email to: whiteeagleswa@hotmail.com or contact Voyo, Junior Teams Manager, on mobile: 0450 019 775 or email: vojimir.raovic@bigpond.com

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WASSA WHAT YOU NEED TO KNOW

What is the Western Australian Statement of Student Achievement?

The Western Australian Statement of Student Achievement, also known as the WASSA, is issued to all Year 12 students at the completion of their secondary schooling.

The WASSA provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

What is included on the WASSA?

The WASSA formally records what a student has completed during their senior secondary schooling:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units
- school grades and school marks in General and Foundation units
- completed Preliminary units
- completed VET Industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

How is the WASSA different from the Western Australian Certificate of Education?

The WACE is the certificate students receive when they meet the specified requirements. The requirements mean students need to:

- Complete at least 20 units (or equivalents) including:
 - a minimum of 10 Year 12 units
 - at least one pair of units from a Year 12 List A course and one pair of units from a Year 12 List B course
 - a minimum of four Year 12 ATAR courses including the external examination (i.e. be eligible for an ATAR) or a Certificate II or higher
 - two Year 11 English units and a pair of Year 12 English unit.
- Achieve a minimum of 14 C grades in Year 11 and Year 12 units (or equivalents) **including** at least 6 C grades in Year 12 units (or equivalents)
- Demonstrate a minimum literacy and numeracy standard.

The WASSA shows what students have achieved in order to meet the requirements of the WACE. For students who have not yet completed the requirements of the WACE, the WASSA shows their progress.

How can students use the WASSA?

The WASSA is like the academic transcript students receive from universities and training providers. Students can use the detail in the WASSA to support their applications for employment, further education and training. Even if the WACE has not yet been achieved, the WASSA provides a statement that indicates how well students are prepared for further study, training and employment. It can be added to over a student's lifetime.

As a snapshot of a student's endeavours, the WASSA illustrates the level of study that has been attempted, performance in that study and the student's exposure to a variety of courses and extra-curricular experiences. It gives a sense of the student's performance and engagement at school. This is a record that may be enriched by the comments provided on the student's school reports.

How can employers, training organisations and higher education providers use the WASSA?

The WASSA is the document, which at the completion of a student's schooling sets out the areas of study, marks and grades a student has achieved as well as the breadth of their schooling including extra-curricular activities. These are important factors for consideration by employers when students submit job applications and for education providers when considering background requirements for course applications.



KEEP UP-TO-DATE

Subscribe to our **11to12 Circular** via the homepage of our website at www.scsa.wa.edu.au

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

Alay In The Life of a Murdoch University Student

➤ Year 11 & 12 program: 21 April 2016

➤ 9.00am - 3.30pm

➤ Murdoch University, South Street campus

Register at experience.murdoch.edu.au

Do you want to experience what it's like to be a Murdoch University student?

If you're a high school student in Years 11 or 12, come along and explore our campus, meet our academics, find out about our courses and learn about our entry pathways.

Throughout the day, you will experience everything Murdoch has to offer – from our industry standard facilities to campus life, while also attending classes of your choice to work on practical activities.

You can choose from the following classes:

- Animal Science
- Biomedical Science
- Chiropractic Science
- Criminology
- Engineering
- Environmental Science
- Forensic Science
- Games Art and Design
- Information Technology
- Law
- Philosophy
- Photography
- Physics
- Sport and Health Science
- Web Communication

Spots are limited, so sign up for your classes now to secure your preference.

For more information and to register visit www.experience.murdoch.edu.au

Contact

1300 MURDOCH (1300 687 3624)
engage@murdoch.edu.au

Think Murdoch

CITY OF VINCENT CELEBRATES

NATIONAL

Youth Week

9-17 APRIL 2016

SATURDAY 9
APRIL

SCOOTER COMP
12PM - 4PM
LEEDERVILLE SKATE PARK

SATURDAY 9
APRIL

PHOTOGRAPHY
WORKSHOP
12PM - 3PM
HO LEEDERVILLE

SUNDAY 10
APRIL

TIE DYING
12PM - 4PM
OXFORD ST RESERVE,
LEEDERVILLE

SUNDAY 10
APRIL

PHOTOGRAPHY
WORKSHOP
12PM - 3PM
HO LEEDERVILLE

THURSDAY 14
APRIL

FULL SKATE COMP!
11AM - 5PM
LEEDERVILLE SKATEPARK

FRIDAY 15
APRIL

YOUTH WEEK OHING
LIVE MUSIC, URBAN ART,
GAME OF SKATE AND MORE!
4PM - 10PM
HO LEEDERVILLE

FRIDAY 15-22
APRIL

WELCOME TO MY
WORLD EXHIBITION
9AM - 5PM WEEKDAYS
HO LEEDERVILLE

SATURDAY 16
APRIL

BREAKDANCING
WORKSHOP
2.30PM - 5PM
OXFORD ST RESERVE,
LEEDERVILLE

SATURDAY 16-29
APRIL

PHOTOGRAPHY
EXHIBITION
8AM - 5PM WEEKDAYS
CITY OF VINCENT LIBRARY

SUNDAY 17
APRIL

HUMAN FOOTBALL
12AM - 4PM
OXFORD ST RESERVE,
LEEDERVILLE

CHECK VINCENT.WA.GOV.AU/YOUTHEVENTS FOR MORE INFORMATION

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YOSEIKAN-RYU KARATE

HOUSE OF HONESTY AND EDUCATION



ADVANTAGES

- ✓ DISCIPLINE
- ✓ FUN
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- ✓ SOCIAL SKILLS
- ✓ CONCENTRATION
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ENROL NOW

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Anita

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Contact Branco Bratich (Chief Instructor, 8th Dan) 9401 3163 or visit www.yoseikan-ryu.net for other Yoseikan School locations