



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 9 Term 2 No. 4 2016

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Western Australia 6050 ABN 47 842 936 866

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The annual Lawley Art Auction was conducted on Saturday, 18 June 2016. It was an absolute success in terms of art-ist support, sponsor commitment and community engagement. Whilst the final result is still to be determined, it has raised over \$25,000 to support the school's Music and SVAPA programs.

The success of the auction is a tribute to the hard work, dedication and commitment of the parent organising committee. Comprised of volunteers and chaired by parent Patricia Kritas, the committee can take great credit for the result.

The committee was also well supported by many volunteers who made a tremendous contribution. A number of Music students performed, SVAPA students assisted and a number of Arts staff members supported the event. Thanks to all volunteers, staff and students who contributed to the success of the event.

The Year 10 to Year 11 subject selection is underway. Parents of Year 10 students were invited to a presentation on Year 11 and the options for students. Broadly, students must either complete a Certificate II or an ATAR program (minimum of four examination courses).

For many ATAR focused students, we also recommend a Certificate II as it leads to better options after school. Families have also had individual appointments with a staff member and are now finalising subject choices.

Year 10 students are provided with recommendations for subjects. These are based on performance in Year 10. If students are struggling to succeed in Year 10, longitudinal data is clear that students are unlikely to succeed in Year 12. It is for this reason, seeking to ensure students are placed on a suitable pathway, that we make recommendations. I would ask that parents consider this prior to seeking for their child to study subjects that they are not recommended.

Last week the school acknowledged Languages in the Language Week Expo. On Thursday, 23 June 2016, Korean was featured. The Korean Tourist authority, the Korean Cultural Centre and Korean Education Centre sponsored "Ride the Korean Wave" where Middle School students experienced a range of cultural activities from music (K-Pop), martial arts, dance and music. The event commenced at the Middle School assembly and then saw students participate in a series of workshops. Food was also featured.

The next day saw Japanese, French, Italian and Chinese celebrated through a range of cultural activities. Food, a sig-

### CONGRATULATIONS



**Jess 11M1**

Congratulations to Jess for being selected to represent Australia in the World Frisbee championships in Poland later this year.



**Sophie 7M1**

Sophie has been selected to represent Western Australian in the 2016 12s Hockey Team. The team will be competing at the School Sport Australia National Championships in Cairns, Queensland from 30 July to 6 August 2016.



**Izabella 9H5**

It was announced this week that Izabella has been selected as a finalist in the prestigious 2016 Shaun Tan Award for Young Artists. This year the City of Subiaco received almost 1400 entries from across the state. Congratulations on an outstanding effort.

### EVENTS CALENDAR

1 July	End of Term.
18 and 19 July	School Development Days - Staff only.
20 July	Students start Term 3. Coffee Club 8:45am, Dee Kaf.
21 July	Uniform Shop Sales 8:00am to 11:30am
27 July	Languages Parent Support Group Meeting 7:30pm, Main Administration Building.
28 July	Music Support Committee Meeting 7pm, Music Building. Enter Learoyd St.
15 August	School Board Meeting 5:50pm, Main Administration Building.
22 August	P & C Meeting 7:30pm, Main Administration Building

### A THOUGHT

Whenever the people are well-informed, they can be trusted with their own government. **Thomas Jefferson**

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)



nificant cultural pointer, was also a welcomed part of the day. Thanks to the school's Parent Language Support Group for assistance both personally from members and volunteers and financial support.

Both of these days reinforced to students the place of Languages within the school. With five languages, Mount Lawley SHS offers choice matched by few schools. Languages remains the flagship program of the school.

A further example of the importance of languages was when the school was asked to represent the City of Perth and Western Australia in Chengdu, China at the sister city commemorations. Ten Year 10 and Year 11 students attended. All reported that it was a fabulous experience and they gained immensely from staying with a Chinese family and being able to converse in Mandarin and experiencing the Chinese way of life.

Following the examination period, the annual Chill Out for Year 12 students was held. There were a range of activities offered and all were designed to assist students manage the stressors of Year 12 and primarily, external assessment. Thanks to Student Services and the Health Committee that planned Chill Out.

The Music camp has taken place and it was very well attended by the school's many music students. Here, they were able to spend quality time in ensembles and rehearse pieces that will make up the year's concert program. Thanks to the school's teachers and staff from the School of Instrumental Music that made it such a "hit".

The fruits of the music camp were showcased at the first concert of the year on Friday, 24 June 2016 when a range of ensembles performed to packed houses. The quality of playing was first class with a wide ranging repertoire. The ability to use the venue at WAAPA is very much appreciated. Thanks also to the staff and parent volunteers that made such a contribution to a highly successful event.

Year 11 student, Jess, has been selected to represent Australia in the World Frisbee championships in Poland later this year. To support her fundraising campaign students in Senior School conducted a sausage sizzle. Thanks to the help from Mr Manno and the Dee Kaf, she raised some \$300 to assist with expenses. Best wishes are extended to her.

The school conducts an Interact Club (the junior arm of Rotary International). Interact members support a range of projects and following presentations from Mr Peter Durrant of Container for Timor, the club donated \$300 to assist with the significant shipping costs. Mr John Schnaars of Honouring Indigenous Wargraves explained to members the work he does in recognising Indigenous veterans. Later this year, he is installing a memorial in Bruce Rock and Interact was proud to support his good work.

Thursday, 30 June 2016 was the second parent/teacher meeting of the year. Thanks to the parents who attended and discussed the progress of their children with staff.

This marks the last Update prior to the Term 2 holidays. All students and families are wished a relaxing break. School resumes for students on Wednesday, 20 July 2016. The Monday and Tuesday of that week are authorised School Development Days.

**Milton Butcher, Principal**

## SCHOOL BAGS



*At the start of the year and again as a result of the matter being raised at the P&C, teachers in the Middle School have addressed the issue of heavy school bags. Teachers have raised what students should bring each day in terms of one file only and one only plastic folder. They have also canvassed other ways to reduce weight, such as bringing an empty water bottle and filling it at school. Measures to reduce what text books need to be taken will also be considered by the Middle School leadership group.*

## Another great success for the Lawley Art Auction





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

**WEEK 16 – BELONGING AND CONNECTED**

**Wellbeing Element: Relationships & Optimism**

**Character Strength: Prudence**

**Wellbeing Fitness Challenges: Years 7-9 – Emotion Spotting  
10-12 – Give to Live**

The single biggest influence on people being happy in themselves is to have a strong feeling of social connectedness; they belong. While these connections should start with family and then extend to school and the community, in the 21st century this is not always the case. Building students' Relationships and Optimism element of wellbeing through frequent little positive actions is the key to them looking to the future with hope.

These actions include welcoming gestures, smiles, hellos, pats on the back, friendly texts, saying thank you and sorry, asking how they are feeling, giving compliments, doing five minute mindfulness activities several times daily, doing selfless acts of kindness, sharing their strengths to help someone overcome a challenge, choosing two positive personal descriptors to live by each week, spotting different ways of thinking in themselves and others, monitoring their and others' emotions, using assertive language when they need to, recognising when they need to seek help and many other simple little positives.

It's all about broadening both their and our attention with now and ourselves. This is essentially about instilling in the school community's members a belief that they and others matter and we all should striving, thriving and flourishing.

**"Judge a man by his questions rather than by his answers."**

Voltaire

WEEK 16  BELONGING AND CONNECTED / SOCIAL CONNECTEDNESS	
<p><b>MIDDLE STUDENT PLANNER</b> PAGE 56</p> <p><b>BELONGING AND CONNECTED</b></p> <p><b>My Wellbeing Bank:</b> Strengthen Relationships and Optimism by building positive relationships</p> <p>Feeling that you are <b>socially</b> connected is the single most influential factor in you being happy. It makes a lot of sense to invest your efforts heavily in building your relationships and this releases pleasure inducing chemicals into your bloodstream, which immediately reduce anxiety. It develops positive emotions in you which broaden your attention to think creatively and flexibly, which are growth mindsets and in turn builds your engagement, your mindfulness.</p> <p>When you are <b>happy</b>:</p> <ul style="list-style-type: none"> <li>• you are healthier and experience less anxiety</li> <li>• you are more likely to achieve what you set out to do</li> <li>• your positive attitude is contagious for those around you</li> <li>• it rubs off to make them feel happier too</li> <li>• you show <b>gratitude</b> to others for their efforts</li> <li>• they feel that they matter and are appreciated.</li> </ul> <p>Neuroscience has discovered that we have <b>mirror</b> neurons. They copy the feelings, expressions and actions of others around us. When someone smiles at you, it is almost impossible not to smile back.</p> <p>Unfortunately the opposite is also true; they copy negative feelings, expressions and actions.</p> <p><b>Connect</b> with optimistic, happy and thankful people.</p> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to strengthen my feelings of being socially connected?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>16. Being Playful.</b> Look around the class and think of at least ten funny things that could happen in the class without putting anyone down.</p> <p><b>RESILIENCE BUILDER</b></p> <p><b>16.</b> Think of a famous person (e.g. actor, musician, sports person, media personality) in the public eye. Describe what you think are their personal Character Strengths and how have those strengths helped them to be successful in their life/career. Are there any other Character Strengths that you feel they would benefit from developing?</p> <p><b>WELLBEING TIP:</b></p> <p>A cool down after exercise is as important as a warm up before exercise.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength <b>Prudence</b> www.viacharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5</p>	<p><b>SENIOR STUDENT PLANNER</b> PAGE 56</p> <p><b>SOCIAL CONNECTEDNESS</b></p> <p><b>My Wellbeing Bank:</b> Strengthen Relationships and Optimism through building positive relationships</p> <p>Feeling that you are <b>socially</b> connected is the single most influential factor in you being happy. It makes a lot of sense to invest your efforts heavily in building your relationships and this releases pleasure inducing chemicals into your bloodstream, which immediately reduce anxiety. It develops positive emotions in you which broaden your attention to think creatively and flexibly, which are growth mindsets and in turn builds your engagement, your mindfulness.</p> <p>When you are <b>happy</b>:</p> <ul style="list-style-type: none"> <li>• you are healthier</li> <li>• you are more likely to achieve what you set out to do</li> <li>• experience less depressive feelings</li> <li>• your positive attitude is contagious for those around you</li> <li>• the ripple effect from you makes others happier.</li> </ul> <p>When you show <b>gratitude</b> to other people for their efforts:</p> <ul style="list-style-type: none"> <li>• it ignites an upward spiral of relationship growth</li> <li>• they feel that they matter and are appreciated.</li> </ul> <p>Neuroscience has discovered that we have <b>mirror</b> neurons:</p> <ul style="list-style-type: none"> <li>• they sense and copy the feelings, expressions and actions of others around us</li> <li>• have you ever found that when someone smiles at you, it is almost impossible not to smile back at them</li> <li>• unfortunately the opposite is also true; they mimic negative feelings, expressions and actions</li> <li>• connect socially with optimistic, happy and thankful people and avoid pessimistic thinkers.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to increase my feelings of being socially connected?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>16. Being Playful.</b> Look around the class and think of at least ten funny things that could happen in the class without putting anyone down.</p> <p><b>RESILIENCE BUILDER</b></p> <p><b>16.</b> With two friends, brainstorm ten things you should do during your holiday breaks. You can use the CAP: Consider All Possibilities Thinking Tool to assist you. Read Holidays on page 116 for ideas.</p> <p><b>WELLBEING TIP:</b></p> <p>A cool down after exercise is as important as a warm up before exercise.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength <b>Prudence</b> www.viacharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5</p>

**WEEK 17 – RESEARCHING**

**Wellbeing Element – Skills and Achievement**

**Character Strength – Spirituality**

**Wellbeing Fitness Challenges: Years 7-9 – You Matter  
10-12 – Move More**

The main thing students will be doing in their lives in the 21st century is learning. Combine this with them being electronically connected 24/7 to a many others, and we have a situation where they seldom slow down enough to be in the moment to think hard about what they looking at.

Teaching students to follow a research process enables them to slow down and think hard about each step they are doing. To support this process even further we can ask them to identify and describe how they are thinking using Habits of Mind. Also using the brain pathway building structure and prompting questions of the Thinking Tools, we can slow and deepen their thinking even more.

Adopting these approaches cultivates effective research habits which include

- *knowing what to do when they don't know what to do.*
- *relate to how it connects to their world.*
- *identify and find the information they need to address it.*
- *plan a timeline to solve it.*
- *analyse their findings and look for bias, patterns, inference and implied messages.*
- *present what they learned with clarity and precision.*
- *evaluate their thoughts and make sense of them in relation to their world.*
- *make forecasts and predictions from their findings.*

**If we knew what it was we were doing,  
it would not be called research, would it?"**

Albert Einstein

WEEK 17  RESEARCHING	
<p><b>MIDDLE STUDENT PLANNER</b> PAGE 58</p> <p><b>RESEARCHING</b></p> <p><b>My Wellbeing Bank:</b> Strengthen Skills and Achievement by developing my researching capabilities.</p> <p>Having a set process to follow when <b>researching</b>:</p> <ul style="list-style-type: none"> <li>• builds strong pathways in your brain</li> <li>• enables you to make sensible research conclusions.</li> </ul> <p>An effective process for researching is:</p> <p><b>Defining:</b></p> <ul style="list-style-type: none"> <li>• describing the topic and aims in your own words</li> <li>• breaking it up into smaller pieces</li> <li>• setting timelines on your forward planner/phone for data collection, analysis, drafting, final report.</li> </ul> <p><b>Locating:</b></p> <ul style="list-style-type: none"> <li>• finding sources of information</li> <li>• asking library teachers and using the internet.</li> </ul> <p><b>Selecting:</b></p> <ul style="list-style-type: none"> <li>• gathering data efficiently</li> <li>• checking its accuracy</li> </ul> <p><b>Organising:</b></p> <ul style="list-style-type: none"> <li>• putting gathered information under main points</li> <li>• arriving at an overall judgement.</li> </ul> <p><b>Presenting:</b></p> <ul style="list-style-type: none"> <li>• writing a draft and seeking teacher/family feedback</li> <li>• using feedback in your final report</li> <li>• including resources and used in a <b>Bibliography</b>.</li> </ul> <p><b>Evaluating:</b></p> <ul style="list-style-type: none"> <li>• reflecting and identifying stages that require improvement</li> <li>• looking at what thinking tools would be best to use.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to improve the way I research?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>17. Doing Nothing.</b> Lie on your back with your hands under your head and concentrate on doing absolutely nothing for at least five minutes. You can only do nothing.</p> <p><b>RESILIENCE BUILDER</b></p> <p><b>17.</b> Behaving ethically means considering your actions. Are they fair to others? Safe? Legal? Do your actions make you feel better afterwards? Do they reflect your values and character strengths? Describe a time you behaved ethically.</p> <p><b>WELLBEING TIP:</b></p> <p>To build energy for life reduce sugar and caffeine intake; energy thieves.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength <b>Spirituality</b> www.viacharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5</p>	<p><b>SENIOR STUDENT PLANNER</b> PAGE 58</p> <p><b>RESEARCHING</b></p> <p><b>My Wellbeing Bank:</b> Add to Skills and Achievement by developing my researching capabilities.</p> <p>A logical <b>research</b> process to follow builds strong brain pathways and enhances your research outcomes.</p> <p><b>Defining:</b> identify topic</p> <ul style="list-style-type: none"> <li>• describe it and your research aims in your words</li> <li>• divide the investigation into smaller pieces</li> <li>• develop an order to follow.</li> </ul> <p><b>Locating:</b> establish resources</p> <ul style="list-style-type: none"> <li>• access the internet, books and library</li> <li>• be aware of the currency of sources you access.</li> </ul> <p><b>Selecting:</b> collect data</p> <ul style="list-style-type: none"> <li>• identify most suitable method of gathering information</li> <li>• be aware to check the accuracy of web data</li> <li>• set timelines for data collection, analysis, drafting and completion of final report</li> <li>• record these dates on your year planner and in your phone.</li> </ul> <p><b>Organising:</b> analyse data</p> <ul style="list-style-type: none"> <li>• interpret gathered information</li> <li>• is there bias, prejudice, inferences or hidden messages?</li> <li>• synthesise the components into a coherent unit.</li> </ul> <p><b>Presenting:</b> prepare a report</p> <ul style="list-style-type: none"> <li>• write a draft and seek feedback from teachers and family</li> <li>• assess feedback and incorporate relevant points in your report</li> <li>• you will be assessed on your conclusions, analysis, commentary, arguments and interpretations, NOT on your summarising ability.</li> </ul> <p><b>Evaluating:</b> assess the process and findings</p> <ul style="list-style-type: none"> <li>• identify stages that require improvement</li> <li>• how well was the topic addressed.</li> </ul> <p><b>ACTIONS</b></p> <p>What are two things I will start doing to improve the way I research?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> <p><b>MINDFULNESS ACTIVITY:</b></p> <p><b>17. Doing Nothing.</b> Lie on your back with your hands under your head and concentrate on doing absolutely nothing for at least five minutes. You can only do nothing.</p> <p><b>RESILIENCE BUILDER</b></p> <p><b>17.</b> Compile a "Things to do" list containing "Must do's" and "Should do's" every night for five school days in a row. Use your top five strengths to make it work. Was it an effective strategy and why? Describe how you can build this strategy as a growth mindset habit.</p> <p><b>WELLBEING TIP:</b></p> <p>To build energy for life reduce sugar and caffeine intake; energy thieves.</p> <p><b>WHAT WENT WELL THIS WEEK AND WHY?</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Character Strength <b>Spirituality</b> www.viacharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5</p>





## From the Principal:

All schools in Australia, including Independent and Catholic schools, will participate in the Nationally Consistent Collection of Data 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 Department of Education. Data will continue to be de-identified prior to its transfer and no student's identity will be provided to the Australian Government Department of Education.

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 Mr Milton Butcher on 08 9471 0300 or the Western Australian Department of Education NCCD Helpline on 0477 741 598.



<http://det.wa.edu.au/supportforschools>

## Going to Uni for the first time in 2017?



Ian McClelland Memorial

## Scholarship available.

Applications are invited from eligible students in the local district attending university for the first time in 2017.

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.

**Bendigo Bank**  
Bigger than a bank.

[bendigobank.com.au/scholarships2017](http://bendigobank.com.au/scholarships2017)

Ian McClelland Memorial

## 2017 Scholarship.

Going to Uni in 2017,  
but struggling to pay?



### Scholarship Snapshot

<b>Overview</b>	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.
<b>Faculty</b>	All
<b>Study area</b>	All
<b>Scholarship type</b>	Need-based, Merit-based
<b>Year of study</b>	First year undergraduate degree
<b>Duration</b>	One year initially but may be awarded for up to two years (dependent upon academic performance)
<b>Intention of Scholarship</b>	Study related expenses including accommodation and course costs, study related materials/equipment, text books, tutoring and/or educational-related travel (within Australia)
<b>Award Value</b>	\$5,000 (per annum) per student
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>To be eligible the student must meet the following criteria: <ul style="list-style-type: none"> <li>must reside in and/or attend secondary school in the City of Bayswater</li> <li>must be an Australian citizen or permanent resident</li> <li>must be a first-time, first-year undergraduate in 2017 (first attendance at an Australian University)</li> <li>must be studying a full-time degree at an Australian university or college (if study must take place within Australia)</li> <li>must have graduated from secondary school in either 2016 or in 2015 (took a gap year)</li> <li>should be able to demonstrate community involvement</li> <li>should be able to demonstrate the challenges (financial and/or social) which are hampering the student's ability to undertake further study</li> <li>should be academically motivated</li> </ul> </li> </ul>
<b>Nationality</b>	Australian citizen or permanent resident
<b>Application dates</b>	OPEN: 1 December 2016 CLOSE: 27 January 2017
<b>How to apply</b>	Register your interest from 1 June 2016. Please visit <a href="http://www.bendigobank.com.au/scholarships2017">www.bendigobank.com.au/scholarships2017</a> for more information. Applications are invited from 1 December 2016.
<b>Criteria</b>	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"> <li>Academic achievement</li> <li>Financial and/or social challenges</li> <li>Evidence of leadership and citizenship within their communities</li> </ul>
<b>Further information</b>	The website will contain full information from 1 December 2016. 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.

**Bendigo Bank**  
Bigger than a bank.

Community Enterprise Foundation™



PROUDLY SUPPORTING  
**Starlight**  
children's foundation

# Kids WONDERLAND™

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Unlimited RIDES!

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TO SUNDAY 10<sup>TH</sup> JULY

Kids \$27.50 +BF  
Adults \$15 +BF

FOR unlimited RIDES  
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+ FREE SIDESHOW GAME  
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biggest BIG TOP!

10+ RIDES  
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Buy Tickets: [WWW.KIDSWONDERLAND.COM.AU](http://WWW.KIDSWONDERLAND.COM.AU)

Your 10% DISCOUNT School Coupon Code is: **4038**

Below are the steps in order to gain the discount:

1. Head to [www.kidswonderland.com.au](http://www.kidswonderland.com.au)
2. Click 'Buy Tickets'
3. Choose your Date, then Preferred Session Time
4. Choose the Number of Adult or Child tickets under Option 1
5. Click 'Get Tickets'
6. Under 'Have a Coupon' enter: 4038

## RYDE REGIONAL YOUTH DRIVER EDUCATION PROGRAM

### Who?

If you're aged 16 to 25, and are finding it hard to get experience behind the wheel, RYDE might be for you

The RYDE Program helps those who may be experiencing barriers to completing their compulsory log book hours

This could be because you may not have access to a suitable vehicle or someone with 4 years experience to accompany you

### What?

The RYDE program links Learner Drivers with Volunteer Mentors to undertake 90 minute 'experience' sessions

These sessions aim to provide novice drivers with 'on road' experience after they have undertaken enough formal lessons with a Driving School to be considered safe behind the wheel

### Where?

Mentor sessions start and finish at Bassendean Memorial Library

It's easily accessible with only a 2 minute walk from Bassendean Train Station

### Cost?

Each 90 minute driving session requires a small administrative fee of \$15. This fee is paid during the online booking process

### Providers?

Contact your closest RYDE Provider to get involved with the Program. They can be found at: [www.ryde.org.au](http://www.ryde.org.au)



## ACADEMIC ASSOCIATES

### 2016 School Holidays ATAR Revision Courses at UWA

Academic Associates UWA Revision Courses offer Year 12 students the opportunity to benefit from intense revision and preparation for ATAR exams in an effective and time efficient manner.

**Make success a reality**

#### Course Details

The complete course in each subject is \$300. This includes all materials and GST. Each course is run over five days, 2 hours each day, a total of 10 hours.



#### Early Bird Offer

Book online at [www.academicassociates.com.au](http://www.academicassociates.com.au) before June 13, 2016 and receive one FREE Weekend Tuition Help session valued at \$42.00

#### Why choose us?

- ✓ You will revise course content and better understand your subject. Prepare for your exams with an exclusive workbook and learn to maximise exam performance.
- ✓ Learn in a small group environment and receive personal help.
- ✓ The presenters are very experienced ATAR subject teachers with excellent communication skills and ATAR examination experience.

#### 2016 JULY ATAR REVISION TIMETABLE

UWA Business School, Crawley. Week 2 School Holidays, Monday July 11 - Friday July 15 2016			
8.30am - 10.30am	10.40am - 12.40pm	1.20pm - 3.20pm	3.30pm - 5.30pm
Economics Yr 12 ATAR	English Yr 12 ATAR	Chemistry Yr 12 ATAR	Chemistry Yr 12 ATAR
English Yr 12 ATAR	Maths Methods Yr 12 ATAR	Human Biology Yr 12 ATAR	Geography Yr 12 ATAR
Maths Applications Yr 12 ATAR	Modern History Yr 12 ATAR	Literature Yr 12 ATAR	Human Biology Yr 12 ATAR
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