



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 10 Term 3 No. 1 2016

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Welcome back to Term 3. It is the final term for Year 12 students and for students in Year 7 and Year 9, NAPLAN results will be released.

Attendance remains a school priority with the goal to achieve a 90% rate of each year group. Thus far in 2016, this has been met, however, two groups only just. Year 11 girls and Year 12 girls sit at 91% and parents are asked to assist in encouraging attendance. Time in class does matter.

There have been some challenges with a new software tool within the SMS notice advising parents that students are not at school. It does not convey the complete picture, such as a student was late, however, is now at school. Staff are working to improve this aspect of operations.

Some parents have queried why they received information on disability reporting. The Commonwealth government has defined disability to include conditions such as asthma and anaphylaxis. If parents do not wish to see their child included in this reporting requirement, please advise.

Parents of Year 12 students who are enrolled in an ATAR course pair of units are reminded that students are required to sit the ATAR course examination. There are both written and practical examinations for some ATAR courses.

If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the grades for the pair of units completed in that year will not contribute to the calculation of the Western Australian Certificate of Education (WACE) achievement standard, but they will still count in the breadth-and-depth requirement. In addition, a student may not meet the requirements to receive a WACE or achieve the best ATAR that they would desire.

Year 12 students must either be completing an ATAR or Certificate II pathway. For many ATAR bound students, completing a Certificate II provides a safety net, especially given that an ATAR of 70 is now the minimum requirement to enter a university course directly. Universities often offer alternative pathways and families are encouraged to consider these options if a student does not gain a suitable ATAR.

CONGRATULATIONS



Aaron 9H6

Aaron has been selected for the Western Australian State Ice Hockey Team competing in the National 15 years and under Championships held in Newcastle, NSW. Congratulations Aaron.



Anjali 9M5

Anjali has been selected for the State U15 Badminton Team. The team will be travelling to Darwin at the end of September for the Val Nesbitt Trophy. Congratulations Anjali.



Catilin 9O6, Megan 9F6, and Jasmine 9F6



have been selected to compete in the National Under 15s Girls Lacrosse tournament, in Adelaide during the October holidays. Congratulations to the girls who started playing Lacrosse this year.

STOP PRESS

Past Student **Alice Ingley**, selected for Australian Olympic Archery Team for Rio Olympic Games
See page four for further details

EVENTS CALENDAR

1 August	Year 9 Parent Information Evening 7pm ECU Mt Lawley Lecture Theatre 3, Building 17, Room 157
3 August	Coffee Club 8.45am D Cafe SVAPA Parent Support Group 7pm
9 August	Year 8 Sports Carnival
10 August	Whole School Assembly, Honours Society
15 August	School Board Meeting 5:50pm, Main Administration Building.
17 August	Coffee Club 8.45am D Cafe
22 August	P & C Meeting 7:30pm, Main Administration Building

A THOUGHT

Education is learning what you didn't even know
you didn't know. **Daniel Boorstin**

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



Parents are also reminded that all public universities are offering early placement in Engineering courses, however, an offer will be withdrawn if all conditions for entry, such as ATAR and pre-requisites, are not met. Information on applying has been made available to interested students and this has also been advertised. Applications are made through the TISC website. Congratulations are also extended to former Year 11 student, Shannon Berry for gaining a starring role in the Australian series, "Offspring". Shannon entered the school as a SVAPA student and she has used her talents, no doubt sharpened by the program, to good effect. Best wishes are extended to her for a very successful career as an actor.

For Semester 2, there have been some changes to the school's leadership team and these are listed:

- Deputy Middle School - Peter Sharrett
- Student Service Middle School - Alex Nichols.

Ms Julie Simon remains Senior School Deputy and Mr Mike Camilleri in the operations portfolio. For the first half of the term, Ms Louise Chapman will act as the Languages Level 3. Ms Lynne Noack returns as Level 3, HASS.

The Australian Bureau of Statistics that manages the Census has asked schools to assist with information on the event. The ABS has also provided some educational materials for school use. The Census is to be conducted on the evening of Tuesday, 9 August 2016. There is no scheduled school activity that will mean students overnighing in a non-home location.

In the next few weeks, several key events are to take place. Year 9 students commence subject selections for Year 10. There will be a parent meeting on Monday, 1 August 2016. Information has been sent home to parents. On Wednesday, 10 August 2016, the Honours Society will be held. During this assembly a number of students will receive awards. The school's symphony orchestra will play and the highlight will be the induction of high achieving Year 12 students into the Honours Society. This is a significant academic honour and one the inductees will have earned.

Towards the middle of the term, the last series of OLNA testing for 2016 is scheduled. This commences on Monday, 29 August 2016. Passing OLNA is crucial to achieve the Western Australian Certificates of Education as it provides the literacy and numeracy component of graduation. OLNA must be completed by all students who do not achieve a Band 8 in NAPLAN in Year 9. Once the OLNA test in the three areas of Numeracy, Writing and Reading has been satisfied, there is no need to sit the test again. The last opportunity for Year 12 students yet to pass OLNA is the one upcoming. The school provides support and revision seminars for students needing to complete OLNA across Years 10 – 12. This is outlined in the next section. Best wishes are extended to all students needing to complete OLNA, especially the Year 12 group.

Milton Butcher, Principal

OLNA HELP FOR SENIOR SCHOOL STUDENTS



The school is offering assistance to those students who were not successful at achieving Category 3 in Round One 2016.

When is the help available?

Reading:

Before school in SS 7 on a Thursday morning from 8 – 8.30 am.

Writing:

After school in the library on a Tuesday afternoon from 3.00 – 4.00 pm.

Mathematics:

Wednesday Period 5 (SS finishes period 4) in Library Seminar room – Year 11 OLNA support

Wednesday 3 to 4pm Year 10 OLNA and general maths support in room 1.3 community 1.

Thursday 3 to 4pm OLNA support Year 9 building – all year groups

When does Round Two start?

Round Two begins on 29th August and runs until the 9th September.

What is OLNA and how does it affect graduation?

To achieve the Western Australian Certificate of Education (WACE) from 2016, students will need to demonstrate a minimum standard of literacy and numeracy. These are the skills regarded as essential to meet the demands of everyday life and work. For example, it would be expected that a young person leaving school can write a good job application, read and follow instructions and complete the sorts of maths adults encounter all the time when shopping or balancing the family budget.

There are two ways students can demonstrate the minimum standard:

- *prequalification through the Year 9 National Assessment Program Literacy and Numeracy (NAPLAN), or*
- *performance in the Online Literacy and Numeracy Assessment (OLNA).*

Students who achieve Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component. They are not required to sit the corresponding OLNA component, e.g. if a student achieves Band 8 or higher in reading in their Year 9 NAPLAN they will not need to sit the reading component of the OLNA. The OLNA is an online assessment.

Who should I contact if I have questions about OLNA literacy? If you are the parent/guardian of a Year 10, 11 or 12 student who has not achieved Category 3 in Reading or Writing and want to know more please begin contact by sending an email to: bette.parker@lawley.wa.edu.au
Who should I contact if I have questions about OLNA Mathematics/Numeracy?

Please contact: Kevin.Fletcher@lawley.wa.edu.au

See opposite page for Online Information from SCSA



OLNA Information for students

Western Australian Certificate of Education | Online Literacy and Numeracy Assessment

ASSESSMENT	Reading	Writing	Numeracy
CLASS/GROUP:			
DATE/TIME:			
LOCATION:			
ASSESSMENT URL:	https://assess.scsa.wa.edu.au/		
PRACTICE/EXAMPLE TESTS LOGIN	URL: same as above. Username: 4-digit school code Password: prac14		

Permissible and non-permissible items	<p>You may take only a pen, pencil and eraser into the assessment. You will be given a sheet of working out/planning paper for each component. Subject to the approval of the coordinator, you may complete the assessment using an iPad or Android tablet.</p> <p>The following items are not permitted in the examination room:</p> <ul style="list-style-type: none"> mobile phones, Bluetooth/wireless/web-enabled devices, photographic or audio devices, headphones, calculators, dictionaries, thesauruses or notes
Assessment details:	<p>There are three assessment components:</p> <ul style="list-style-type: none"> reading (45 multiple-choice items to be completed in 50 minutes) writing (an extended response of up to 600 words to be completed in 60 minutes) numeracy (45 multiple-choice items to be completed in 50 minutes). <p>Before the assessment, your school must provide you with an opportunity to become familiar with the test website functionality and the types of questions you can expect by either sitting the Example test and/or Practice test.</p>
On assessment day:	<ol style="list-style-type: none"> The supervisor will provide you with your username and password to log in to the assessment. When all students are ready at their devices and the supervisor asks you to enter the test website URL link you should do so. Log in when the supervisor tells you to start. Let the supervisor know immediately if you have any problems logging in. The supervisor will help you once all other students have started the assessment. Your time to complete the assessment will not be affected. You will be asked to accept the <i>Student agreement</i> before starting the assessment. Read the <i>Student agreement</i> carefully. You must not access another website or other software. If you attempt to access any unauthorised information or engage in any other form of cheating, such as using notes, calculators or a smart phone, your actions will be reported to the School Curriculum and Standards Authority for investigation. This may result in the cancellation of your result in that component. Your usage of the internet or other applications will be monitored. Complete the assessment, making sure you read all instructions carefully. Do not press 'Submit' until you have completed the assessment. If you do press 'Submit' before you finish the assessment, you will not be able to return to the assessment website. If you do this by mistake, advise the supervisor immediately. Do your best. Raise your hand to ask questions. If you finish the assessment early, you must not disrupt other students or visit other websites. If you have any problems with how the test website works or when trying to submit the test raise your hand and wait for the supervisor.
Results:	Your results will be available to your school on 24 October 2016.



OUR PAST STUDENT ALICE INGLEY OFF TO THE RIO OLYMPICS

Alice Ingley will fulfil her childhood Olympic dream after her selection on the 2016 Australian Olympic Team for the Rio Olympic Games. Alice first started in archery when she was 12 years old. Her brothers and fathers were involved in the sport at the time. As a student at Mount Lawley Senior High when she was fifteen, Alice earned a scholarship at the Australian Institute of Sport, where she was based for two and a half years. Alice competes in club competitions for the Yokine Archery Club, where she trains with her older brother, Callum Ingley, also a past student of Mount Lawley Senior High School.



The 2007 Australian Junior National Championships was Alice's first national competition. 2009 was a busy year, during which Alice accomplished several things in the sport. Her first international competition was the 2009 World Cup 2 in Turkey. That year, Alice also earned three Australian Youth Olympic titles. She finished second at the 2009 Australian Senior National Championships. 2010 was another busy year, which included a first place finish at the 2010 Australian Junior National Championships, where Alice led the field by 155 points. She participated in the Youth Olympics in Singapore, Australia's only female archer at the Games. Alice was eliminated in the quarter-final round of the individual women's recurve event, finishing ninth overall. In the mixed team event, Alice and teammate Ben Nott finished fifth, she was then named to the Australian archery team for the 2010 Commonwealth Games.

Alice competed in several events in 2011, including the Chinese hosted World University Games and the World Archery Youth Championships in Poland. In September 2011, Alice was named to the Australian archery shadow Olympic team, attended a national team training camp in Canberra in September 2011 and then went to London in October 2011 for the Olympic test event at Lord's Cricket Ground. Alice made the podium at the Oceania Olympic Qualifying competition in January 2012. At the 2012 national championships in the team recurve event, Alice was part of Archery Western Australia's team. In the team target part, she had a score of 2,548. At the 2012 National Target Archery Championships, she finished second as a member of AWA. In March at the 2012 Olympic Games Nomination Shoot Results, Alice finished second with a score of 2548. After winning the Australian Open in 2014 Alice had a break from the sport to rest and treat an on-going shoulder injury that had been troubling her since late 2010. She peaked during the Rio Team selection camps in Australia and won the 2016 Australian Open to earn nomination to the Australian Olympic Committee by the Archery Australia selectors. Now at 23, Alice decided to quit her job in February and self-funded a move to Brisbane to train with the national squad. Alice's selection follows that of the three men - Alec Potts, Ryan Tyack and Taylor Worth – to join the Archery Section for Rio Olympic Games 2016. Archery will be the second sport to get underway at the Games and before the Opening Ceremony, so watch out for our past student Alice, our School's best wishes for a most successful game.





MOUNT LAWLEY GOING STRONG IN MOCK TRIALS

This year Mt Lawley SHS has had three teams competing in the Law Society of Western Australia's Mock Trial Competition. With 120 teams from over 40 schools the standards are as high as ever. All teams have now finished the non-elimination rounds. This year, Chaz from the Class of 2015 has been coaching the teams. Thompson Downey Cooper's lawyer Rhirne Bruce returned for a fourth year to give generously of her time to lead the coaching effort and Ms Galavan has been the teacher coordinator.



Team 1, the 11/12s, Shaun, Sophia, Lulu, Johnny, Penny, Jack, Olivia T and Olivia W, have had a fantastic run and won all three trials against Perth College, St Hilda's and Willetton SHS. All members have shown huge development in their skills and understanding and have received praise from the judges for their wonderful etiquette.

Team 2 comprising Lauren, Davis, Kimberly, Oscar, Jean, Anja, Alyssa and Isabel have also had an outstanding series of trials, especially as this is their first year in the competition. They have had big margin wins in all three of their trials against Perth College, St Hilda's and Mandurah Baptist College. If they make it through to the final 16 teams they have the skills and teamwork to go far!

Team 3's members Thomas, Jason, Andy, Jasnoor, Yasmin, Liam and Teri (TJ) have also experienced success, winning two of their three trials against Tranby College and St Hilda's (twice). This group put in long hours of preparation and deserve to feel very proud of the way they represented the school.

"Mock trials has been a wonderful experience to hone our analytical, confidence and public speaking skills. It has especially been exhilarating to apply those skills in actual court case proceedings and to see our hard work pay off." -Jason

The teams will find out soon if they will progress to the elimination rounds and can try to emulate the success of previous years Mt Lawley teams; Grand Finalist runners up 2015 and winners of 2014 and 2013. We congratulate them on their efforts so far and wish them every success for the future.

Ms Siobhan Galavan

YEAR 7/8 INTERSCHOOL NETBALL FINAL

On Friday 24th June, Mount Lawley took on John Forrest in the Year 7/8 Interschool Netball final held after school at John Forrest Senior High School. The constant determination and hard work put in by all saw the girls take a strong lead from the start of the game. With a 27-14 win over John Forrest, Mount Lawley will now play in the Netball Carnival held at Fremantle Netball Association next term.

Congratulations to all Year 7/8's involved!

Ms Tina Deegan



HAVE YOU UPLOADED OUR NEW SCHOOL PHONE APP



Instruction sheet included
in your reporting pack, also is located on our
school website.

*Click on the Lawley Homepage on the web
On the right hand side of the screen
is a photo of our new phone app,
click on this photo
and it will take you to the information page
where you can click on the right app for you.*



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

WEEK 18 – REPORTING ON RESEARCH

Wellbeing Element: Skills and Achievement

Character Strength: Love of Learning

**Wellbeing Fitness Challenges: Years 7-9 – Discovery Learning,
Years 10-12 – Adventure Eat**

Encouraging students to follow their curiosity, experiment with and question their learning will assist them

- to develop positive resilient, resourceful and reflective lifelong learning habits
- also teaching them how to communicate their learning following a report process slows them down to think hard about what they found.
- doing this will cultivate creative and critical thinking capabilities in them

To clearly and meaningfully communicate to others what they have learnt and how it relates to their worlds

- the thinking habit Communicating with Clarity and Precision comes alive here
- they should tap into their dominant Multiple Intelligences on how they wish to present their investigation and findings
- some such activities may include oral presentations, idea maps, thinking tools such as the Five E's of Learning, role plays, essays, power point presentations, posters, poems, blogs, songs or a combination of them.
- The main thing is to present what they have learnt and conclusions they made in a clear and efficient manner.

There is considerable discussion about differentiation, ie, personalising teaching for our students

- this should also apply to how they present their learning
- students and teachers are finding that the variety of structures the different Thinking Tools offer effectively enables this.

**"Be like a postage stamp,
stick to one thing until you get there."
Voltaire**

WEEK 18 REPORTING ON RESEARCH	
MIDDLE STUDENT PLANNER PAGE 60	SENIOR STUDENT PLANNER PAGE 60
<p>REPORTING ON RESEARCH</p> <p>My Wellbeing Bank: Build Skills and Achievement by improving the way I report on my research.</p> <p>After researching a topic you need to report on:</p> <ul style="list-style-type: none"> • what you discovered, your conclusions • any predictions you can make • further research on the topic you may suggest. <p>The following process is dependable.</p> <p>Aim:</p> <ul style="list-style-type: none"> • describe the topic in your own words • state your research aims and your approach. <p>Solution and Justification:</p> <ul style="list-style-type: none"> • justify each of your steps you used • discuss solutions that worked and did not work. <p>Conclusion:</p> <ul style="list-style-type: none"> • link solutions to your research aims • further issues to consider? <p>Evaluation:</p> <ul style="list-style-type: none"> • reflect on your solution; reasonable? • any predictions or implications? • further investigation required? <p>References:</p> <ul style="list-style-type: none"> • list assisting people, materials used. <p>Appendix:</p> <ul style="list-style-type: none"> • list much of your working here. <p>Bibliography:</p> <ul style="list-style-type: none"> • list all sources of information used • look at Bibliography (refer to index). 	<p>REPORTING ON RESEARCH</p> <p>My Wellbeing Bank: Build Skills and Achievement through developing the way I report on my research.</p> <p>A Research Report is assessed on its quality of information and depth of discussion, balanced conclusions, recommendations, predictions and stylish presentation.</p> <p>Reporting on research should follow a logical step by step process. A suggested sequence is:</p> <p>Cover Page: containing</p> <ul style="list-style-type: none"> • title of the report • your name, student number and school. <p>Contents Page: containing</p> <ul style="list-style-type: none"> • an accurate guide to contents of your report • a list of tables, diagrams and graphs. <p>Abstract: a brief summary of your report, containing</p> <ul style="list-style-type: none"> • an introduction/forward • methods used including Thinking Tools from the website • outcomes, recommendations and predictions. <p>References: mentioning and thanking individuals, groups and organisations who assisted you.</p> <p>Main Body of Report: The most important part of your report, containing</p> <ul style="list-style-type: none"> • an introduction/forward • methodology: how you went about it • analysis, discussion and evaluation • results, findings and conclusion. <p>Bibliography: containing</p> <ul style="list-style-type: none"> • a list of reference sources used (refer to index). <p>Appendices: containing</p> <ul style="list-style-type: none"> • information that is relevant to your report but not important enough to include in Main Body • each appendix should be labelled and numbered.
<p>ACTIONS</p> <p>What are two things I will start doing to develop the way I report on my research?</p> <p>1. _____</p> <p>2. _____</p>	<p>ACTIONS</p> <p>What are two things I will start doing to develop the way I report on my research?</p> <p>1. _____</p> <p>2. _____</p>
<p>MINIFULNESS ACTIVITY:</p> <p>18. Forgiving. For at least five minutes think about someone who has done something wrong by you, and focus on forgiving them for what they have done and letting go of your grudges.</p>	<p>MINIFULNESS ACTIVITY:</p> <p>18. Forgiving. For at least five minutes think about someone who has done something wrong by you, and focus on forgiving them for what they have done and letting go of your grudges.</p>
<p>RESILIENCE PUZZLER</p> <p>18. An ethical dilemma is when you have two choices and acting on one of those choices would make you feel you had done something unethical and wrong. For example, to keep the confidence of your friend you have to mislead your teacher. Describe an ethical dilemma you have had.</p>	<p>RESILIENCE PUZZLER</p> <p>18. Optimistic thinkers look for what is right in what they are doing to inspire themselves to generate and seek new strategies to try and persist with to overcome challenges. They use positive self-talk. Describe three times you have changed your thinking and approaches to overcome a challenge or setback; how did you feel?</p>
<p>WELLBEING TIP:</p> <p>Try mountain bike riding; a great workout in the outdoors and plenty of fun.</p>	<p>WELLBEING TIP:</p> <p>Try mountain bike riding; a great workout in the outdoors and plenty of fun.</p>
<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Character Strength Love of Learning www.viacharacter.org</p>	<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Character Strength Love of Learning www.viacharacter.org</p>
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 19 – EMOTIONAL WELLBEING

Wellbeing Element – Strengths and Emotions

Character Strength – Hope

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

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.
- indentify 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 19 EMOTIONAL WELLBEING	
MIDDLE STUDENT PLANNER PAGE 62	SENIOR STUDENT PLANNER PAGE 62
<p>EMOTIONAL WELLBEING</p> <p>My Wellbeing Bank: Develop Strengths and Emotions by learning about and understanding my emotions.</p> <p>Your emotional wellbeing is healthy when you:</p> <ul style="list-style-type: none"> • understand and are in charge of your emotions • feel happy in yourself • can recognise different body language for different emotions • are aware when your emotions are strengthening, e.g. sad to depressed to depressed • are confident to overcome challenges. <p>From the List of Emotions on page 156 select five:</p> <ul style="list-style-type: none"> • positive emotions that you enjoy feeling • negative emotions that you don't enjoy feeling • do acts of kindness for others <p>What body language do you show for each emotion?</p> <p>To build your emotional wellbeing:</p> <ul style="list-style-type: none"> • look at life through your top five strengths • look for what is right in what you are doing • write down three good things that happen every day • do acts of kindness for others • because they matter • regularly use positive self-talk • ask for help when you need it • when things don't work, lift your efforts by trying new approaches <p>Your happiness is a work in progress.</p>	<p>EMOTIONAL WELLBEING</p> <p>My Wellbeing Bank: Develop Strengths and Emotions through learning about my emotions.</p> <p>Your emotional wellbeing is your capacity to:</p> <ul style="list-style-type: none"> • master your emotions in your everyday life • feel happy and secure in yourself • understand why you use different body language for different emotions • realise when the intensity of your emotions is strengthening, e.g. feeling left out > lonely > rejected > abandoned • handle mixed emotions, eg. feeling excited by an activity but scared of hurting yourself. <p>A healthy state of emotional wellbeing:</p> <ul style="list-style-type: none"> • builds personal and social capabilities • develops the building blocks of resilience, self-awareness, self-management, social awareness and social management • enables you to positively cope with stress • will see you enjoy stable mental health. <p>To strengthen your emotional wellbeing:</p> <ul style="list-style-type: none"> • use your top five strengths in your every thought, word and action • look for what is right in what you are doing • be grateful – write down three good things that happen every day • look out for opportunities to do acts of kindness for others • use positive self-talk to focus on achieving your goals • use assertive language in difficult situations • ask for help when you need it • lift your efforts to try new approaches when things don't work. <p>Happiness is a work ethic to experience positive emotions.</p>
<p>ACTIONS</p> <p>What are two things I will start doing to focus on my emotional wellbeing?</p> <p>1. _____</p> <p>2. _____</p>	<p>ACTIONS</p> <p>What are two things I will start doing to build my emotional wellbeing?</p> <p>1. _____</p> <p>2. _____</p>
<p>MINIFULNESS ACTIVITY:</p> <p>19. Rocks and Shells. Go to the beach or outside and collect 30 many different shaped shells and rocks as you can for five minutes. Come back inside and study the differences and similarities.</p>	<p>MINIFULNESS ACTIVITY:</p> <p>19. Rocks and Shells. Go to the beach or outside and collect 30 many different shaped shells and rocks as you can for five minutes. Come back inside and study the differences and similarities.</p>
<p>RESILIENCE PUZZLER</p> <p>19. Select the 'Positives, Negatives, Effects, Decision' Thinking Tool from the website to analyse the following ethical dilemmas: A friend confides in you that she is self-harming and makes you promise to keep it a secret. You are worried about her; do you break your promise and tell a trusted adult or say nothing?</p>	<p>RESILIENCE PUZZLER</p> <p>19. Negative thinkers look for what is wrong in what they are doing and with a fixed mindset keep doing the same things and eventually give up. Try using negative self-talk. Describe a time you have been in this position and how did it feel? What are two things you could have done to turn the situation around?</p>
<p>WELLBEING TIP:</p> <p>Don't fight tiredness; a 10 minute power nap does wonders.</p>	<p>WELLBEING TIP:</p> <p>Don't fight tiredness; a 10 minute power nap does wonders.</p>
<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Character Strength Hope www.viacharacter.org</p>	<p>WHAT WENT WELL THIS WEEK AND WHY?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Character Strength Hope www.viacharacter.org</p>
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Parent Newsletter Article SUPPORTING SCHOOL DIARY, With the DIARY EXTRACT FOR THE WEEK

Funded by School P & C. Source : The Learning Curve

WEEK 20 – BULLYING: NO WAY!

Wellbeing Element: *Strengths and Emotions*

Character Strength: *Fairness*

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

Bullying is a severe form of harassment that occurs when someone, or a group of people, have power over a student and deliberately upset or hurt him/her, damage his/her property, reputation or social acceptance more than once. The student's inner self has been hurt and may experience and feel:

- *Anxious – when will it happen again?*
- *Powerless – there's nothing I can do?*
- *Angry – it's not my fault, why me?*
- *Frustrated – this is consuming me!*
- *Embarrassed – are other students watching and what do they think?*
- *Helpless – no one understands what I'm going through!*

Bullying is unacceptable in any shape or form and students must be empowered to speak up until they are heard and action is taken by responsible adults to address the issue.

- *21st century students craving for peer esteem and acceptance often are blockers for them to report bullying.*
- *they desperately don't want to lose connections to their group and may see speaking up against as threatening this.*
- *the bully must have this power taken away forever and be counselled on appropriate ways in which to treat others.*
- *teaching students how to use their strengths to be assertive to overcome bullying needs to be a key strategy*

“I've got two reasons for my success;
I'm standing on both of them.”

Betty Grable

WEEK 21 – REDUCING STRESS/ TENSE FEELINGS

Wellbeing Element – *Strengths and Emotions*

Character Strength – *Perspective*

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

There will be times in all students' school careers where they experience stress and tense feelings.

- *recognising early warning signals enables parents and teachers to intervene to support them*
- *conversations around creating and actioning positive coping strategies to reduce anxiety are effective reducers*
- *asking them what things they can start doing for their family of top strengths is a proactive approach*

Triggers which may become stressors include:

- *heavy study and learning workload*
- *overly high expectations of themselves and from others*
- *striving to be “too” perfect and obsessed with detail*
- *lacking organisational skills*
- *peer group problems and pressure*
- *social networking harassment*

While these situations are undesirable, the reality is that they will occur from time to time

- *the key is not letting them intensify into stronger emotions and more serious mental health issues*

the most effective way to build students' social-emotional resilience is to teach them how to develop their own positive self-calming strategies; see Why Self-Calming Strategies? (refer to index)

Stress Warning Signals fall into three main categories:

- *physical – trembling, headaches, skin disorders, dizziness, stomach aches, tiredness.*
- *emotional – anxiety, temperamental, lack of interest, loss of self esteem.*
- *behavioural – disturbed sleeping patterns, forgetfulness, abnormal eating habits, withdrawal, easily distracted.*

“One may have good eyes yet see nothing.”

Saying

WEEK 20 BULLYING: NO WAY!	
MIDDLE STUDENT PLANNER PAGE 64	SENIOR STUDENT PLANNER PAGE 64
<p>BULLYING: NO WAY!</p> <p>My Wellbeing Bank: Develop <i>Strengths and Emotions</i> by increasing my resilience to bullying.</p> <p>Bullying is a severe form of harassment. It cannot be tolerated in any shape or form. It must be addressed directly; it will not just go away.</p> <p>You have the right to feel good about yourself. If bullied:</p> <ul style="list-style-type: none"> • speak up immediately if you are bullied or • see someone else being bullied • keep speaking up until something is done about it • let the perpetrator know very clearly that it's not on • use confident body language, look the bully in the eye • firmly tell him/her to stop • don't make a joke of it; it's not • if electronically, don't reply, save the message to show a trusted adult <p>Bullying can be:</p> <ul style="list-style-type: none"> • verbal: teasing, rumours and name calling • physical: pushing you around, touching you • electronic: unwise messages • sexual: unwanted affection and rude comments • written: unacceptable notes or graffiti. <p>STOP BULLYING</p> <p>ACTIONS</p> <p>What are two things I will start doing to increase my resilience to bullying?</p> <ol style="list-style-type: none"> 1. 2. <p>MINIFULNESS ACTIVITY:</p> <p>20. Forgive Myself. Think about something you did or did not do, or said or did not say, that you were upset with yourself for. Spend at least five minutes forgiving yourself and making it right for yourself.</p> <p>RESILIENCE BUILDER</p> <p>20. With a friend discuss what you think would be the ideal top five strengths of an effective and inspiring leader in the community and your reasons for choosing each of them.</p> <p>WELLBEING TIP:</p> <p>Listen to your favourite music on an iPod while exercising; benefits your performance.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Fairness</p> <p>www.viaccharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR, to 5 GREAT 1 2 3 4 5</p>	<p>BULLYING: NO WAY!</p> <p>My Wellbeing Bank: Add to <i>Strengths and Emotions</i> through developing my resilience to bullying.</p> <p>Bullying is a severe form of harassment. If you are a victim speak up and keep speaking up till your parents and teachers listen and act. If you see another student being bullied also speak up.</p> <p>Bullying must have their feeling of power over you and others taken away forever. Don't blame yourself; it's the bully's problem totally. Bullying can be beaten when you, your parents and teachers work together.</p> <p>If bullied in person:</p> <ul style="list-style-type: none"> • use assertive body language to look the bully in the eye; use your top five strengths • firmly tell him/her to stop • don't make a joke of it; it's not • leave immediately to tell a trusted adult. <p>If you are bullied electronically:</p> <ul style="list-style-type: none"> • don't reply and save the message for parents and teachers • block the number or address • report and delete them as a friend on Facebook <p>Your inner has been hurt and you may feel:</p> <ul style="list-style-type: none"> • anxious, helpless and powerless • angry, frustrated and embarrassed. <p>When reporting bullying:</p> <ul style="list-style-type: none"> • be confident and describe what occurred accurately • who was the bully and who was with him/her? • when and how often has he/she bullied you? • who was with you when it occurred? • have you done anything about it? <p>Look at "Help Contacts" for more support.</p> <p>stop</p> <p>ACTIONS</p> <p>What are two things I will start doing to increase my resilience to bullying?</p> <ol style="list-style-type: none"> 1. 2. <p>MINIFULNESS ACTIVITY:</p> <p>20. Forgive Myself. Think about something you did or did not do, or said or did not say, that you were upset with yourself for. Spend at least five minutes forgiving yourself and making it right for yourself.</p> <p>RESILIENCE BUILDER</p> <p>20. Logical self-talk is when you talk yourself through each of the steps you need to take to accomplish what you set out to do. With a friend describe three situations where logical self-talk would really benefit your progress. For one of them define each of the steps.</p> <p>WELLBEING TIP:</p> <p>Listen to your favourite music on an iPod while exercising; benefits your performance.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Fairness</p> <p>www.viaccharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR, to 5 GREAT 1 2 3 4 5</p>


WEEK 21 REDUCING TENSE FEELINGS / REDUCING STRESS	
MIDDLE STUDENT PLANNER PAGE 66	SENIOR STUDENT PLANNER PAGE 66
<p>REDUCING TENSE FEELINGS</p> <p>My Wellbeing Bank: Build <i>Strengths and Emotions</i> by doing the right thing and doing the thing right, to reduce tense feelings.</p> <p>Feeling tense at times is a natural part of life. It happens when negative emotions strengthen. If not acted on it may affect your wellbeing. Use your five top strengths to overcome these feelings.</p> <p>Be in charge of your emotions by:</p> <ul style="list-style-type: none"> • Sleeping well <ul style="list-style-type: none"> • minimum of 9 hours • phone off at 8:00pm • Eating well <ul style="list-style-type: none"> • healthy diet: reducing sugar, salt and fat • good breakfast: it's a meal not a snack. • Being organised <ul style="list-style-type: none"> • plan and prioritise daily and weekly • stick to your Personal Timetable. • Exercising regularly <ul style="list-style-type: none"> • 30 hour everyday • tones your body and mind. • Learning to relax <ul style="list-style-type: none"> • reduce electronic leisure activities • celebrate achievements with friends and family. <p>Sharing problems</p> <ul style="list-style-type: none"> • seek help when you need it and listen • accept advice; even if it's what you don't want to hear. <p>ACTIONS</p> <p>What are two things I will start doing to raise my wellbeing by reducing tense feelings?</p> <ol style="list-style-type: none"> 1. 2. <p>MINIFULNESS ACTIVITY:</p> <p>21. Others' Delight. Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.</p> <p>RESILIENCE BUILDER</p> <p>21. Your personal attributes (such as determination), talents and top five strengths, equip you with the social capability to thrive, strive and flourish in society. Describe how you can use them together to overcome the challenge of being left out of your friendship group at lunchtime.</p> <p>WELLBEING TIP:</p> <p>Remember no one else makes you angry; you do it to yourself. Be self aware.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Perspective</p> <p>www.viaccharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR, to 5 GREAT 1 2 3 4 5</p>	<p>REDUCING STRESS</p> <p>My Wellbeing Bank: Build <i>Strengths and Emotions</i> through developing my mental resilience.</p> <p>As a senior student you will find yourself in situations which create stressful feelings. They are natural parts of life. Ignoring stress may see it develop into more serious mental health disorders.</p> <p>Use your top five strengths to:</p> <ul style="list-style-type: none"> • not self-blame and think it is your fault • not to be in denial and think it will go away • seek help and talk to a trusted adult • practise what you will say when you ask. <p>There are two types of stress –</p> <ul style="list-style-type: none"> • Positive Stress or eustress, which: • supports your emotional wellbeing • creates positive emotions to look for what is right • supplies the energy you need to study and enjoy life • is commonly called being "psyched" or "pumped up". • Negative Stress or distress, which: • is the source of anxiety and depression • creates negative emotions to look for what is wrong • drains enthusiasm and emotional energy • raises self-doubts about coping. <p>Distress signals fall into three categories, which when combined, severely affect your state of wellbeing.</p> <p>Physical: Trembling, dizziness/headaches, skin disorders, pounding heart, breathlessness, stomach aches, tiredness.</p> <p>Emotional: Anxiety, depression, being temperamental, panic, lack of interest/boredom, loss of self-esteem.</p> <p>Behavioural: Disturbed sleeping patterns, frequent distraction, forgetfulness, abnormal eating habits, withdrawal.</p> <p>The key is to act immediately!</p> <p>ACTIONS</p> <p>What are two things I will start doing to increase my capability to reduce stress?</p> <ol style="list-style-type: none"> 1. 2. <p>MINIFULNESS ACTIVITY:</p> <p>21. Others' Delight. Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.</p> <p>RESILIENCE BUILDER</p> <p>21. Read the focuses from pages 96, 100, 102, 104 & 106 to gain an idea of positive and logical self-talk you can use to be your best in exams/assessment. Describe five things you will start doing.</p> <p>WELLBEING TIP:</p> <p>Remember no one else makes you angry; you do it to yourself. Be self aware.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Perspective</p> <p>www.viaccharacter.org</p> <p>Kate your wellbeing this week: 1 FAIR, to 5 GREAT 1 2 3 4 5</p>



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.

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

2017 Scholarship.


Going to Uni in 2017, 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 and books, tuition and/or educational related travel (within Australia)
Award Value	\$5,000 (per annum) per student
Eligibility	<p>To be eligible the student must meet the following criteria:</p> <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 2017 (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 2016 or in 2015 (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 date	Open: 1 December 2016 - 31 October 2017
How to apply	Register your interest from 1 June 2016. Please visit www.bendigobank.com.au/scholarships2017 for more information. Applications are invited from 1 December 2016.
Criteria	<p>Scholarships will be awarded on the recommendation of a selection committee and will be based on how an applicant addresses the following criteria:</p> <ul style="list-style-type: none"> Academic achievement Financial and/or social challenges Evidence of leadership and a leadership within their community
Further information	The website will update full information from 1 December 2016. If you still have a query please contact Bayswater and Noranda Community Bank branches or phone 9370 3899 or 9375 2494.

The scholarship provider is intended to provide you with a brief snapshot only. Please ensure you review all information provided on the website during the application open period thoroughly before you consider applying.



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 Bigger than a bank.

Community Enterprise Foundation™


THE UNIVERSITY OF WESTERN AUSTRALIA

Faculty of Engineering, Computing and Mathematics

Engineering Information Session



Our upcoming UWA 'Information Evenings' will provide high school students with course and prerequisite advice, information on career paths and guidance on the different areas of study within Engineering, Computing and Mathematics.

We will also have some friendly students on-hand to answer any questions about university life or being a member of one of the faculties exciting student clubs.

Attendees will be given a folder of course information and a special gift!

Our Information Evenings will continue to run on the following dates in 2016:

Engineering Information Evenings:
 Thursday 28 July, Time: 6.30pm-7.30pm,
 Venue: Engineering Lecture Theatre 1
 Sunday 14 August – as part of Open Day
 Wednesday 7 September, Time: 6.30pm-7.30pm,
 Venue: Engineering Lecture Theatre 1

To book onto a session please see our webpage:
<http://www.ecm.uwa.edu.au/community/engineering-info-evenings>

Computing Information Evenings:
 Sunday 14 August – as part of Open Day
 Wednesday 21 September, Time: 6.30pm-7.30pm,
 Venue: Engineering Lecture Theatre 1

To book onto a session please see our webpage:
<http://www.ecm.uwa.edu.au/community/computing-information-evenings>

Mathematics Information Evenings:
 Sunday 14 August – as part of Open Day
 Wednesday 14 September, Time: 6.30pm-7.30pm,
 Venue: Engineering Lecture Theatre 2

To book onto a session please see our webpage:
<http://www.ecm.uwa.edu.au/community/mathematics-information-evenings>



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PARENTING PROGRAMS-WEST LEEDERVILLE AUGUST 2016

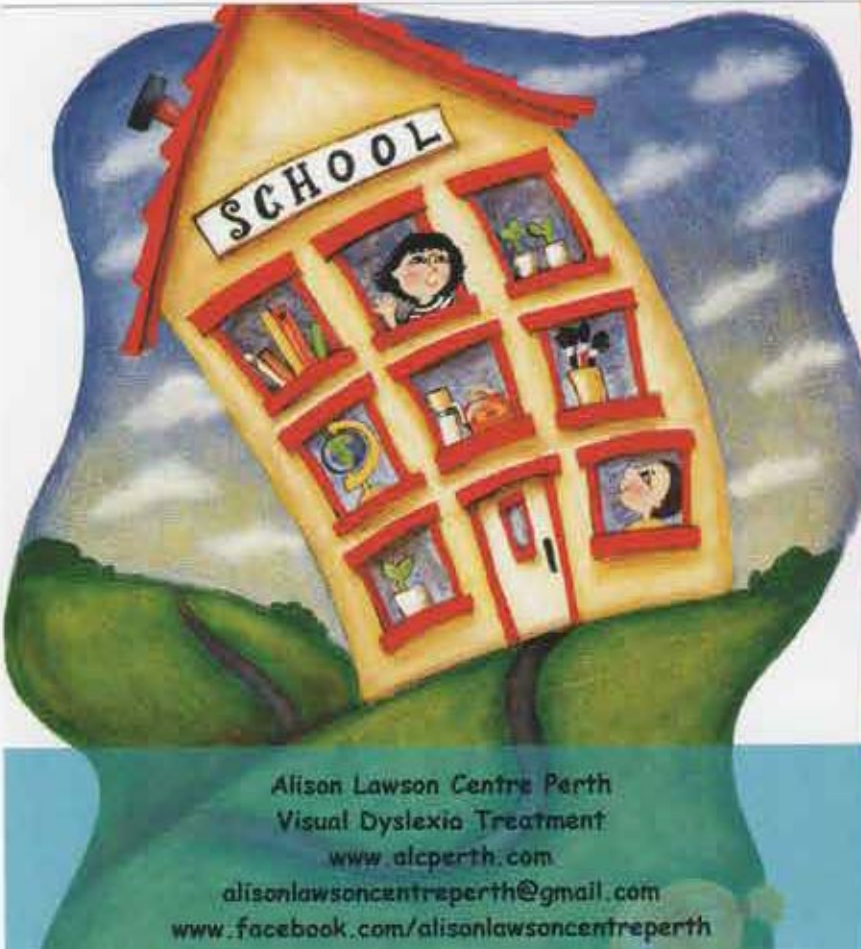
Virtues Parenting Program The Virtues Project™, part of the Living Values Program, is designed to create a culture of caring and character-building in young people. The program is for anyone- parents, teachers and others - with responsibility for children.	DATE: 1 Aug-5 Sept DAY: Monday TIME: 6.30-9pm COST: \$110 per person
Making Stepfamilies Work Couples with children from previous relationships often benefit from strategies on communication, agreement on discipline and handling competing demands. Find out how to build the enduring, resilient stepfamily you both want.	DATE: 10 Aug-14 Sept DAY: Wednesday TIME: 6.30-9pm COST: \$80pp/\$130 couple
The "Rock and Water" Program (suitable for 8 - 12 years) This activity-based program builds on the complementary strengths of 'rock' and 'water'. One is firm and assertive whilst the other is flexible and willing to cooperate. We encourage fathers, mothers, daughters and sons to spend a Saturday morning together examining their emotional connections with each other whilst learning new skills to strengthening family ties.	DATE: 13 August DAY: Saturday TIME: 8.30am-12.30pm COST: \$70 per pair (Due to the nature of activities there is only room for one child per adult.)
Mums Raising Boys - up to the age of 12 years Mothers, who are usually their son's primary female role model, play a vital part in developing their son's identity, including their ability to be nurturing.	DATE: 17 August DAY: Wednesday TIME: 10am-12.30pm COST: \$30 per person
Parent-Child Connection Being a parent can be tough. People with primary school children are invited to this four week course to learn new skills, feel better about their parenting and gain confidence.	DATE: 29 Aug-19 Sept DAY: Monday TIME: 6.30-9pm COST: \$50 pp/\$75 per couple

For further information and to enrol please phone 6164 0200



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IS YOUR CHILD STRUGGLING AT SCHOOL?

- Are they easily distracted?
- Labeled ADD or ADHD?
- Have poor spelling?
- Reverse numbers/letters?
- Difficulty in learning the time?
- Poor reading progress?
- Are the words moving/blurry on the page?
- If yes to any of the above, it could be visual dyslexia.

A 10 session treatment programme is all it takes to get both eyes working together!

Book an appointment today to have your child assessed.
Kelly Lacy Ph: 0418 594 867

Alison Lawson Centre Perth
Visual Dyslexia Treatment
www.alcperth.com
alisonlawsoncentreperth@gmail.com
www.facebook.com/alisonlawsoncentreperth

You are invited to celebrate the WYALKATCHEM SCHOOL CENTENARY

Saturday, September 10th, 2016

10am: Classrooms open and displays around the school.

1pm: Louise's Line-up – Assembly in the Quadrangle with Guest Speakers

2pm: Official Ceremony

- Opening of the 1979 class time capsule.
- New capsule to be buried. Bring something small along to place inside.
- Cutting of the celebratory cake

4pm: School Closes

FOOD & DRINKS ON SALE during the day.

Burgers
Sausage sizzles
Canteen open
Mr Whippy

Morning & Afternoon tea also available for a gold coin donation

ACCOMMODATION

Wyalkatchem Hotel & Motel
Wyalkatchem Barracks
Wyalkatchem Travellers Park

Please see the Shire's web page for more information or phone the Shire on (08) 96811166

Free Shuttle bus tours around town—check out the Museum, Old School House and Aerodrome.

Memorabilia on sale during the day.

Tea towels
Aprons
Stubby Holders
Pavers

NIGHT FUNCTION AT TOWN HALL—TICKETED

Tickets available for purchase from July 18 at the Wyalkatchem Shire for \$30

Phone (08) 96811166. Ticket Sales close on August 26. NO DOOR SALES

Music— Guest Appearances of Former Students

Guest Speakers throughout the night

Nibbles and dinner provided— Alcohol on sale (No BYO)

Dress Code: Smart Casual

100 YEARS
1916 - 2016

COME AND HELP US CELEBRATE
Saturday, 10 September 2016



To register your interest please contact the School. Telephone: 96921500 or Email: Wyalkatchem.DHS@education.wa.edu.au



Find us on Facebook: Wyalkatchem District High School Centenary.
You can post all your old photos and tag family and friends.