



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 5 Term 2 No.2 2017

Following the State Government's announcement of a new local intake secondary school in Subiaco, the local intake area for our school has been amended.

Our amended local intake area will come into effect in 2020 when Inner City College (planning name) in Subiaco opens.

All children enrolled at our school in 2019 will be able to complete their schooling here. They will not have to change schools.

Additionally, if you currently live our school's local intake area and, with the changes, you will live in a new local intake area you will have the choice to enrol your children at our school or your new local intake school.

Further information on new local intake areas is on the Department's website at education.wa.edu.au.

MOUNT LAWLEY SENIOR HIGH SCHOOL (Jun14)

The following defines the local-intake area of this school for 2017 to 2019:

From the junction of Wanneroo Road and Wiluna Street, north-east along Wiluna Street (south east side included) to Flinders Street, north along Flinders Street (both sides included) to Blythe Avenue, east along Blythe Avenue (south side included) and Woodrow Avenue (south side included) to Cresswell Road, south-east along the extension of Cresswell Road (south west side included), Homer Street (south west side included), Dundas Road (both sides included), Eleventh Avenue (both sides included) to York Street, north east along York Street (east side included) to Kennedy Street, south east along Kennedy Street (both sides included) to the railway line, south-west along the railway line to Caledonian Avenue, south-east along Caledonian Avenue (south west side included) to Joseph Street, south along Joseph Street (west side included) to Peninsula Road, east along Peninsula Road (both sides excluded) to Foggerthorpe Crescent, south along Foggerthorpe Crescent (both sides excluded) and its extension to the Swan River foreshore, west, south-west and west along the Swan River foreshore to the Narrows Bridge, north along the Mitchell Freeway to Wellington Street, west along Wellington Street to Sutherland Street, north and north west along Sutherland Street to Troode Street, west along Troode Street (both sides excluded) to Colin Place, north along Colin Place (both sides excluded) and its northern extension to Loftus Street, north along Loftus Street (east side included) to London Street, continuing north along London Street (east side included) to Green Street, east along Green Street (south side included) to Wanneroo Road and north along Wanneroo Road (east side included) to Wiluna Street.

65 Woodsome St, Mount Lawley
Western Australia 6050 ABN 47 842 936 866

MAIN ADMINISTRATION
PHONE: 08 9471 0300 FAX: 08 9271 1126

MIDDLE SCHOOL (YRS 8-9)
PHONE: 08 9471 0350 FAX: 08 9471 0338

SENIOR SCHOOL (YRS 10-12)
PHONE: 08 9471 0320 FAX: 08 9471 0329

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

CONGRATULATIONS



Oscar 11F1 has recently been selected as a WA spokesperson on the new campaign by the YMCA in regards to Marriage Equality and Youth Mental Health. It is called the 'Why Not?' campaign. Oscar will represent Western Australian youth to local, state and national media through TV, Radio and Print interviews.



Alex 11F1 has been selected in the U18 Rugby League team to play in the Affiliated Schools Rugby League State Championships in Adelaide from 22-25 June. We wish him all the best for this competition.



Rhaiarn 11O1 has been named Vice Captain for the WA U16 AFL Football Team. He will be travelling to Queensland to play in the National Carnival. Good luck Rhaiarn, Mount Lawley Senior High School is very proud of you



Felicity 902 At the national championships, Felicity was selected apart of the state challenge team (4 riders both male and female), to be selected for this team you need to be apart of the state development squad and are representing all 14-16 year old riders from WA, the points accumulated from each rider ranks the team. The WA team came 3rd.

Felicity competed in the 14 year old girls and came 6th at the National Championships. She was selected to represent Australia at the World titles in July at Rock Hill in the USA, but has declined the offer.

UNIFORM CONCEPTS

SCHOOL HOLIDAY TRADING HOURS

Closed: Monday 3rd July – Wednesday 12th July

Re-opens: Thursday 13th July

834 Beaufort St Inglewood

Ph: 9270 4658

A THOUGHT

Education is what remains after one has forgotten what one has learned in school

Albert Einstein

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 following defines an optional area between Churchlands SHS and Mount Lawley SHS:

From the intersection of the Mitchell Freeway and Scarborough Beach Road, east along Scarborough Beach road (south side included) to Green Street, continuing east along Green Street (south side included) to London Street, south along London Street (west side included) to Loftus Street, south along Loftus Street (west side included) to the northern extension of Colin Place, south along this extension and south along Colin Place (both sides included) to Troode Street, east along Troode Street (both sides included) to Sutherland Street, south east and south along Sutherland Street (southern and western sides included) to Wellington Street, west along Wellington Street (north side included) to Thomas Street, north east along Thomas Street (east side included) to the Perth-Fremantle railway line, generally west along the railway line to the Subiaco Railway Station, west from the railway station to Station Street (southern and northern sections, east side included), north along Station Street (southern section) to Salvado Road, west along Salvado Road (north side included) to Station Street (northern section), north along Station Street (northern section) to Cambridge Street, west along Cambridge Street (north side included) to Gregory Street, north along Gregory Street (both sides excluded) to the junction with Wise Street, east from this junction through Lake Monger to the Mitchell Freeway, north west along the Mitchell Freeway (north east side included) to Scarborough Beach Road.

The following defines an optional area between Churchlands Senior High School, Mount Lawley Senior High School and Shenton College:

From the junction of Roberts Road and Rokeby Road, north to the Subiaco Railway Station, north east and east along the railway line to Loftus Street, south west along Loftus Street (west side included) and Thomas Street (west side included) to Roberts Road, and west along Roberts Road (north side included) to Rokeby Road.

LOCAL-INTAKE AREA FROM 2020

MOUNT LAWLEY SENIOR HIGH SCHOOL (June17)

The following will define the local-intake area of this school from 2020:

From the junction of Wanneroo Road and Wiluna Street, north east along Wiluna Street (south east side included) to Flinders Street, north along Flinders Street (both sides included) to Blythe Avenue, east along Blythe Avenue (south side included) and Woodrow Avenue (south side included) to Cresswell Road, south-east along the extension of Cresswell Road (south west side included), Homer Street (south west side included), Dundas Road (both sides included), Eleventh Avenue (both sides included) to York Street, north east along York Street (east side included) to Kennedy Street, south east along Kennedy Street (both sides included) to the railway line, south-west along the railway line to Caledonian Avenue, south-east along Caledonian Avenue (south west side included) to Joseph Street, south along Joseph Street (west side included) to Peninsula Road, east along Peninsula Road (both sides excluded) to Foggerthorpe Crescent, south along Foggerthorpe Crescent (both sides excluded) and its extension to the Swan River foreshore, west, south-west and west along the Swan River foreshore to the Windan Bridge and the Graham Farmer Freeway, west along

the Graham Farmer Freeway (north side included) to the junction of Newcastle Street and Lord Street, north west along Newcastle Street (north east side included) to Loftus Street, north along Loftus Street (east side included) to the intersection of Loftus Street, Scarborough Beach Road and London Street, north along London Street (east side included) to Green Street, east along Green Street (south side included) to the junction with Charles Street, north along Charles Street (east side included) to Wanneroo Road and north along Wanneroo Road (east side included) to Wiluna Street.

Note: All families with children currently living in the existing local intake areas for Mount Lawley Senior High School will have the choice for their children to attend either their current local intake school or their new local intake area school (if it has changed) from 2020.

Along with the Department of Education website our school website will also have the boundary map.

Michael Camilleri, Principal

SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



Dear Parents/Caregivers,

Child and Adolescent Psychology Clinic at Curtin University

The Child and Adolescent Psychology Clinic provides assessment and therapy for children, adolescents and families in a one-to-one client focused environment. The clinic is proficient in a range of child/adolescent and associated family problems. This includes, but is not limited to depression, obsessive compulsive disorder and generalised anxiety. Treatment is also available for children and adolescents experiencing low self confidence, separation anxiety, phobias, social competence, perfectionism, behavioural problems and self care encopresis/enuresis). The clinic also offers assessments for children with academic and learning difficulties, including for those with a diagnosis of ADHD.

Individual treatment

After initial assessment, a plan for therapy is drafted that is specific to the individual needs of each client. The therapist will carefully explain the program and will answer any questions you or your child may have. Individual treatment is \$45 a session.

Group programs

Aussie Optimism Groups are also conducted and are run periodically depending on demand.

Social Life Skills Group (10-12 year olds)

This 10 week group program teaches children how to regulate their feelings, communicate effectively and solve interpersonal problems. Activities develop the child's confidence to use skills in a variety of contexts, including resisting peer pressure. Group programs are \$25 per session.

The Child and Adolescent Psychology Clinic
Curtin University

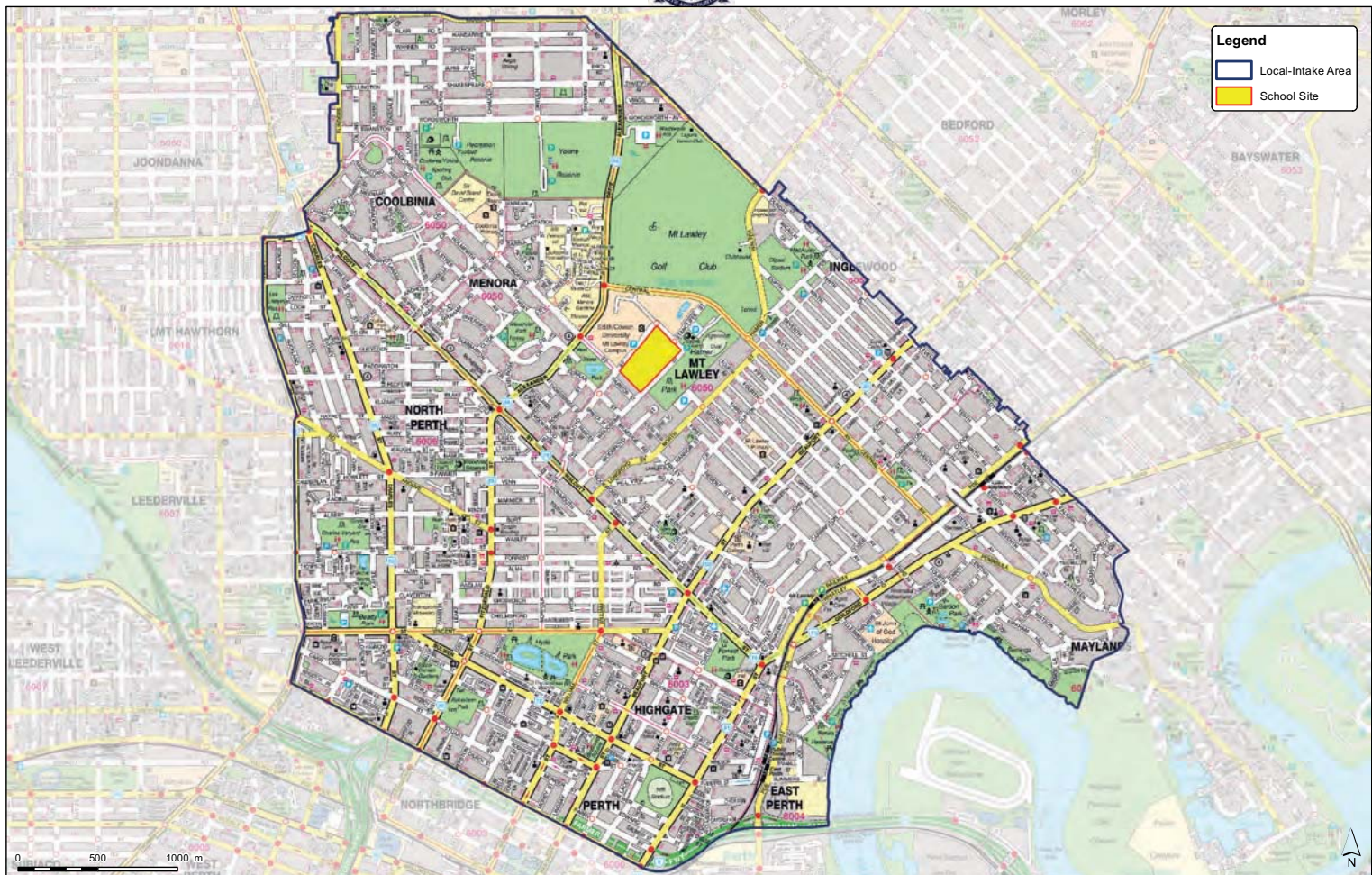
Building 404, Level 2 (off Brand Drive)

Kent Street, Bentley WA 6102 Tel: 9266 1717 Fax: 9266 3679

Email: curtinclinics404@curtin.edu.au

Web: healthsciences.curtin.edu.au/our-clinics

Thank you, **Iva Filipovska Senior School Psychologist**



This map is based on a written description of the local-intake area (LIA) for the school as published in the WA Government Gazette. Although the map closely represents the LIA description, for some houses near the boundary (especially on street corners), it may be necessary to refer to the written description. The street address of a residence is used to determine whether that dwelling is inside a particular LIA. The LIA description can be found in the School Profile System on the Department of Education website. While local-intake areas for most schools do not change from year to year, changes are made to local-intake areas as required. Such changes are published in the "WA Government Gazette" (usually in a December issue) and subsequently this map will be updated. For any enquiries contact Department of Education.

S:\17552-Asset Services Apps\GIS\PROJECTS\Local-Intake Area Boundary Capture\Working\High Schools\MOUNT LAWLEY SENIOR HIGH SCHOOL v1.2.mxd
Map created 27/06/2017 by Strategic Asset Planning Branch, Department of Education WA

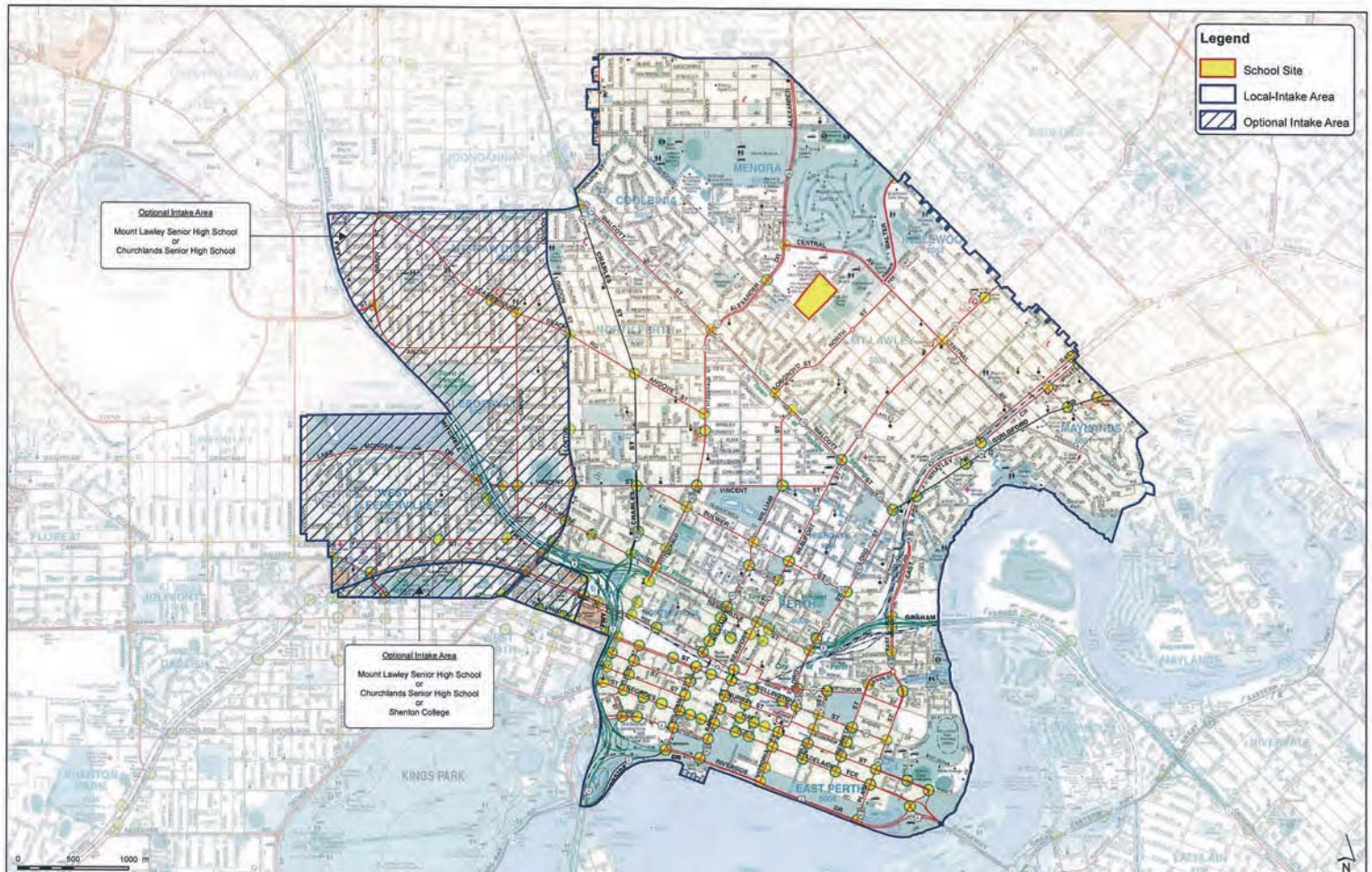
MOUNT LAWLEY SENIOR HIGH SCHOOL

SCHOOL CODE - 4038

Local-Intake Area boundary published June 2017



Department of
Education



This map is based on a written description of the local-intake area (LIA) for the school as published in the WA Government Gazette. Although the map closely represents the LIA description, for some houses near the boundary (especially on street corners), it may be necessary to refer to the written description. The street address of a residence is used to determine whether that dwelling is inside a particular LIA. The LIA description can be found in the School Profile System on the Department of Education website. While local-intake areas for most schools do not change from year to year, changes are made to local-intake areas as required. Such changes are published in the "WA Government Gazette" (usually in a December issue) and subsequently this map will be updated. For any enquiries contact Department of Education.

Map created October 2012 by Strategic Asset Planning Branch, Department of Education WA

MOUNT LAWLEY SENIOR HIGH SCHOOL

SCHOOL CODE - 4038

Local-Intake Area boundary published JUNE 2014



Department of
Education



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK
The Learning Curve Funded by School P & C
Available online <http://learningcurve.com.au>
User MLSHS Password MLSHS6050

WEEK 21 – MIDDLE/SENIOR – POSITIVE TEACHERS TEAMWORK

When students have identified their signature and top supporting strengths through completing the free VIA Character Strengths Survey, they are able to discuss issues from positions of strength which can overcome the following situations. 21st century students crave for a sense of social connectedness from their peers seemingly above all else. Often, they are more comfortable doing what they know is not the best for them to protect their social acceptance. Unfortunately, this often means students are reluctant to leave their comfort zones to explore other ways of thinking.

Group learning is an effective way to harness and value a wide range of abilities, points of view and attitudes to issues, for students to combine their top strengths, to gather input from all students, for students to experience “peer” learning and feel valued for their views and ideas and to cultivate collaborative and interdependent habits through mindful and empathetic listening.

Keys to a well functioning group are a valuing, tolerance and acceptance of individual differences. They have two ears and one mouth and as such should listen twice as much as they talk, a clear set of agreed expectations to follow and not a group of similar thinking clones.

“Many drops fill the bucket.”

Mother Teresa

WEEK 22– MIDDLE / SENIOR – THE POWER OF SELF-TALK

Often the most negative messages we receive come from our own self-talk in our heads. This tends to happen when we are under pressure and have a fixed mindset that there is nothing we can do about our issues and beyond our control. Combine this with the turbulence of the adolescent brain and the recipe is there for frequent stress and anxiety attacks.

One of the best positive coping strategies we can teach students is the power of positive self-talk. In fact, it will benefit our state of wellbeing to use it often too. Positive self-talk are I can and I will statements which we say over and over to ourselves in our heads. Doing this contests the negatives and focuses us to start looking for what is right in what we are doing. See the Positive Education section for a list of examples of positive self-talk that we can encourage students to use often.

The key to making positive self-talk most effective in maintaining growth mindsets, is to use it immediately negative thoughts enter our minds. When used well these statement

“Let he who would move the world first move himself.” **Socrates**

Wk 21 Relationships and Optimism

MIDDLE Student Planner

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POSITIVE GROUP TEAMWORK

Wellbeing Bank: to build *Relationships and Optimism* by positively contributing to groups.

Group work enables you to share, learn from, appreciate and value others' input:

- it combines the group's strengths
- different points of view and attitudes to issues are considered
- when listening to others, repeat three words to bring out their best, tell me more
- describe how you contribute to groups now.

Keys are:

- valuing and acceptance of individual differences
- one person to speak at a time, no put downs, have fun
- awareness of body language messages
- not having similar thinking clones
- having the following types of people.

Organiser: creates framework for member involvement

Starter: gets things started

Gopher: collects relevant information

Verifier: checks for accuracy

Listener: steers group's direction

Timer: maintains focus on timelines

Coordinator: ties input together

Finisher: ensures a stylish presentation

Engraiser: encourages resilience to push on.



ACTIONS

What are two things I will start doing to contribute more positively to groups I'm part of?

- 1.
- 2.



MINFULNESS ACTIVITY:

Cloud Pictures – go outside and lie on a towel or blanket looking at the sky for three minutes. Look for and describe the different pictures of things you can see in the clouds.



RESILIENCE BUILDER

To have a healthy sense of wellbeing and to enjoy the challenge of striving, thriving and flourishing at school, with a friend choose five strengths which could be the keys for you to make these things come true and why.



WELLBEING TIP:

Frozen orange quarters make a refreshingly nutritious snack.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.



WELLBEING FITNESS CHALLENGE: LOOKING FORWARD – Positively Focused (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner

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POSITIVE GROUP LEARNING TEAMWORK

Wellbeing Bank: to promote *Relationships and Optimism* through contributing constructively to groups I am a member of.

Group work is an effective way to share and appreciate a range of:

- strengths and multiple intelligences
- perspectives and points of view.

Well-functioning group members:

- listen with their eyes, ears and heart
- learn from others by asking tell me more
- value, respect and accept individual insights
- understand body language messages
- focus on getting the task done
- tolerate others, even when difficult
- one person to speak, no put downs and have fun
- describe how groups you are currently in function.



When assembling a group, **strive** to include diversity amongst it. Avoid similar thinking clones.

Consider including the following types of people:

Organiser: creates framework so all members are involved

Initiator: gets things started

Gopher: collects necessary and relevant information

Verifier: checks the accuracy of the data

Listener: thinks about the group's direction

Timer: keeps everyone focused on timelines

Coordinator: ties the input from individuals together

Finisher: presents the group's work in a stylish fashion

Engraiser: encourages the group to push on

Critic: provides honest feedback on the group's progress.

ACTIONS

What are two things I will start doing to make a positive difference to groups I am part of?

- 1.
- 2.



MINFULNESS ACTIVITY:

Cloud Pictures – go outside and lie on a towel or blanket looking at the sky for three minutes. Look for and describe the different pictures of things you can see in the clouds.



RESILIENCE BUILDER

Process self-talk is when you talk yourself through a series of steps to complete a process. With a friend describe five step-by-step examples of process self-talk you have used in your studies.



WELLBEING TIP:

Exercise stimulates the release of “feel good” chemicals in your brain.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.



WELLBEING FITNESS CHALLENGE: LOOKING FORWARD – Positively Focused (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

Wk 22 Positive Engagement

MIDDLE Student Planner

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THE POWER OF SELF-TALK

Wellbeing Bank: to develop *Positive Engagement* by regularly using positive self-talk.

Self-talk is when you talk to yourself:

- inside your head
- it can be positive, negative or about a process to follow
- it is a great coping strategy
- describe how do you use self-talk now?

See page 159 for ideas.

Positive self-talk:

- are I can and I will statements
- for example, “with more effort I can and I will learn new things to overcome this challenge”
- make it more powerful by putting in your name
- I Archie can and I Archie will.....”

Negative self-talk focuses on what's wrong:

- there is nothing you can do to change things
- for example, “this is too hard, I'm not smart enough”
- Process self-talk guides you through steps using your strengths: for example, “after I do this, I'll do the next step...”



ACTIONS

What are two things I will start doing to use positive self-talk to build growth mindsets in myself?

- 1.
- 2.



MINFULNESS ACTIVITY:

Jelly Beans – close your eyes and ask a friend, who has a packet of jelly beans, to put one at a time in your mouth. Guess what the flavour of each one is. It's not a good idea to eat them all.



RESILIENCE BUILDER

With two friends choose a character from a book, a film or in real life and discuss what this person's top character strengths would be and the behaviours he/she showed to make you think this way.



WELLBEING TIP:

Start sit-ups and stretching at ten reps and do an extra one every day.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.



WELLBEING FITNESS CHALLENGE: THINKING SPOTTING – Habits of Mind (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner

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SELF-TALK POWER

Wellbeing Bank: to develop *Positive Engagement* through regularly using positive self-talk.

Self-talk is talking to yourself inside your head:

- it can be positive, negative or about processes to follow
- when used positively it is a powerful coping strategy (see page 157).

Positive self-talk is often called *green light* thinking:

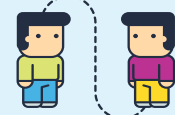
- it's about encouraging yourself to push on forward
- using the power of I can and I will statements
- e.g. “with more effort I can and I will learn new things to overcome this challenge”
- make it more powerful by putting in your name
- “I Archie can ...” and “I Archie will ...”
- it generates growth mindsets
- describe how you currently use positive self-talk

Negative self-talk is often called *red light* thinking:

- it focuses you on looking for what's wrong
- you talk yourself there is nothing you can do to change things
- e.g. “this is too hard, I'm not smart enough”
- it generates fixed mindsets
- always contest it with positive self-talk.

Process self-talk guides you through the journey step-by-step using your strengths:

- e.g. “after I do this, I'll do the next step ...”



ACTIONS

What are two things I will start doing to use positive self-talk to build growth mindsets to become my best possible self?

- 1.
- 2.



MINFULNESS ACTIVITY:

Jelly Beans – close your eyes and ask a friend, who has a packet of jelly beans, to put one at a time in your mouth. Guess what the flavour of each one is. It's not a good idea to eat them all.



RESILIENCE BUILDER

There will be times when different members of your peer and friendships groups are struggling to cope and encouraging them to use positive self-talk is a proactive way to help them overcome their troubles. With a friend describe five times this has happened and the positive self-talk you did or could have suggested.



WELLBEING TIP:

Aim to do little acts of kindness every day for others because they matter.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.



WELLBEING FITNESS CHALLENGE: THINKING SPOTTING – Habits of Mind (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT



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User MLSHS Password MLSHS6050

WEEK 23 – MIDDLE/SENIOR – EXERCISE, LEISURE & TENSION

A balanced student lifestyle places an equal emphasis on all of their elements of wellbeing

- they work together, like their top Character Strengths, to create harmony and build their wellbeing fitness
- research has revealed that active and positive people are more likely to achieve what they do and are less ill
- a shortfall in any of these has adversely effects the others and in time see a build up tense feelings
- this is particularly so if the Skills and Achievement element is pushed too hard and
- the Exercise and Health is ignored

All students' Personal Timetables should include

- at least an hours pulse lifting exercise every day
- quality outdoor leisure activities with friends & family which are light and bright
- frequent opportunities to have fun and laugh with others to experience positive emotions
- happy students enjoy, strive, thrive and flourish on their school journey

Some quality physical and brain leisure activities include

- a brisk walk, run, swim or bike ride, yoga, aerobics, pilates, gym workout, tai chi
- surfing, skateboarding, bush walking, playing sport, zumba, dancing, gymnastics, resistance training
- chess, board games, sudoku, crosswords, scrabble, cards

It's time to ensure our students have plenty of timeout from electronic pursuits.

"The three words of success – Care, Share and Dare."
Saying

WEEK 24 – MIDDLE / SENIOR – SUPERCHARGING YOUR DIET

Our students' generation is the most bombarded one of all time with questionable advertising about the merits of and social benefits associated with eating processed fast foods. Unfortunately, many adults are also mesmerised by the lure of junk food and seldom do we see an empty carpark at these establishments.

Processed and refined foods are more difficult for our bodies to digest and the nutritional value of them lower than that of fresh whole foods. Add the trans-fats, extra salt and sugar and subtract vitamins, minerals and good fats and you have the precise value of these types of foods. This is occurring as people are exercising less, becoming more obese and the onset of early diabetes becoming more prevalent.

Our young people are our future and should they continue to devour large quantities of refined foods, as opposed to nutritious fresh whole foods, then early health problems will become a threatening weight hanging over their heads.

Eating healthy is easy, tasty and very good for us. Our bodies are machines which require quality materials to fuel our efforts, it's little wonder many of our students lack the energy to stay focused in class.

"Good things don't happen in a hurry."
German Proverb

Wk 23

Meaning and Purpose

MIDDLE Student Planner

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SHOWING OTHERS DO MATTER

Wellbeing Bank: to build *Meaning and Purpose* by living by giving to others because they matter.

Giving of yourself to help others strive, thrive and flourish:

- shows others matter to you
- builds your wellbeing and feelings of fulfillment
- develops trusting relationships
- most people are happier giving than receiving
- are you contributing to the development of others?
- it's an important part of being a good citizen
- describe how you give of yourself now to help others.

Famous eye surgeon Fred Hollows believed in a Ralph Waldo Emerson poem, which finished with... "to know even one life has breathed easier because you have lived, this is to have succeeded."

You can give by:

- organising socials, casual dress days
- mowing lawns for elderly relatives and neighbours
- volunteering to assist charities
- helping in the library or canteen at lunchtimes
- joining the Student Representative Council
- role modelling binning rubbish.



ACTIONS

What are two things I will start doing to make a positive difference to others' lives by giving of myself?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Ice Feelings – hold a piece of ice or put it in your mouth. Describe the feelings your hand, fingers, mouth and tongue have. Is it melting?

RESILIENCE BUILDER

Your younger brother in Year 7 is a negative thinker always seems to look for what is wrong in everything he looks at and what can go wrong with it. What strategies could you use to assist him to become an optimistic thinker and who could you seek help from to achieve this?



WELLBEING TIP:

Throwing a tennis ball around with your family and friends is a fun exercise.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Appreciation of Beauty and Excellence
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: WHAT WENT WELL – Being Grateful (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

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SHOWING OTHERS DO MATTER

Wellbeing Bank: to raise *Meaning and Purpose* through living by giving to others because they matter.

Giving of yourself to help others become their best possible selves:

- builds their and your wellbeing and positive emotions
- nurtures trusting relationships
- develops your school and the community you live in.
- Most people are happier giving than receiving:
 - they are called acts of kindness
 - doing good to feel good; such as
 - smiling, saying hello, asking others to tell you more
 - describe what you currently do to inspire positive emotions in others.

Famous eye surgeon Fred Hollows believed in a Ralph Waldo Emerson poem, which finished with ... "to know even one life has breathed easier because you have lived, this is to have succeeded."

Be *mindful* that the demands of senior study don't blind you that:

- it's your responsibility to contribute to the development of younger students.
- Doing this role models the strength *leadership* and could include:
 - talking to younger students
 - organising socials, casual dress days, fund-raising for charities, running lunchtime activities
 - doing chores for elderly relatives and neighbours
 - coaching local sporting teams
 - helping in the library or canteen at lunchtimes.



ACTIONS

What are two things I will start doing to give of myself to make a positive difference to others' lives?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Ice Feelings – hold a piece of ice or put it in your mouth. Describe the feelings your hand, fingers, mouth and tongue have. Is it melting?

RESILIENCE BUILDER

A strategy which lifts the spirits of others who are not coping is to send them a positive and encouraging text letting them know you are thinking of them. With a friend make up six short texts you send.



WELLBEING TIP:

Try anti-inflammatory foods such as berries, spinach, pears, broccoli, onions and green tea.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

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WELLBEING FITNESS CHALLENGE: WHAT WENT WELL – Being Grateful (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

Wk 24

Exercise and Health

MIDDLE Student Planner

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REFINED FOODS AREN'T FRESH FOODS

Wellbeing Bank: to boost *Exercise and Health* by reducing the amount of refined foods I eat.

Your generation is the most **bombarded** one of all time by:

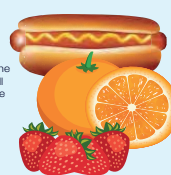
- questionable advertising about the nutritional value of refined foods
- many refined foods don't come close in nutrients to fresh foods
- describe the amount of refined food that you currently eat

Some refined foods are also much more **difficult** for your body to digest:

- they may contain more fats, sugar, preservatives and salt
- they can lack the vitamins and minerals of fresh foods
- your body may not be getting the nutrition it needs to operate well
- eating them and lack of exercise are contributing factors to our national obesity problems.

Putting lower quality oils in cars:

- ruins their engines and lowers their performance
- reduces the vehicles lifetime
- you have a choice what you eat; make it a healthy one.



ACTIONS

What are two things I will start doing to choose to eat fresh foods more often to improve my physical health?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Winning Lotto – imagine you have just won a million dollars in lotto. Describe your feelings, what you would do and how it would change your life.

RESILIENCE BUILDER

When you have an ethical dilemma, with a friend brainstorm at least five things you would need to consider to make a good decision and the emotions you would have to be in charge of, e.g. will it be honest, fair, safe?



WELLBEING TIP:

Surround yourself with colour; it stimulates the brain.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Judgment
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WELLBEING FITNESS CHALLENGE: ADVENTURE EAT – Variety Tasting (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

Page 74

SUPERCHARGING YOUR DIET

Wellbeing Bank: to boost *Exercise and Health* through eating more fresh food and reducing the amount of refined foods I eat.

Certain foods are much better for your **physical health** than others:

- they are usually found in the fresh food sections of supermarkets
- eating them as close to their natural state is the secret
- they usually contain many more vitamins, minerals and nutritional advantages
- your body can digest them easier to improve its functioning
- they build your body's immunity to disease
- describe the foods you regularly eat from the fresh sections.

A **great diet** is rich in lean meats, proteins, fresh fruit and vegetables, whole grains, natural herbs, spices and includes:

- eggs which contain nearly everything your body needs
- oily fish such as tuna, sardines and salmon are high in vitamins
- green leafy vegetables, such as spinach are high in antioxidants
- broccoli, onions and garlic fight blood pressure and cholesterol
- don't forget breakfast, the key meal of the day.

Refined foods are much more **difficult** for your body to digest:

- they often contain more fats, sugar, preservatives and salt
- they often lack the vitamins and minerals of fresh foods.



ACTIONS

What are two things I will start doing to eat fresh foods more often to improve my physical health through a supercharged diet?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Winning Lotto – imagine you have just won a million dollars in lotto. Describe your feelings, what you would do and how it would change your life.

RESILIENCE BUILDER

To build your capabilities to show empathy for the needs and feelings of others, complete the *Why show empathy?* (see page 141) activity from your journal/planner.



WELLBEING TIP:

Watch a funny movie and have a belly laugh.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
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WELLBEING FITNESS CHALLENGE: ADVENTURE EAT – Variety Tasting (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT



SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK
The Learning Curve Funded by School P & C
Available online <http://learningcurve.com.au>
User MLSHS Password MLSHS6050

WEEK 25 – MIDDLE/SENIOR – BULLYING: NO WAY!

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 social-connectedness with their group and may see speaking up 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 success, I'm standing on both of them."

Betty Grable

FELICITY BMX STORY SO FAR:

"My nationals campaign started after Christmas with training 2 times a week and straight after the national series round in Cairns which was held at the end March. I moved to Brisbane for the month of April to train."

I trained at the Sleemans Supercross track in Brisbane for 2 hrs a day 5 days a week. I was feeling great leading up to the week of the BMX national championships that were held at the end of April.

On my first moto on race day I started out of gate 4. I nearly came off on the first jump, managed to hold it up right, make it to the first corner in second 2 bike lengths behind who would become the national champion Shannon Petre. I managed to rail a tight line around the corner and come out first with a 2 bike length lead. It was a tight tussle down the second straight but I managed to hold on to first place and was never headed again and won the first moto.

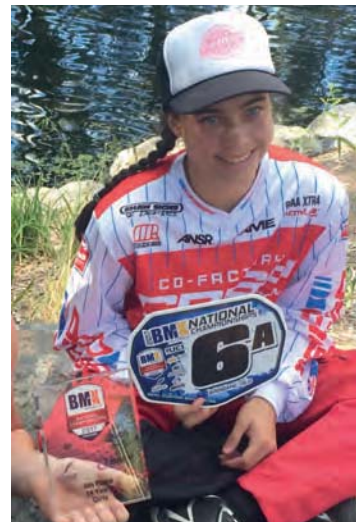
On my second moto I started out of gate 3 and won from start to finish against the girl who ended up the runner up in the final, Makyla Perkins.

My 3rd moto I started out of gate 6. I just wanted to finish top 4 with no crashes or falls as this would progress me into the semi finals. I finished the race in 4th.

In my semi I came 3rd and top 4 progress to the final, I had made the final.

I had 7th pick and started from gate 7 not a good gate to start from. I had a good gate start and by the first corner I was 3rd. Unfortunately I got pushed up in the corner and came out 5th. I lost a bit of pace down the 2nd straight and got passed. I finished the final in 6th. I wasn't happy with my result as I was over 2 seconds slower than my best times.

I want to congratulate Shannon Petre who won the championships. I want to thank Steve Ewart who fixed my bike all month in Brisbane, my dad for running me around, My sponsors Crisp Bros Racing and Cam Small."



Wk 25



Strengths and Emotions

MIDDLE Student Planner

Page 76

BULLYING: NO WAY!

Wellbeing Bank: to develop **Strengths and Emotions** by increasing your resilience to bullying.

Bullying must be addressed directly:

- stand up for your **right** to feel happy
- speak up immediately if you are or see someone else being bullied
- keep speaking up until something is done about it
- let the bully know very clearly you won't accept it
- 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
- take away forever bullies' feelings of power over you and others
- describe a time you have overcome a bully.

Bullying can be:

- **verbal:** teasing, rumours and name calling
- **physical:** is pushing you around, touching you,
- **electronic:** unwelcome messages
- **sexual:** unwanted affection and rude comments
- **written:** unacceptable notes or graffiti.



ACTIONS

What are two things I will start doing to increase my resilience to bullying?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Gratitude Thoughts – think of a person who has done something special for you. What would you say to thank them, how would it make them feel and how would you feel?

RESILIENCE BUILDER

To make good decisions, there are certain strengths which definitely help you and there are certain emotions you have to be in charge of. With a friend choose five helpful strengths and five emotions to be aware of and your reasons for your choices.

WELLBEING TIP: Turn off all mobiles in the home for an hour at evening meals.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Leadership
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WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

Page 76

BULLYING: NO WAY!

Wellbeing Bank: to add to **Strengths and Emotions** through developing my resilience to bullying.

If you or other students are a target of bullying:

- keep speaking up till parents and teachers listen and act
- bullying can be **beaten** when you, other students, parents and teachers work together
- by acting immediately you can avoid feeling anxious, helpless, powerless, angry, frustrated and embarrassed.

Bullies must have their feeling of power over you and others taken away forever:

- don't **blame** yourself, it's the bully's problem totally.

If bullied in **person**:

- don't reply and save the message for parents and teachers
- use assertive body language and your top strengths to look the bully in the eye
- firmly tell him/her to stop
- don't make a joke of it; it's not
- leave immediately to tell a trusted adult.

If bullied **electronically**:

- 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.

Be confident when **reporting** bullying:

- 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?



ACTIONS

What are two things I will start doing to text?

- 1.
- 2.

MINIFULNESS ACTIVITY:

Gratitude Thoughts – think of a person who has done something special for you. What would you say to thank them, how would it make them feel and how would you feel?

RESILIENCE BUILDER

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.

WELLBEING TIP: After reading, place a cool cloth over your eyes to relieve them.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Leadership
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: BRAIN STRETCH – Improving Thinking (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

**WORLD SCHOLAR'S CUP 2017**

On the 2nd and 3rd of June, 9 students represented the school in the World Scholar's Cup. The first day was held at Scotch College and involved scholars participating in a number of interesting events. The day started with an introduction of what would be expected of us and getting to know the organisers of the event. We found out that the World Scholar's Cup has been held in more than 60 countries each year for 10 years and it celebrated its 102nd round for the year in Australia. The atmosphere was very upbeat and the organisers were very enthusiastic about learning.

Moving on to the first event where scholars got into teams of three to compete in debates. Group 1 consisted of Lilit, Betty and Linda. Group 2: Andrin, Grayson and Ethan. Group 3: Elina, Sara and Kyah. The teams had a grueling 15 minutes to develop their speech and then had to present in front of their peers. Each team gave feedback and then this continued for 3 rounds. Quick thinking was key in this challenge. We were left quite hungry so delicious hotdogs were served.

Next was the collaborative writing challenge. 25 minutes was devised to pick a topic to write our essays on and then plan with our team. We had 45 minutes to write our individual essay then peer marked each other's work. The topics were interesting and required a fair bit of research and planning. We had a quick snack then moved on to our next event.

Concluding the day, we had a quiz composed of 120 questions to complete in one hour. The questions were difficult and specialised in many different subjects including the arts, science, mythology, history, literature and social studies. The time flew

and scholars rushed to fill in every single bubble. Finally, after a 10-hour day, we were rewarded with home time at 9pm.

Everyone arrived hyped for Day 2 (held at Curtin University). We got straight into the first event of the day, the Scholar's Bowl. Each team was given a clicker and would have to speed to answer each multiple choice question before the time ran out. The event was very casual and it was extremely funny watching the hosts fooling around. All the thinking left us hungry so we were treated with pizza, sushi and pasta.

For the next event, the debate showcase, more than a dozen scholars were chosen to debate in front of the whole room of Scholars (around 500 people). Lilit was chosen for the panel because of her expertise in critiquing. It was an eye-opener seeing how quick people could think and speak so comfortably in front of a crowd.

The last event was the talent show. Scholars had a chance to share their talents. This was a great opportunity to learn about our peers and become a closer community. A stand out performance was a boy who played the Kahoot theme song on the piano.

Finally, we came to the award ceremony. Everyone was awarded with a medal, however, some got more than others. All the teams from Mount Lawley got into the global rounds. All in all, the event was super fun and was a great opportunity to mingle with educated people and learn a few things.

By Linda





YEAR 9 CARNIVAL





YEAR 9 CARNIVAL





CHILL OUT DAY YEAR 12



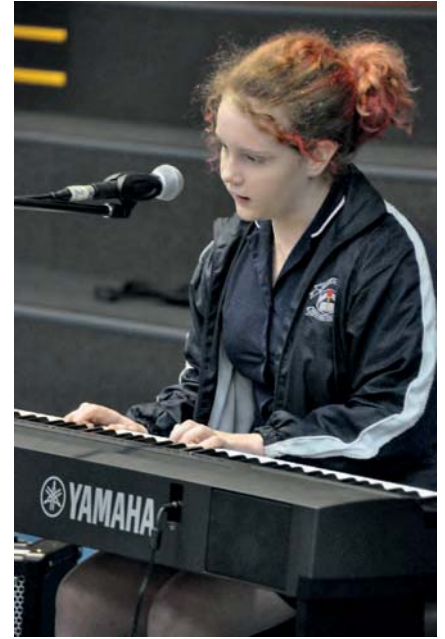


MIDSUMMER NIGHT YEAR 8 SVAPA PRODUCTION





MIDDLE SCHOOL END OF TERM ASSEMBLY





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

TERM CLASSES FOR YOUTH AND CHILDREN

DRAWING WITH CHILDREN - 6-11yrs

with Michelle Culnane

Monday 4.15-5.15pm

Tuesday 4.15-5.15pm

Saturday 9-10am 10.15-11.15am 11.30-12.30pm

Cost: \$130 BYO materials

Enrolment: 0404 926 381

michellensteve70@bigpond.com

Learn to draw using pencil, oil pastel, soft pastel and paints. Explore colour, art and design in a variety of mediums and techniques to take home beautiful art works.

TUTORING CLASSES - Years 2-7

with Lana

Tuesday 4pm-6pm

Wednesday 4pm-6pm

Cost: \$30 for 1 hour or \$50 for 2 hours

Enquiries: 0431 467 964

lana@lifelonglearners.com.au

Tutoring for primary school students in Maths and English.

CREATIVE KIDS ART CLUB - 5-10yrs

Wednesday 4pm-5pm

Cost: \$199 for the term - includes use of art shirt & all materials.

Online Enrolments:

www.creativekidsartclub.com.au

jane@creativekidsartclub.com.au

We have a dreamy term of original ideas and creations coming right up. Starting with some fun drawing and painting classes, we will be creating an unusual portrait, inspired by Modigliani. Our major project will be to design and make a soft toy. Anything goes with crazy monsters, cute owls, funny cats and dogs or anything else you child can think up. Join us and let the fun begin!

CARTOONING

with Tim Wilson

Saturday 1pm-2pm Commencing 29 July

Cost: \$80 5-week course

Enrolment: 0416 061 596

timbowilson@gmail.com

Discover the secrets of cartooning technique in these fun workshops. Subjects include special effects, facial expressions, animals plus drawing games. No experience required.

EXPLORING BODY AND PLACE

with Dianne Smith

Thursday 20 July - 10 August 9.30am-12pm

Cost: \$150 materials included

Enrolment: 0413 034 348 Dianne

diannejsmith9@gmail.com

This art-based program is designed to explore the connection between yourself and the environments in which you live and/or work. We will explore creatively aspects such as: What is the impact on identity and sense of self? Is there potential to foster a sense of belonging? ...as a beginning point to your own personal inquiry.

INTRODUCTION TO OIL PAINTING

with Stephanie Reisch

Thursday 20 July - 7 September 6pm-8pm

Cost: \$240 materials provided

BYO glass jar with lid and brushes

Enrolment: 0401 613 090 Stephanie

sabrestudio@hotmail.com

This workshop series begins with a week of observational drawing that will reference plant and animal specimens. From these studies students will then develop their own composition to explore in oil. The classes are best suited for individuals with a basic skill set in drawing and painting. Students will learn about pigments, binders and mediums as well as colour, composition and technique.

WILD EXCITING ART GROUP

Friday 10am-12.30pm

Cost: \$15 or \$10 Members

Enquiries: 6454 1803

info@vicparkarts.org.au

Open Studio session for arts practitioners in any medium. No formal teaching but lots of support, sharing tips & fun.

EASY INTUITIVE PAINTING, PAINTING FOR BEGINNERS AND MIXED MEDIA CREATIVE WORKSHOPS

with Kathryn Stanley-Hart

Regular Saturday afternoon workshops.

A fun abstract way of creating whether you are a beginner or just a dabbler! These classes are all about joyfully painting layers. You will learn colour mixing and applying these lovely colours. With various marks and images on your blank canvas. Add torn

FOR DETAILS ABOUT OUR
EXHIBITION CALENDAR
PLEASE CHECK OUT OUR WEBSITE OR
FACEBOOK PAGE

Courses will only run if there are sufficient numbers.
The tutor or art centre will confirm if there are
sufficient numbers for a course to run.

BECOME A MEMBER

member@vicparkarts.org.au

Individual \$25 or \$20 concession

Family \$40 or \$35 concession

Not for profit organisation \$50

Business \$75

Please download membership form from our
website

Victoria Park Centre for the Arts
12 Kent Street, East Victoria Park, 6101

Tel: (08) 6454 1803

Email: info@vicparkarts.org.au

Website: www.vicparkarts.org.au



Victoria Park Centre for the Arts

Gallery and Gift Shop

Open Monday 10am-2.30pm

Tuesday to Friday 10am-4pm

Be inspired by our local creative spirit!



Printing by Office of Senator Linda Reynolds CSC
Senator for Western Australia

paper and words that inspire. You'll be amazed at the results!

CREATIVITY CLUB OPEN STUDIO

with Kathryn Stanley-Hart

First Saturday afternoon of the month.

Not a class but a chance to create with like-minded people. Cost: \$30. BYO materials and your artwork. Bookings essential.

Enquiries: 0412 198 045 Kathryn

kathryn@nakedcanvas.com.au

Enrolment: www.nakedcanvas.com.au

PRINTMAKERS & ART GROUP

Sunday fortnightly 9.30am-12.00pm

Commencement: 23 July

Cost: \$15 or \$10 Members

Enquiries: 0407 476 090

mmjh@inet.net.au

Share your ideas, skills and experience in a supportive, fun environment. Access to printing area and limited range of water based inks and test paper available.

OBSERVATIONAL DRAWING Years 8-11

with Stephanie Reisch

Sunday fortnightly 10am-11.30am

Commencement: 30 July

Cost: \$150 materials provided

Enrolment: 0401 613 090 Stephanie

sabrestudio@hotmail.com

This series of workshops aims to build concentration and improve hand eye coordination through various drawing exercises. Intended to be fun and rewarding, students will explore line, tone and scale through still life setups and photographs.

WATERCOLOURS (PRE-INTERMEDIATE)

with Verena Marmion

Sunday 6, 13, 20 & 27 August 12.30pm-2.30pm

*Possibility of course extension with sufficient student interest

Cost: \$80.00

Enrolment: 0451 306 497

marmionverena@hotmail.com

http://verenamarmion.weebly.com

This series of workshops explores simple subjects focusing on landscapes and still life arrangements.



Workshops Program

Term 3 2017

JULY - SEPTEMBER

ENROL NOW!

TERM CLASSES FOR ADULTS

CHATS ENGLISH CONVERSATION

Commencement: To be confirmed

Cost: Free

Enrolment: Annette Pitts 9329 4220

APitts@vicpark.wa.gov.au

SINGING WORKSHOP All ages welcome

with Fadhila Sabiry

Tuesday 6.30pm-8.30pm

Cost: \$180 8-week course

Enrolment: 0405 485 970

Enjoy singing in Arabic an Iraqi folk song (Iraqi Dialect), listening to the uniquely joyful Iraqi Ood (original word for Lute) and Iraqi rhythms & claps.

OIL PAINTING GROUP

Wednesday 9.00am-12.00pm

Cost: TBA

Enrolment: 6454 1803

info@vicparkarts.org.au

Open Studio session for oil painting lovers. No formal teaching but lots of support, sharing tips & fun.

WRITING GROUP

Wednesday 10.30am-12.30pm

Cost: \$15 or \$10 Members

Enquiries: 6454 1803

info@vicparkarts.org.au

Bring your work in progress. Share ideas and receive feedback in a supportive environment.

Each theme is introduced with a skills based warmer. Students are then encouraged to do their own composition based on the day's theme. The teacher provides different resource photos and still life objects for each student, but students are welcome to bring their own if they prefer.

WATERCOLOUR BASICS (BEGINNERS)

with Verena Marmion

Sunday 6, 13, 20 & 27 August 3pm-5pm

*Possibility of course extension with sufficient student interest

Cost: \$80.00

Enrolment: 0451 306 497

marmionverena@hotmail.com

http://verenamarmion.weebly.com

Simple activities are structured to gradually expand students' repertoire of techniques and knowledge of how to manipulate watercolour paint. Only three colours are used from which students learn to mix a range of colours. The four lesson themes are: oriental ceramic cup, flowers, skies and basic principles of landscape painting. This course is designed for beginners but students with some experience have said they have benefited from it.

SCHOOL HOLIDAY CLASSES

CREATIVE KIDS ART CLUB

Painting and drawing on canvas - trees - 5-12yrs

Friday 7 July 10am-12pm

Cost \$55

Learn some watercolour painting techniques and create a beautiful stylised tree painting. Draw in details with colour to complete your beautiful painting. All materials including canvas, paints, brushes, drawing materials and art aprons provided. Book online at www.creativekidsartclub.com.au

T-shirt printing, your own design - 6-12yrs

Friday 7 July 1pm-3pm

Cost \$55

Try some fabric painting, stencilling and drawing techniques to create a t-shirt of your own design. We will begin with design and develop an idea to create a colourful, wearable piece of art! All materials including t-shirt, paints, fabric drawing materials and aprons provided. Book online at www.creativekidsartclub.com.au