



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 6 Term 3 No. 1 2017

The winter months is a timely reminder of the school's Uniform Policy. The policy which has been endorsed by both the P&C and School Board, accept the importance of students being in uniform for a variety of reasons, including being easily recognisable as a Mount Lawley student for safety purposes. The uniform shop, previously sited at the school is now located on nearby 834 Beaufort Street Inglewood. A full range of uniform should be available to keep the winter weather at bay.

Part of the Mount Lawley SHS ethos is to create a safe school allowing all students to work in a safe, supportive environment. Bullying, drugs, theft and violence and other unacceptable behaviours are not tolerated. Students attending this school should realise the high standards and expectations we have for all students who have a right to expect a safe passage through their learning program. Our Positive Behaviours Policy reinforce this and support is available for students who require it through our comprehensive Student Services.

Year 12 students are now in their final half of their last term at school. In order to support them, a number of initiatives and revision courses are being provided. These will assist students prepare for their mock examinations in a few weeks time. The examinations begin in the last week of this term and in the second week of the school holidays. Where students are enrolled in a WACE course with a practical examination, these are held in the first week of the school holidays. It is essential that the students attend on the scheduled day and be on time. Personal examination schedules for the WACE will be provided.

The final set of OLNA testing for 2017 will soon be taking place. Students complete a practice test and then the assessments. OLNA is a requirement to receive the WACE and to Graduate. The students need to meet literacy and numeracy standards. The school will also soon be trialling the NAPLAN online examination. Students will be reminded of the need to bring their earphones with them for the trial. The trial will examine the capacity of our school to complete the tests online. This includes information such as bandwidth and other technical issues as we prepare for trial online testing in 2018.

Congratulations are extended to the parent run Lawley Community Art Auction led by Ms Patricia Kritis and her team who put on what I consider to be the best Art Auction held. The 2017 auction raised a

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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



Dylan 702, selected to represent WA in the 2017 Hockey Team competing at the School Sport Australia National Championships in Adelaide this December.



Rosie 9M1, been asked by her old primary school Mt Hawthorn PS to perform a vocal solo at the "Schools Make Music" concert at the Crown Theatre in August. We wish her all the best at this great venue and in front of such a large audience.

From the Principal:

Nationally Consistent Collection of Data for School Students with Disability

All schools in Australia, including Independent and Catholic schools, will participate in the Nationally Consistent Collection of Data on School Students with Disability every year.

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

All education agencies are now required under the Australian Education Regulation 2013, to provide information on a students' level of education, disability and level of adjustment to the Australian Government Department of Education. Data will continue to be de-identified prior to its transfer and no student's identity will be provided to the Australian Government Department of Education.

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

If you have any questions, please do not hesitate to contact Mr Michael Camilleri on 08 9471 0300 or the Western Australian Department of Education NCCD Helpline on 0477 741 598.

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

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



huge amount for the SVAPA and Music programs and all involved are to be commended for their efforts. The amount of work the parent and student volunteers put into the auction speaks highly of the school's involvement with the community.

Mount Lawley SHS welcomes students from many parts of the world and reflects that strength through its diversity. We also host many students who come for short term stays to gain an appreciation of what it is like to be a student at this school. Recently, we have welcomed students from Japan who were with us for two weeks as well as students from our sister school in China. The feedback from students and parents has been extremely positive as students have learned from each other comparing systems and processes.

The school recently held its annual Honours Society Assembly where students who have achieved highly over a two year period are acknowledged and inducted into the school's Honour Society. This tradition has been ongoing for 30 years and a previous Honours Society recipient, Jane Godfrey, provided an inspirational speech to the students. The assembly also marked the acknowledgement of Cale Willcox, our Premier's ANZAC tour winner who spoke about his experiences whilst on the tour in Singapore. Attended by Alana Clohessy MLC, the assembly also acknowledged the efforts and contributions of many of our students in a wide range of areas. Our new school song was also unveiled thanks to the efforts of our Music staff and former student Mei Lin. The community spirit exhibited at Mount Lawley SHS is alive and well!

Michael Camilleri, Principal

Dear Parents

During the school year we sometimes find students using their computer and the school network in unacceptable ways that are contrary to the Computer Use Agreement that has been signed by all students and their parents.

These incidents are investigated and dealt with appropriately. Sometimes they result in consequences such as warning, loss of use of the network for a period of time, and at times, even suspension.

Despite using sophisticated software to prevent such occurrence, material brought from outside the school on privately owned computers can at times be deployed in the school environment.

This is a timely reminder for all parents to regularly monitor their child's computer and emails so that we can all operate in a safe environment. Should you have any concerns please contact the appropriate Year Coordinator or Community Leader.

Some useful resources concerning use of technology and on-line safety for parents to refer to are:

www.thinkuknow.org.au

www.esafety.gov.au

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 enuresis/encopresis. 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*





WOOLWORTHS EARN & LEARN PROGRAM



This year we will be participating in the Woolworths Earn & Learn program. Through this program we will be able to get new educational resources for our school and all we need you to do is shop for your groceries at Woolworths.

From **Wednesday 26th July to Tuesday 19th September** or while stock lasts, we are collecting Woolworths Earn & Learn Stickers. You will get one Woolworths Earn & Learn Sticker for every \$10 spent (excluding liquor, tobacco and gift cards).

Place the Woolworths Earn & Learn Sticker onto a Woolworths Earn & Learn Sticker Sheet if possible and when it's complete, the Sticker Sheet can be dropped into the Collection Box here at the school, in the **Student Service Office**. **We will also take stickers on their own.**



At the end of the promotion, we'll be able to get some **great new equipment**.

If you'd like to know more visit woolworths.com.au/earnandlearn



ySafe – CYBER SAFETY EDUCATION WORKSHOP FOR PARENTS

The world of social media & technology is fast becoming the centre of our children's universe. It can be a challenging task for parents to stay on top of the dangers of social media and technology, while monitoring their child's online behaviour and finding balance.

We are offering a workshop for parents to learn more about managing children's technology use, including an introduction into the most popular social media platforms and practical tips for keeping kids safe online. The workshop will also cover information on setting boundaries around technology, online behaviour management, and tools for managing technology both in and outside of the home.

If you have ever struggled with getting your kids off their games and into bed, worried about knowing what your child is accessing online, or felt concerned that your child was spending too much time in the digital world, this workshop is for you!

Please register for this event by following the link provided.

This is an important school event for all parents to attend.

Venue: Mount Lawley Senior High School (Staff Room)

Date: Monday 4th September 2017

Time: 7pm – 9pm

Cost: FREE

Registration link: <http://bit.do/mountlawleyshs>

APPLE AUTHORIZED SERVICE PROVIDER

PRA IT Services will likely be onsite in the near future at Mt Lawley SHS to assist with all your Apple Hardware repairs. They carry out all warranty, insurance and preventative maintenance work. They specialize in repairs and servicing of the entire Apple range of portable and desktop computers, iPads, iPod and iPhone products. All work is carried out by Apple Authorized Technicians with Apple genuine parts. A secure locker system with direct access to our online service portal will be located in the library. Students will be able to log a repair and, if necessary, be alerted if there are any costs associated. More information will be made available when all details are finalised.



FREE PARENTING SEMINARS – for EVERY PARENT
Positive Parenting Program SEMINAR SERIES TEEN
Term 3 2017
Mount Lawley Senior High School



Parents/carers/grandparents are invited to attend free parenting seminars to learn practical, positive and effective ways to strengthen bonds with their teenagers, encouraging them to develop the skills to become independent and to successfully connect with the wider community.

The seminars are standalone and parents may choose to attend one, two or all three of the seminars. However, it is best to attend all three to get the full benefit of the program. The seminars are a presentation style format rather than fully interactive. However, there is a question and answer opportunity in the last half an hour of the seminar.

When:	Wednesday 16 August	Seminar One:	Raising Responsible Teenagers
	Wednesday 23 August	Seminar Two:	Raising Competent Teenagers
	Wednesday 30 August	Seminar Three:	Getting Teenagers connected
Time:	7:00pm – 9:00pm		
Venue:	Mount Lawley Senior High School Staff Room		
Cost:	Free – however bookings are essential.		

Parents of children in Years 7, 8, 9 and 10 are welcome to attend. This is an adult only event, so please do not bring your teenager along.

For more information, or to register to attend a free parenting seminar please:

Visit the EventBrite page to register online (<https://mlshsteenpppseminars.eventbrite.com.au>)
If you wish to attend all three seminars, you have to register for each seminar separately online.

We look forward to seeing you at the seminar.

Iva Filipovska (School Psychologist) and Mary Keeley (School Nurse)

NB: These seminars focus on strategies for supporting very low level challenging behaviours that teenagers display. For more in-depth parent support and complex presentations, the Group Teen Triple P would be a suitable option. You can check when and where this program is offered through the Department of Health (http://healthywa.wa.gov.au/Articles/S_T/Triple-P-Positive-Parenting-Program)



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 26 – MIDDLE/SENIOR – PARAGRAPH BUILDING T.E.E.L.

The ability to construct well structured and logical paragraphs enables students to clearly express the message they wish to convey in what they are writing about. The **T.E.E.L.** method builds this capability. There is a **T.E.E.L.** Thinking Tool on the website.

All too often students may have investigated a topic or created a story very well but through their inability to construct meaningful paragraphs, their efforts are not rewarded. A step-by-step plan to follow creates new brain pathways which become faster and stronger every time they use it and enables them to positively, confidently and capably construct paragraphs. T.E.E.L. stands for:

- **TITLE** – the first or topic sentence explains to the reader what the paragraph will be about
- **EXPLANATION** – expand on the Title sentence and discuss your thoughts, reasons and arguments about the topic
- **EVIDENCE** – provide support for your thoughts and reasons as proof to the reader
- **LINK** – one or two sentences relating back to the Title or topic sentence.

T.E.E.L. is also a very effective strategy to use when reviewing their notes and revising for assessment tasks and tests. It organises and codes learnt material logically in their minds.

"Memory ... is the diary that we all carry about with us."

Oscar Wilde

WEEK 27– MIDDLE / SENIOR – BELONGING & CONNECTED

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

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

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

Fortune favours the prepared mind." **Louis Pasteur**

Wk 26

Skills and Achievement

MIDDLE Student Planner

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PARAGRAPH BUILDING: T.E.E.L.

Wellbeing Bank: to strengthen **Skills and Achievement** by learning how to construct quality paragraphs.
T.E.E.L. is a dependable method to build well-structured paragraphs and stands for **Title, Explanation, Evidence, Link**:
 • use for paragraphs in the main essay body, not for introductory and concluding paragraphs
 • see Paragraph Building: T.E.E.L. Thinking Tool on website
 • how do you construct paragraphs now?

T **E** **E** **L**

Title – the first sentence explains what the paragraph will be about:
 • not too long.
Explanation – expand on the Title sentence to discuss your thoughts about it:
 • your reasons and arguments.
Evidence – provide support for your thoughts, reasons and arguments:
 • for an argumentative essay, your supporting evidence would be trends and statistics
 • for a book, your supporting evidence would be quotes from and references to the book.
Link – one or two sentences relating back to the Title sentence:
 • not too long.

ACTIONS

What are two things I will start doing to build well-structured paragraphs?

1.
 2.

MINDFULNESS ACTIVITY:

Letter To Me – write yourself a 100 word letter describing what you are going to become as a person this year and how you are going to achieve it. Read it in a month; how have you started to do this?

RESILIENCE BUILDER

When you look at things negatively, you are looking for what is wrong or could go wrong. It creates negative self-talk in your head which pulls you down and makes achieving what you set out to do very difficult. With a friend describe a time you have seen someone else or yourself fall into negative self-talk.

WELLBEING TIP: When waiting in a queue have a conversation with the person next to you.

WHAT WENT WELL THIS WEEK AND WHY?

1.
 2.
 3.
 Character Strength **Perseverance**
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WELLBEING FITNESS CHALLENGE: BRIGHT AND LIGHT – Being Happy (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR GREAT

SENIOR Student Planner

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PARAGRAPH BUILDING: T.E.E.L.

Wellbeing Bank: to strengthen **Skills and Achievement** through actively using this technique.
 Describe how you currently build paragraphs.

To develop well-structured paragraphs use the **T.E.E.L.** method; it is a dependable and simple plan:
 • it stands for **Title, Explanation, Evidence, Link**
 • use it for paragraphs in the main body of the essay, not for the introductory and concluding paragraphs
 • there is a **T.E.E.L.** Thinking Tool on the website which is also effective for revising.

T **E** **E** **L**

Title
 • the Title sentence explains to the reader what the paragraph will be about
 • not too detailed or long.
Explanation
 • expand on the Title sentence and discuss your thoughts about it
 • explain your reasons and arguments.
Evidence
 • provide support for your thoughts, reasons and arguments as proof
 • if you are writing an argumentative essay, your supporting evidence would be trends & statistics
 • if you are writing about a book you are studying, your supporting evidence would be quotes from and references to the book.
Link
 • one or two sentences relating back to the Title sentence
 • not too detailed or long.

A well-constructed paragraph includes all **T.E.E.L.** points.

ACTIONS

What are two things I will start doing to build well-structured paragraphs?

1.
 2.

MINDFULNESS ACTIVITY:

Letter To Me – write yourself a 100 word letter describing what you are going to become as a person this year and how you are going to achieve it. Read it in a month; how have you started to do this?

RESILIENCE BUILDER

Feeling in charge of you, is a great way to live. On your bedroom wall put up five emotions that you need to keep an eye on being in charge of and five positive personal descriptors that you would like to show every day.

WELLBEING TIP: Skipping is not only great exercise, it is good for your co-ordination.

WHAT WENT WELL THIS WEEK AND WHY?

1.
 2.
 3.
 Character Strength **Perseverance**
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WELLBEING FITNESS CHALLENGE: BRIGHT AND LIGHT – Being Happy (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR GREAT

Wk 27

Relationships and Optimism

MIDDLE Student Planner

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BELONGING AND CONNECTED

Wellbeing Bank: to strengthen **Relationships and Optimism** by building positive relationships to feel socially connected.
 Being **socially** connected and feeling you belong:
 • are the most important factors for you being happy
 • they create positive emotions in you and others
 • which broaden your attention to think creatively
 • which builds your engagement with yourself
 • describe how you are connected and feel you belong

You're wellbeing is healthy when you connect with positive, happy and thankful people, you are:
 • healthier and experience less anxiety
 • more likely to achieve your goals
 • **grateful** and others feel that they matter
 • your positive attitude rubs off on others to make them feel happier.

Neuroscience has discovered that we have mirror neurons:
 • they copy the feelings and expressions of others
 • when someone smiles at you, it's impossible not to smile back
 • be aware that they also copy negative feelings and expressions.

ACTIONS

What are two things I will start doing to strengthen my feelings of being socially connected?

1.
 2.

MINDFULNESS ACTIVITY:

The Good Stuff – describe times in your life when you felt great joy, real pride and total fulfillment in what you did.

RESILIENCE BUILDER

When you realise you are using negative self-talk, it is important to contest it with positive self-talk, e.g. *this is too hard for me*, contest it with, *I'll try a new approach to overcome this*. With a friend say negative self-talk and then practise contesting it with positive self-talk.

WELLBEING TIP: Wash the family car for exercise; polish it if you want a real workout.

WHAT WENT WELL THIS WEEK AND WHY?

1.
 2.
 3.
 Character Strength **Forgiveness**
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WELLBEING FITNESS CHALLENGE: EMOTIONS SPOTTING – Mindful Feelings (p.20)
 RATE YOUR WELLBEING THIS WEEK: FAIR GREAT

SENIOR Student Planner

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FEELING SOCIALLY CONNECTED

Wellbeing Bank: to nurture **Relationships and Optimism** through building positive relationships.
 Feeling that you are **socially** connected and belong:
 • are major factors in enjoying a healthy state of wellbeing
 • this releases pleasure inducing chemicals into your bloodstream
 • as such, effort in building strong relationships is a must.

Experiencing **positive** emotions often:
 • broadens your attention to think creatively and flexibly
 • which builds your engagement with the present moment and yourself
 • describe your current feelings of being socially connected and belonging.

Benefits of feeling socially connected include:
 • better physical and psychological health
 • more likely to achieve what you set out to do
 • experience less depressive feelings
 • your positive attitude is contagious and the ripple effect is that others feel happier too
 • upward spirals of relationship growth are ignited.

Neuroscience has discovered that we have mirror neurons:
 • they sense and copy the feelings, expressions and actions of others
 • when someone smiles at you, it is almost impossible not to smile back
 • the opposite is also true; they mimic negative feelings, expressions and actions
 • connect with optimistic, grateful people; avoid pessimistic thinkers.

ACTIONS

What are two things I will start doing to increase my feelings of being socially connected?

1.
 2.

MINDFULNESS ACTIVITY:

The Good Stuff – describe times in your life when you felt great joy, real pride and total fulfillment in what you did.

RESILIENCE BUILDER

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?

WELLBEING TIP: Aim to have nine hours uninterrupted sleep every night.

WHAT WENT WELL THIS WEEK AND WHY?

1.
 2.
 3.
 Character Strength **Forgiveness**
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: EMOTIONS SPOTTING – Mindful Feelings (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 28 – MIDDLE/SENIOR – POWER OF POSITIVE FEEDBACK

Learning how to give and receive feedback is an essential lifelong skill for students to develop. Students don't know what they don't know and developmental feedback enables them to consider other perspectives. Quality feedback builds socialconnectedness by others feeling they matter, it also broadens and builds students' engagement with others and themselves. Feedback, whether giving or receiving, forces them to slow down their thinking to be in the moment and think hard.

Positive learning and teaching communities rely on feedback to build open, trusting and transparent communication lines which in turn strengthen the wellbeing of everyone – a growth mindset to welcome it as positive encouragement rather than negative criticism. The purposes of feedback include listening to ideas and concerns to improve a situation; suggesting alternative approaches and strategies; monitoring attitudes, behaviours and performance; giving frank feedback, both positive and negative – sometimes advice that we don't want to hear.

When having conversations it is apparent when others aren't listening with their eyes, their ears and their hearts. Is it that they are not interested or that they have never been taught how to mindfully listen? Empathetic and attentive listening needs to be role modelled and taught – relationship building relies on it.

"Correction does much, but encouragement does more."

Johann Wolfgang von Goethe

WEEK 29 – MIDDLE / SENIOR – PRESENCE AND PURPOSE

This generation of students was born into a digital world and communicating electronically is what comes natural to them. The 21st century has seen the advent of more and more mediums of communication which have reduced our opportunities for purposeful face-to-face conversations with real people in real time. There is no doubt that communication via mobiles, texting, Twitter, Facebook, Snapchat, Kik, Instagram will continue. Are we as a society lacking the presence and purpose to enjoy the positive emotions of human interaction in person? Are we hiding behind the invisible impersonal wall of electronic communication? How is this affecting relationships?

Nearly everything that we will achieve in life will be through people, with people and by people. Healthy relationships are the cornerstones to a well functioning society and we need to develop our students' skills to communicate effectively such as using and reading positive body language messages; recognising inference, bias and emphasis in conversations; developing relationships through face-to-face conversations; learning to listen with their eyes, their ears and their hearts; valuing and considering other peoples' opinions and points of view because they matter and being present and mindful in each and every moment.

"Quality is not an act, it is a habit."

Aristotle

Wk 28

Positive Engagement

MIDDLE Student Planner

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POSITIVE FEEDBACK

Wellbeing Bank: to boost **Positive Engagement** through positive feedback.

Positive feedback is:

- something you give and receive to build trust
- sharing your thoughts and listening to others' thoughts
- listening and speaking with your ears, eyes and heart
- others know when your heart is there
- developmental and non-judgmental to learn more
- describe how you give and receive feedback now.

When **giving** feedback:

- firstly look for what is good about what is happening
- use examples to support your points
- use sandwich feedback, good stuff before and after not so positive points
- avoid saying what you think he/she wants to hear
- always offer a positive alternative to a negative
- discuss "possibles", then "probables" and finally "preferred" directions.

When **receiving** feedback:

- listen, to process and appreciate what others are saying
- avoid thinking about what you are going to say; just listen.

ACTIONS

What are two things I will start doing to improve how I give and receive feedback?

1.
2.

MINDFULNESS ACTIVITY:

Changing Names – if you were to change your first and surnames, describe what your new names would be, why you chose them and how you would act and feel.

RESILIENCE BUILDER

When you look at things positively, you are looking for what is right and good. This creates positive self-talk which is uplifting and broadens your attention to make the most of opportunities. With a friend describe a time you have seen someone else or yourself use positive self-talk.

WELLBEING TIP: Live life as an adventure, the more you live the more secure you feel.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

Character Strength
Zest
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: DISCOVERY LEARNING – Being Curious (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

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POWER OF FEEDBACK

Wellbeing Bank: to strengthen **Positive Engagement** through positively giving and receiving feedback.

Giving and receiving developmental, non-judgmental feedback:

- are powerful ways to build trust
- focuses you on what you are doing well
- encourages you to try new approaches to grow your brain's abilities
- assists others to strive, thrive and flourish
- may come from family, friends and teachers
- welcome and accept it
- describe how you currently give and receive feedback.

Your **personal** best ways to look at things:

- are through the lens of your signature and top supporting strengths
- so when asked to give feedback by someone
- use the perspectives of your strengths
- aim to reframe positive emotions in him/her
- avoid saying what you think the other person wants to hear
- offer positive alternatives to negative approaches
- say "you" not "we"; the feedback is about him/her not you
- listen and speak with your ears, eyes, and heart
- avoid encouraging a "victim" mentality of blaming, justifying and storytelling
- discuss possible, then probable, then preferred strategies.

When **receiving** feedback:

- listen and process what is being said
- avoid thinking about your reply; just listen.

ACTIONS

What are two things I will start doing to improve how I give and receive feedback?

1.
2.

MINDFULNESS ACTIVITY:

Changing Names – if you were to change your first and surnames, describe what your new names would be, why you chose them and how you would act and feel.

RESILIENCE BUILDER

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. They use 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?

WELLBEING TIP: Don't text everything; deliver your message in person.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

Character Strength
Zest
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WELLBEING FITNESS CHALLENGE: DISCOVERY LEARNING – Being Curious (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

Wk 29

Relationships and Optimism

MIDDLE Student Planner

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PRESENCE AND PURPOSE

Wellbeing Bank: to grow **Relationships and Optimism** by having purposeful conversations in person with others.

Nearly **everything** you achieve in life will come from:

- communicating meaningfully with others
- combining your and others strengths to overcome challenges
- describing a meaningful talk you've had and how you used your strengths.

For meaningful face to face **conversations**:

- use eye contact and welcoming body language
- be curious by asking, *tell me more*
- listen with your eyes, ears and heart
- expect to hear something special; respect it.

A healthy sense of wellbeing enables you to:

- confidently discuss worthwhile things in person
- read body language messages
- many people hide behind the invisible impersonal wall of electronic communication.

Use CARE with purpose:

- C – Communication: be open and honest
- A – Achieve: aim for win-win conversations
- R – Respect: believe and show others matter
- E – Expect: give more of yourself to learn.

ACTIONS

What are two things I will start doing to use my strengths to have more face to face conversations?

1.
2.

MINDFULNESS ACTIVITY:

Self-Hugging – give yourself a self-hug by wrapping your arms around yourself for one minute or longer if you like. Describe the positive emotions and feelings you experienced.

RESILIENCE BUILDER

Positive self-talk are *I can and I will ...* statements which build your self-belief to push on. With two friends think of five difficult situations you could find yourself in and create three examples of positive self-talk for each of them (see page 159 for ideas).

WELLBEING TIP: Listen, it is a shortcut to success and has the same letters as silent.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

Character Strength
Creativity
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: VALUES LIVING – Standing Tall (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

Page 84

PURPOSEFULLY PRESENT

Wellbeing Bank: to build **Relationships and Optimism** through having positive conversations with others face-to-face.

Nearly **everything** you will achieve will come from:

- working well with people; others really do matter
- focusing on using your signature and top supporting strengths in your every thought, word and action
- effectively communicating in person to build positive relationships.
- Much **communication** today has lost the personal touch and done via electronic means:
- but you have a choice to create opportunities to engage with others in person
- to enjoy the positive feelings of being socially connected
- describe how you mainly communicate with others.

When having face to face **conversations**:

- use eye contact and welcoming body language
- avoid starting from positions of certainty
- be curious by asking, *tell me more*
- seek to discover intersections
- ask open questions, *How did you go about it?*

Self-correct if:

- your relationships are social media based and secretive
- you text and check social media non-stop.

Be purposefully present using **CARE**:

- Communication: be open and honest
- Achieve: aim for win-win conversations
- Respect: believe and show others matter
- Expect: give more to receive more back.

ACTIONS

What are two things I will start doing to have positive conversations with others in person?

1.
2.

MINDFULNESS ACTIVITY:

Self-Hugging – give yourself a self-hug by wrapping your arms around yourself for one minute or longer if you like. Describe the positive emotions and feelings you experienced.

RESILIENCE BUILDER

When you are finding it difficult to cope with the pressures of school and life, brainstorm five coping strategies you could use to relieve the tense feelings. Look at Positive Coping Strategies for ideas.

WELLBEING TIP: Try frozen yogurt rather than ice cream.

WHAT WENT WELL THIS WEEK AND WHY?

1.
2.
3.

Character Strength
Creativity
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: VALUES LIVING – Standing Tall (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 30 – MIDDLE/SENIOR –REST, RECHARGING AND SLEEP

Sleep deprivation is a massive issue amongst 21st century adolescents and it has a profound effect on their wellbeing. Expecting them to concentrate well and be engaged in class is unrealistic because it's almost humanly impossible to do so when lacking sleep.

Their 24/7 addiction of being electronically connected to their peer groups and having their phones on throughout the night communicating with others, makes deep sleep more than difficult. Interestingly, studies have revealed that some 60% of adolescents are unhappy with and exhausted from being 24/7 connected and also understand the consequences of a lack of sleep and rest. Yet in spite of this, the reason they continue to stay connected is **FOMO – Fear Of Missing Out**. Assertive parenting of insisting no mobile or computer after 9.00 pm is the answer. It may lead to defiance, but to improve their health and wellbeing it is well worth weathering the storm.

At least 9 hours deep sleep and rest are non-negotiable essentials for the healthy all round development of young people because they provide timeout for their eyes and vital organs and essential growth hormones are released and learnt material is stored in their long term memory during REM sleep, Rapid Eye Movement.

"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt

Wk 30

Exercise and Health

MIDDLE Student Planner

Page 86

SLEEP AND REST

Wellbeing Bank: to build **Exercise and Health** by having a deep sleep every night.

By the end of the day after school, exercise and home learning:

- your mind and body need to rest to recharge
- a deep sleep is the best way to achieve this
- describe how deeply you sleep each night?

Sleep is a key to your physical wellbeing:

- it rests your eyes and vital organs
- essential growth hormones are released
- learnt material is stored in your long term memory during REM sleep, Rapid Eye Movement
- at least 9 hours every night
- no mobile or computer after 9.00 pm
- go to bed when tired
- use a neck supporting pillow and firm mattress
- bedroom dark, quiet and well ventilated
- no large meals, caffeine or bright screens near bedtime
- a bath or shower before bed
- a glass of water to sip on.



ACTIONS

What are two things I will start doing to have a deep sleep every night?

- 1.
- 2.

MINDFULNESS ACTIVITY:

Swapping Hands – use your non-dominant hand to hold the spoon when having your breakfast cereal. When eating dinner swap the knife and fork between your hands. Describe how much you have to concentrate?

RESILIENCE BUILDER

Positive or optimistic thinkers are healthier, suffer less stress and are far more likely to achieve what they set out to do. With two friends look at Emotional Hijacking Traps (page 88) and come up with three examples of positive self-talk to contest them.

WELLBEING TIP: Go snorkelling to enjoy the beauty of our marine life; a good workout also.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Love

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: STRENGTHS SPOTTING – In the Moment (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

SENIOR Student Planner

Page 86

RECHARGING AND SLEEP

Wellbeing Bank: to build **Exercise and Health** through recharging your vital organs by having a deep sleep every night.

You use an **enormous** amount of energy:

- thinking, studying and being a contributing member of your school; your brain is a big energy user
- naturally growing your mind and body
- doing good to feel good and experience positive emotions.

By the **end** of every day:

- you are emotionally and physically drained
- your brain and body need to rest to recharge for tomorrow
- an uninterrupted deep sleep is the best way to achieve this
- describe how you currently recharge yourself through a deep sleep every night.

Research has proven very clearly that **deep sleep** is a must to:

- function well physically and psychologically
- release essential growth hormones into your bloodstream
- store learnt material in your long term memory during REM sleep, Rapid Eye Movement.

Sleep musts are:

- at least 9 hours every night
- mobile or computer off after 9.00pm
- firm pillow and mattress
- bedroom dark, quiet and well ventilated
- no large meals or caffeine near bedtime
- a bath or shower before bed
- water to sip on.

ACTIONS

What are two things I will start doing to have an uninterrupted deep sleep every night?

- 1.
- 2.

MINDFULNESS ACTIVITY:

Swapping Hands – use your non-dominant hand to hold the spoon when having your breakfast cereal. When eating dinner swap the knife and fork between your hands. Describe how much you have to concentrate?

RESILIENCE BUILDER

When members of your peer or friendship group are not coping, listening actively and empathetically to their concerns, paraphrasing back to them that you are present and not being judgmental will assist them. With a friend share a concern and practice listening this way.

WELLBEING TIP: When outside wear sunglasses to protect your eyes from UV radiation.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength
Love

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: STRENGTHS SPOTTING – In the Moment (p.20)
RATE YOUR WELLBEING THIS WEEK: FAIR 😊 😊 😊 😊 😊 GREAT

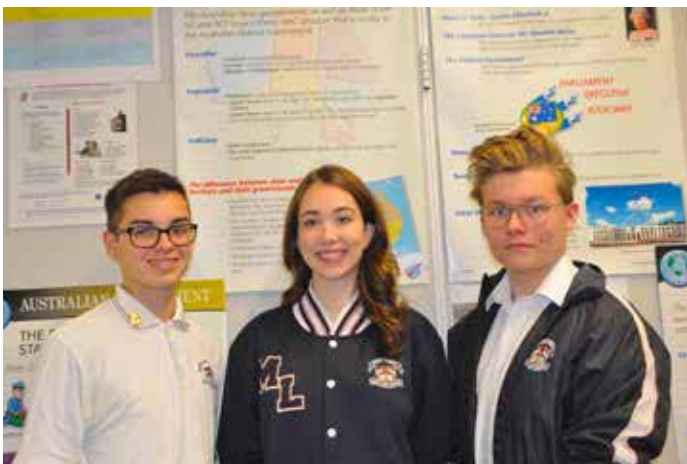
MOCK TRIAL COMPETITION

This week, the Year 11 and 12 Mount Lawley Mock Trials team went up against PLC in the first of the competition's elimination rounds. The team served as the plaintiff, disputing a civil case regarding a missing contract for a construction project. The case was challenging, the witness statements long and the precedents challenging. Despite this, the team managed to defeat PLC by 17 points meaning we will progress forward further into the finals.

Out of 130 teams, Mount Lawley is now one of less than sixteen to make it this far. The barristers, Olivia Trahair and Oscar Kaspi-Crutchett gave many hours to the case. The witnesses, Olivia Williams and Samuel Marcus learned long statements with the help and support of Solicitor Shadi Kolahdouzan.

The next trial should be within the next two months, and Mount Lawley looks forward to another challenging round of the competition.

Oscar Kaspi-Crutchett



GREAT PRIZES TO BE WON

MOUNT LAWLEY SENIOR HIGH SCHOOL'S PREFECTS PRESENT

QUIZ NIGHT

WEDNESDAY AUGUST 16th

Tea/Coffee and soft drinks will be available

BYO platter of food for your table (optional)

TIME: 6:30pm for a 7pm start

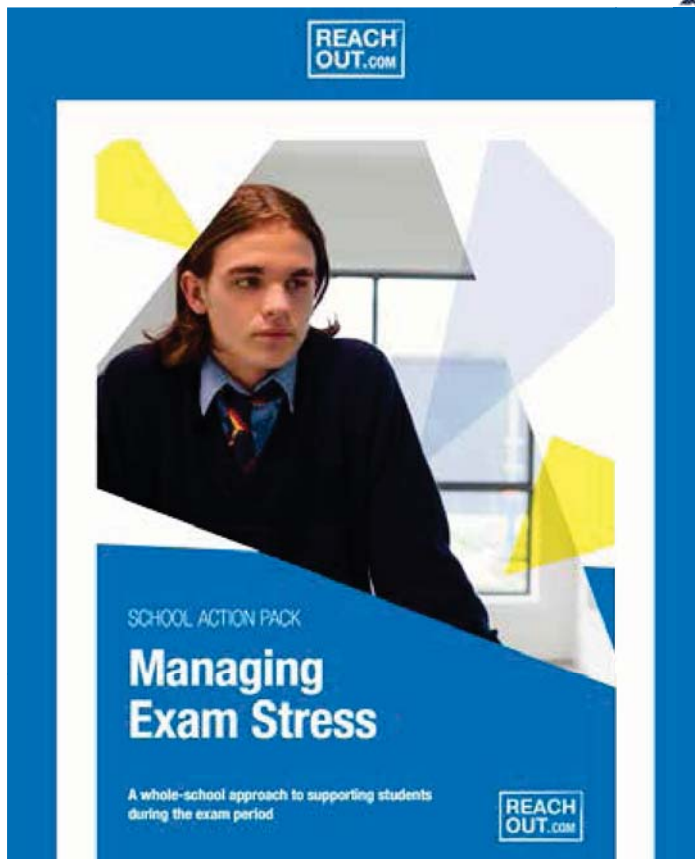
PRICE: \$5 entry per person to go towards the Year 12's gift to the school

LOCATION: Upper Senior School Building



YEAR 8 SPORTS CARNIVAL





PARENTS: <https://parents.au.reachout.com/>

Information for Parents



Parents and carers play a vital role in supporting their teenagers through exam time. However, it can be difficult to know how best to support a teenager to manage their stress. It's important to let parents know of the tools and support available to them to help them help their teenager.

We've developed newsletter copy to engage parents in student wellbeing throughout exam time. You can include this copy in your school newsletter, social media channels and website. You can also help parents by printing the fact sheets from the links below and circulating them at school events where parents are in attendance.

Help your teenager to beat exam stress

It's normal for teenagers to feel stressed out in the lead up to exams, particularly those teenagers in year 12. Your teenager may feel anxious about just one or two exams, or every exam may cause them increased stress.

Stress around exam time doesn't impact only on the person sitting the exams; it can also be difficult for the whole family. It's important to learn how to support your teenager during exam time, in order to help them manage their stress and to reduce any tension at home.

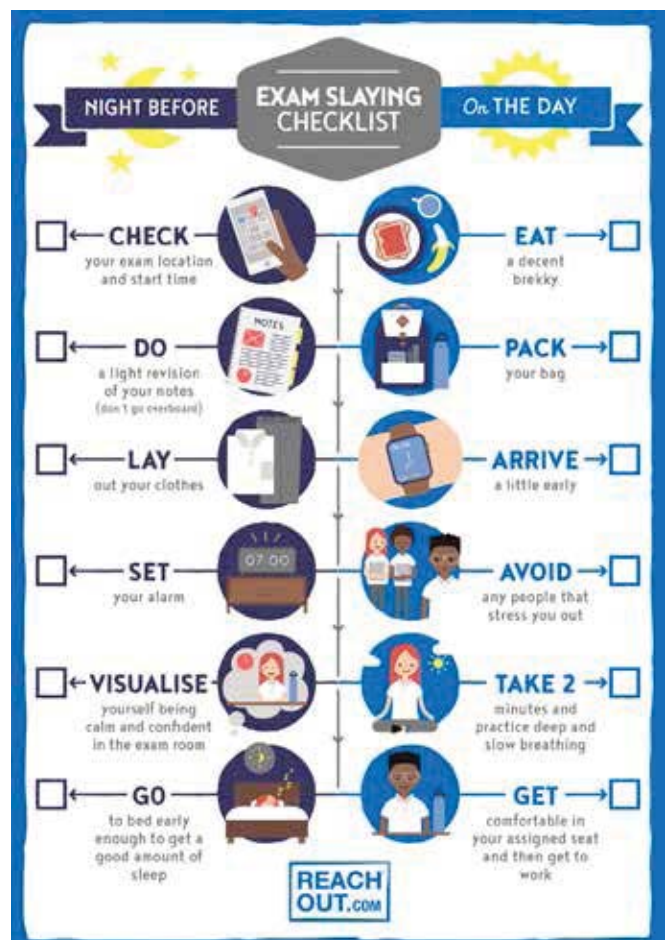
ReachOut Parents has over 140 fact sheets and practical tools. Here are a few that will help you to support your teenager with exam stress:

- ▶ [7 tips for helping your teenager manage exam stress](#)
- ▶ [A parent's survival guide to year 12](#)
- ▶ [How your teenager can manage distractions](#)
- ▶ [A parent's story about beating exam stress](#)



For more evidence-based practical support and tips on mental health and wellbeing issues for parents, head on over to ReachOut.com/Parents.

The service also provides an online community forum so that parents can connect with each other to share experiences in an anonymous, supportive space.





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



FREE WACE EXAM REVISION SESSIONS

ECU is pleased to host a series of free WACE Exam Revision Sessions as a service to Year 12 high school students in Western Australia. In 2017, WACE Revision Sessions will be offered during the week of Monday 25 – Friday 29 September at both ECU's Joondalup and South West campuses. Sessions will be offered in a range of subjects including sciences, mathematics and English, with full details of dates and times available on the registration website (<http://www.ecu.edu.au/future-students/events>).

While sessions are free, they are in high demand, so it is essential for students to register online to avoid disappointment.

Each WACE Revision Session generally comprises a four hour seminar covering:

- *the Year 12 syllabus per subject;
- *examination techniques and hints specific to the revision subject;
- *a question and answer session; and
- *a copy of revision notes.

Workshops are presented by experienced secondary school teachers who have recent WACE level marking experience, however these teachers are not current examiners. These workshops are suitable for students who are serious about their preparation for the upcoming WACE examination and do not mind attending an additional seminar to complement their existing study program.

PLEASE NOTE: ECU does not recommend that these WACE Revision Workshops replace a comprehensive study program.

How to Register and Further Information

*Year 12 students can register for these sessions online at our registration website.

*If you have already registered for this event but have not received your confirmation email within one week, please contact us at futurestudy@ecu.edu.au.



Defusing Angry and Abusive Clients & Customers

You're at the front line of service delivery. It may seem that you can do little to respond to angry and abusive clients and customers. *But you can!* This half day seminar shows you key principles and strategies to defuse clients' and customers' anger and reduce abusive behaviour right from the start. It also assists you to reduce your own stress levels.

Topics covered in this seminar include -

- Why do people become angry and abusive?
- What angry people need and want.
- The art of self-control.
- Starting off successfully.
- The art of cooperative language.
- Verbal self-defence techniques.
- Assertive limit setting.

WEST LEEDERVILLE

Level 1, 22 Southport Street
corner of Cambridge Street

Tuesday 5 September 2017

Time: 9.30am-1.00pm

Fee: \$110 per person

Places are limited so please book now on 6164 0200



Term 3 & 4 Enrolments now open

Year 7-12 Weekend Tuition Classes and Master Classes

Yr 11 & 12 Classes:

ATAR Master Classes

- Classes available Sundays and afternoons after school
- WA's top ATAR teachers
- For students seeking higher achievement
- Maximise school and exam results

For information about our teachers see our website

ATAR Weekend Tuition Classes

- Various classes available Saturday and Sunday from 9am up to 3pm
- Ask questions about your school work and get one-on-one help in a small group class (3 – 7 students)
- Expert ATAR teachers
- Clear and simple explanations of challenging subjects

Yr 7-10 Classes:

Weekend Tuition Classes

- Various classes from 9am up to 1pm every Saturday and Sunday
- Experienced teachers in Maths, Science and English
- Students will build their skills and understanding in a small group environment
- Receive individual help in areas of need.

ENROL AT ANY POINT DURING THE TERM

Venues: Churchlands Senior High School, Perth
Modern School, Rossmoyne Senior High School and
our Applecross Office.

Enrol online: www.academictaskforce.com.au



For a brochure visit www.academictaskforce.com.au or speak with your Year Coordinator.



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

MOUNT LAWLEY SHS

LOCAL DRUG ACTION GROUP

The Mount Lawley Local Drug Action Group (Mount Lawley LDAG) works to develop programs aimed at minimising the harmful effects of alcohol and other drugs in the Mount Lawley SHS community.

The group consists of staff and students, representatives from the P & F within the Mount Lawley community as well as representatives from external agencies; the Mount Lawley Rotary club. The success of the Mount Lawley LDAG depends on the breadth of community support for activities that are developed.

- How you can get involved in Mount Lawley LDAG:
www.localdrugaction.com.au
- Email the Healthy Lifestyle Person, Suzie Barnes to get involved or join a 2nd monthly meeting

Members of the Mount Lawley ALDAG are able to apply for funding projects or initiatives that aim to address issues related to alcohol and other drug use. This year, Mt Lawley ALDAG have applied for funding, to organise an event for the year 12 students, "Chill Out Day". This day focuses on providing an afternoon of stress relief activities emphasizing positive life choices, stress management strategies. A guest speaker speaks to the students about responsible choices in their adult life. The emphasis is on responsible choices in life including drugs and alcohol education.

Meetings

Community members are welcome to attend meetings and join the LDAG group. The Mount Lawley LDAG meets in the Meeting room at 10 45 am every second month. Visitors are welcome and are invited to put items on the meeting agenda.

2017 Mount Lawley LDAG Meetings:

1. Tuesday Feb 27 th, 10 45 am
3. Wednesday April 26 th, 10 45 am
4. Wednesday June 7 th, 10 45 am
(Chill out day Thursday June 14 th)
5. Wednesday July 25 th, 9 45 am

These dates are subject to change

These meetings are subject to change

The LDAG Strategy

Partnerships between the Government and the community to address alcohol and drug issues in local areas led to the establishment of LDAGs throughout the state. The groups are part of a comprehensive WA Strategy against Drug Abuse.

Since 1996, a community network of over 60 not-for-profit groups have been formed and are in operation in Western Australia.



All groups come under the management of Local Drug Action Groups Inc., which is responsible for the continuing management and development of the network of LDAGs throughout Western Australia.

LDAGs have been successful in:

- Providing alternative recreational and educational activities for young people
- Issuing alcohol and other drug educational material and information throughout the community
- Monitoring local issues and trends
- Raising awareness of alcohol and other drug issues in the community
- Empowering the community and encouraging capacity building to enable members to acknowledge and take control over alcohol and other drug issues in their communities.

Mount Lawley LDAG works autonomously to develop, implement and evaluate strategies that are relevant to the unique school community. The Local Drug Action Groups Inc centrally co-ordinates the group, providing resources and funds when required to assist with programs implemented in our community. ALDAG is funded by the Mental Health Commission. Interested in becoming a student or staff member of the Mt Lawley LDAG? Get in touch with the Committee, Suzie Barnes, Healthy Lifestyle Mt lawley SHS, or Mary Keeley.

Mathematics Tutoring for Secondary Schools

PERSONAL INFORMATION

Name:
David

Address:
132 Terrace Road Perth

Mobile:
0414 644 952

Email:
david@financialmc.com.au

I am a qualified and experienced secondary school mathematics teacher who specializes in tutoring students at secondary school level to either catch up on their peers or work ahead in preparation.

Key Points

- Have a Bachelor of Education majoring in Mathematics with a Science minor
- Have a Master's in Education
- Have a Master's in Business Administration
- Years of experience teaching mathematics in secondary schools for all years and levels
- Years of experience tutoring primary and secondary students in mathematics at all levels
- Conduct holiday 'catch up' sessions to prepare students for the coming term.
- Teacher Registration Number : 33097588
- Working with Children Card number is 2823381



NAPLAN ONLINE - TRIAL OF THE NEW ONLINE ASSESSMENT PLATFORM

You may have heard that NAPLAN online is being introduced from 2018, with an aim for all schools to be administering NAPLAN online by 2020.

NAPLAN online will provide better assessment, more precise results and faster turnaround of information. Your child's results will be returned to you faster, within a few weeks rather than a couple of months.

Our school has volunteered to undertake a trial to enable us to assess our technical readiness to implement the new online assessments. This trial gives us a chance to try out the new national online assessment platform in a real-life classroom environment. This trial is called the School Readiness Test (SRT).

During August 2017, all students in **Years 9** will participate in a trial of the assessment platform, by undertaking two online readiness tests that include examples of the new NAPLAN online questions. Each test will take about 45 minutes to complete.

Participating in this trial is important as it will help us ensure we have adequate internet connectivity, and whether students have access to sufficient number of devices for NAPLAN Online testing. During the trial, our teachers will have the opportunity to practice managing the classroom logistics for an online assessment and the new test administration processes.

Feedback from schools participating in the trial will inform transition to the online assessment as well as provide valuable feedback to shape the final development of the NAPLAN online platform and administration processes.

The readiness test has not been constructed to assess curriculum knowledge, but rather to provide students with an opportunity to experience the types of questions that will be included in the new online assessments. As such, reports will not be provided.

Participation in this trial is a key step to ensuring a successful NAPLAN online experience.