



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 7 Term 3 No.2 2017

I have recently been appointed as principal of Mount Lawley SHS while Milton Butcher is continuing in the role of Acting Regional Executive in the Goldfields. Since my arrival I have been delighted by the warm welcome I have received from staff, students and parents. In the three weeks I have been here I have discovered what a busy place Mount Lawley is and I have been impressed by the wide range of learning and extra-curricular opportunities that students have available to them.

So far this term these opportunities have included the Year 9 camp to Waroona and the Bush Rangers North West tour, the Middle and Senior School Concerts, the Year 11 Drama production of Hoods, several assemblies, guest speakers and the Achievers Breakfast. I would like to thank the parents who encourage their children to take up these opportunities as participation adds to the richness of the schooling experience. I would also like to thank our teachers who give up their personal time to provide these activities.

The Year 12 students are coming to the end of their time at school and they still have a busy few weeks ahead. They are already involved in their 'mock' examinations which are held in the last week of term 3 and in the second week of the holidays. Students who are enrolled in a WACE course with a practical examination have been advised that these examinations will take place in the first week of the school holidays. Students have been provided with their personal examination schedules.

In Term 4 Year 12 teachers provide students with feedback about the mock exams and conduct course revision. It is important that students continue to attend classes and actively prepare for the WACE examinations and take advantage of targeted revision to maximise their results. I ask parents to encourage students to continue to attend all classes and work hard.

Last week we had the pleasure of hosting the Hon Mark McGowan, MLA, Premier of Western Australia, Hon Sue Ellery MLC, Minister for Education & Training and Mr Simon Millman MLA. They were greeted by Olivia Trahair (Head Girl) and Aaron Rossall- Rixon (Head Boy) and members of the executive team. They then visited a Year 7 Gifted and Talented HASS class and listed to a group presentation on

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#### CONGRATULATIONS



**Ellie 1001**, Recently Ellie's team "Starmites Cheer and Dance" (SMCD) participated in the Australian All Star Cheerleading Federation (AASCF) State Championships which was held at the HBF Arena.

Her team, named *Argent*, which is an Open Level POM team (dancing routine with POMS no stunt work), placed first in their division and achieved overall Grand Champions of the event in their division. They won a bid to represent WA in the AASCF Pinnacle event to be held in Melbourne in November this year. This is an invite only event. They also won a bid to represent Australia next February in the National Dance Association (NDA) competitions in Texas, USA. Great result for her team and the State.



**Dallas 8M3**, won Best and Fairest at his Morley Bulldogs Football Club. He received 91 votes, despite Dallas missing x3 games. The runner up received 20 votes. At the Nicky Winmar Carnival in Term 1, Dallas received the Most Valuable Player award. At the house sports carnival recently, Dallas won every event except discus and triple jump, he broke the 1500 metre record, and matched the high jump record.

Flying Boomerangs is a Nicky Winmar sponsored program for the best indigenous young boys aged 14 years and over. As Dallas was too young this year he has been nominated to join the group in 2018.



#### **Lochan 804**

Recently Lochan participated in the City to Surf and came 2nd (again) in the open 4km wheelchair event. Lochan's time was 28.23 and he is pretty chuffed as there is prize money this year.



**Todd 853** has been selected in the State Under 15's Team for Lacrosse where he will participate at the National Championship Competition held in Perth in the second week of the September.



**Ming Ming (Alice) 10F3 and Kosara 10M3** are successful scholarship recipients of the WAATI/AFS Intercultura Student Exchange Program for 2017-2018 to Italy.

#### UNIFORM CONCEPTS HOLIDAY OPENING

834 BEAUFORT ST INGLEWOOD 6052 Ph 9270 465

CLOSED MONDAY 25TH SEPT – WEDNESDAY 4TH OCT

NORMAL TRADING RESUMES - THURSDAY 5TH OCT

Please support our Green initiative by reading the rest of this Update  
online at P & C Website <http://mlshspc.org.au> or  
on school website [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)



desalination. The visit saw the formal announcement of the \$4 million that has been allocated to the school for specialist facilities and new classrooms.

Congratulations to the parent run Art Auction committee run by Ms Patricia Kritas. Once again it was a very successful evening with \$29,000 being raised to benefit the school's SVAPA and music programs. The evening is the culmination of many months of hard work by the small group of volunteers and I would like to thank them for their commitment and dedication. Thanks are also extended to Tony Monaghan for conducting the auction and to the hospitality.

The school has received the 2017 NAPLAN data and once again we have demonstrated solid performances in all key areas. The initial data reveals our students achieved well. Individual student reports have been provided to parents.

The percentage of students gaining the minimum standard was very pleasing. It should be noted that in the analysis below absent students are counted as not achieving the benchmark.

Test Component	Achievement of Standard	
	Year 7	Year 9
Numeracy	99%	99%
Reading	100%	96%
Spelling	99%	97%
Grammar	96%	95%
Writing	98%	95%

These results show that teachers worked with students to ensure relevant standards were covered in classes and students acquitted themselves very well in the tests.

The school's Comparative Performance compares a school's performance to a modelled expected performance across the NAPLAN assessment areas. Whilst this is a "rough measure" students in Year 7 showed better than expected scores in four NAPLAN areas and Year 9 students were consistent. Students performed well in Year 9 Numeracy.

Our pleasingly consistent results show that parents can have confidence in the work of Middle School teachers. In Year 9 where school performance is assessed through systemic measures, the overall NAPLAN performance for 2017 was rated as "Yellow" (which means – As Expected) in terms of overall relative performance as compared to similar schools.

Students in Year 7 and Year 9 are to be congratulated for their hard work and diligence during the NAPLAN tests. I would also like to acknowledge the hard work of all staff in preparing students for the tests.

**Lesley Street, Principal**

## SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



Dear Parents/Caregivers,



### HELPING TEENS WITH ADHD THRIVE

OnTrac is a CBT based program that assists Teens with ADHD. It is not a support group but rather a skills-building program. The focus is on using a collaborative approach to help build skills that are relevant to the lives of Teens with ADHD and the transition to adulthood.

The program is aimed at Teens 14-18 years. The focus is on helping the ADHD teen learn compensatory skills needed to manage the many transitions that happen during this developmental phase.

This 6 week program of 2 hours per week, follows the school terms (1 program per term) and is delivered in small groups of maximum 10 participants. The program is offered under Medicare's Better Access initiative - Group Therapy.

Up to 11% of children and adolescents in Australia have ADHD (Sawyer et al, 2000).

Typical struggles include:

- Academic difficulties
- Risk for repeating grades
- Suspension from School
- Dropping out of School
- Familial conflict
- Higher risk for substance abuse
- Riskier sexual behaviours
- Relationship difficulties

Accordingly, adolescence is a time in development when psychosocial interventions are important because children transition from close supervision, to increased independence, less adult supervision, and less structure.

Contact LADS

Tel: (08) 6457 7544

Email: szcounselling@gmail.com

Even if you are unsure whether this is the program for you, we are happy to discuss ADHD related concerns that are affecting you and your family, and refer to other relevant services

**Go to the school website .....[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) for the next few pages or the phone app.**





YEAR 11 DRAMA PRODUCTION OF 'HOODS'





# CONGRATULATIONS TO AWARD WINNERS AT THE MIDDLE SCHOOL TERM 3 ASSEMBLY



**Cale Year 8 reading 'Welcome to Country' at MS Assembly**



**Top student Year 7 Languages: Italian Amy, French Sophie, Chinese Olivia, Korean Ching, Japanese Angela with Principal Lesley Street.**



**Top student Year 8 Languages:**

**Italian Fiona, French Ben, Chinese Sabrina, Korean Genevieve, Japanese Lina**



**Sarah Year 8 singing and playing her guitar at MS Assembly**

**Top student Year 9 Languages:**

**French Elina, Italian Olivia, Chinese Molly, Korean Thao, Japanese Sasha**



**Junior String Quartet: Sarah, Neve, Michael and Ella (Year 9) playing at MS Assembly**



**Merit Certificate Physical Education Years 7-9 Aerrylle Y7, Smiley Y8, Hamish Y9**



**Music: Eli Y9, Blake Y9 and Emily Y9**



**Merit Certificate SVAPA: Ben Y8, Shane Y7, Max Y7, Ella Y9, Veronica Y9 with Ms Sharon Mann Community Leader.**



**Year 7 Councillors running the assembly**



**Y8 Visual Art Award Taaliya**



**Merit Certificate Drama: Jacob Y7, Lachlan Y7, Jack Y8, Leanne Y9**





## SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE

Parent Newsletter Article With the DIARY EXTRACT FOR THE WEEK

The Learning Curve Funded by School P &amp; C

Available online <http://learningcurve.com.au>

User MLSHS Password MLSHS6050

## WEEK 31 – MIDDLE/SENIOR – EMOTIONAL HIJACKING/ THINKING TRAPS

When we look at issues, our thinking is influenced by two competing minds. Our conscious rational mind, which our good decision-making centre, the prefrontal cortex, is in charge of. This mind is responsible for executive heavy lifting thinking. The unconscious emotional mind, which is our natural response centre – the amygdala – is in charge of. This mind is responsible for automatic thinking influenced by the emotions we are feeling at the time.

When our emotional mind hijacks our rational mind and takes over the way we are thinking, there are traps our thought processes may fall into. For students, add the turbulence of the adolescent brain and the incomplete hard wiring of their prefrontal cortex, the tendency to fall into these emotional traps increases significantly.

To cultivate growth mindsets in students to recognise and overcome this, initiate discussions about positive, negative, mixed and hidden emotions and their intensity; help them create their own positive coping and self-calming strategies to reduce emotional intensity; introduce them to some common thinking traps to be mindful of; understand how to use assertive and positive self-talk to combat possible hijacking and do Mindfulness Activities from the website to distract their amygdala to put their prefrontal cortex back in charge.

*"I can't change the direction of the wind, but I can adjust my sails."*

Saying

## WEEK 32 – MIDDLE / SENIOR – RESEARCH PROCESS

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

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

Adopting these approaches cultivates effective research habits which include knowing what to do when they don't know what to do; relating to how it connects to their world; identifying and finding the information they need to address it; planning a time line to solve it; analysing their findings and looking for bias, patterns, inference and implied messages; presenting what they learned with clarity and precision; evaluating their thoughts and making sense of them in relation to their world; making forecasts and predictions from their findings.

*"A belief that one will get different results by doing the same things, is insanity."*

Albert Einstein

Wk 31 Strengths and Emotions		Wk 32 Skills and Achievement	
<b>MIDDLE Student Planner</b> Page 88 <b>EMOTIONAL HIJACKING TRAPS</b> <b>Wellbeing Bank:</b> to boost <i>Strengths and Emotions</i> by being aware of and avoiding emotional hijacking traps. <b>Emotional Hijacking Traps</b> happen when your emotions control your thinking. You: • are not using your top strengths to see the facts • can avoid them using positive self-talk such as, <i>I'll learn from what I'm doing well to lift my efforts</i> • describe a time you realised your thinking was hijacked by your emotions.  <b>Emotional Hijacking Traps</b> include: Over-reacting – a few things wrong and you decide everything is wrong. Giving up – you can't do something perfectly so you don't try. Mind-reading – you assume you know what others are thinking about you. Blaming Yourself – you tell yourself it's all your fault when things go wrong. Blaming Others – you blame others totally, not yourself at all, when things go wrong. Ignoring the Positives – you don't see the good things, only the negatives.  <b>ACTIONS</b> What are two things I will start doing to develop my awareness of emotional traps? 1. _____ 2. _____  <b>MINDFULNESS ACTIVITY:</b> <b>Song Words</b> – carefully listen to the words of a song you like and write down five emotions and feelings you have while listening to it.  <b>RESILIENCE BUILDER</b> Positive self-talk is a coping strategy to help you overcome stressful or pressure situations. There are others, such as deep breathing which works well. With a friend share or come up with six more coping strategies you could use.  <b>WELLBEING TIP:</b> A great position when meeting people is to start with curiosity not certainty.  <b>WHAT WENT WELL THIS WEEK AND WHY?</b> 1. _____ 2. _____ 3. _____ Character Strength: <b>Kindness</b> www.viacharacter.org  <b>WELLBEING FITNESS CHALLENGE: EVEN BETTER – Positive Stretching (p.20)</b> <b>RATE YOUR WELLBEING THIS WEEK: FAIR</b> 😊 😊 😊 😊 😊 😊 GREAT	<b>SENIOR Student Planner</b> Page 88 <b>EMOTIONAL THINKING TRAPS</b> <b>Wellbeing Bank:</b> to build <i>Strengths and Emotions</i> through being mindful of and avoiding emotional thinking traps. <b>Emotional Thinking Traps</b> happen when: • your brain's emotional centre, the amygdala, overpowers your brain's rational centre, the prefrontal cortex, to control your thinking • you lose sight of reality/facts • describe what you currently do to avoid thinking this way.  Positive Assertive Self-Talk, called PAST will help you to avoid these traps. For each of the following <i>Emotional Thinking Traps</i> create PAST you could use: • <b>Over-reacting</b> – a few things wrong and you think that everything is wrong. • <b>PAST</b> – _____ • <b>Giving Up</b> – you can't do something perfectly so you think you are a failure. • <b>PAST</b> – _____ • <b>Mind-reading</b> – you think you know what someone else is thinking about you. • <b>PAST</b> – _____ • <b>Blaming Yourself</b> – you think it's all your fault when things go wrong. • <b>PAST</b> – _____ • <b>Blaming Others</b> – you don't take any responsibility and blame others for what went wrong. • <b>PAST</b> – _____ • <b>Ignoring the Positives</b> – you don't appreciate the good things and only focus on bad things. • <b>PAST</b> – _____  <b>ACTIONS</b> What are two things I will start doing to use PAST to avoid Emotional Thinking Traps? 1. _____ 2. _____  <b>MINDFULNESS ACTIVITY:</b> <b>Song Words</b> – carefully listen to the words of a song you like and write down five emotions and feelings you have while listening to it.  <b>RESILIENCE BUILDER</b> With a friend brainstorm five school situations and five relationship issues which can cause stress, anxiety or anger. For each of them come up with three coping strategies you could use.  <b>WELLBEING TIP:</b> Have a bowl of fruit on your desk at home.  <b>WHAT WENT WELL THIS WEEK AND WHY?</b> 1. _____ 2. _____ 3. _____ Character Strength: <b>Kindness</b> www.viacharacter.org  <b>WELLBEING FITNESS CHALLENGE: EVEN BETTER – Positive Stretching (p.20)</b> <b>RATE YOUR WELLBEING THIS WEEK: FAIR</b> 😊 😊 😊 😊 😊 😊 GREAT	<b>MIDDLE Student Planner</b> Page 90 <b>RESEARCHING</b> <b>Wellbeing Bank:</b> to strengthen <i>Skills and Achievement</i> by following a structured research process. Following a research process: • builds strong pathways in your brain • enables you to make sensible conclusions • how do you research for assignments now?  An effective research process is: <b>Defining</b> • describing the topic and aims in your words • breaking it up into smaller pieces • setting timelines on your forward planner/phone for data collection, analysis, drafting, completing final report <b>Locating</b> • finding sources of information • asking library teachers and using the internet • gathering data efficiently <b>Selecting</b> • checking its accuracy <b>Organising</b> • putting gathered information under main points • arriving at an overall judgement <b>Presenting</b> • writing a draft and seeking teacher/family feedback • using feedback in your final report • referencing resources and materials used in a Bibliography <b>Evaluating</b> • identifying stages that require improvement • looking at what thinking tools would be best to use.  <b>ACTIONS</b> What are two things I will start doing to improve how I research for assignments? 1. _____ 2. _____  <b>MINDFULNESS ACTIVITY:</b> <b>Name Game</b> – write down all the objects you know that begin with the letter C and what they are used for.  <b>RESILIENCE BUILDER</b> When you have problems, as we all do at times, they need to be sorted out quickly to not affect your and others' wellbeing. The Thinking Tools on the website have very clear and structured problem solving strategies. With two friends explore ones you believe could help you when problems crop up.  <b>WELLBEING TIP:</b> Don't let problems in life develop into worries; share them with your Team.  <b>WHAT WENT WELL THIS WEEK AND WHY?</b> 1. _____ 2. _____ 3. _____ Character Strength: <b>Prudence</b> www.viacharacter.org  <b>WELLBEING FITNESS CHALLENGE: FORGIVENESS LETTER – Saying Sorry (p.20)</b> <b>RATE YOUR WELLBEING THIS WEEK: FAIR</b> 😊 😊 😊 😊 😊 😊 GREAT	<b>SENIOR Student Planner</b> Page 90 <b>RESEARCH PROCESS</b> <b>Wellbeing Bank:</b> to add to <i>Skills and Achievement</i> by developing my researching capabilities. Your brain <b>thrives</b> on looking for and identifying patterns: • so it makes sense to follow a logical research process • describe the research process you currently use.  Following is a reliable research process to use: • <b>Defining:</b> identify topic • describe it and your aims in your words • divide the investigation into smaller pieces. • <b>Locating:</b> establish resources • access the internet, books and library • be aware of the currency of sources. • <b>Selecting:</b> collect data • identify most suitable method of gathering information • check the accuracy of web data • on your phone and year planner set timelines for data collection, analysis, drafting and completion of final report. • <b>Organising:</b> analyse data • interpret gathered information • is there bias, inference or hidden messages? • synthesise into a coherent unit. • <b>Presenting:</b> prepare a report • seek feedback on a draft from teachers and family • assess and use relevant feedback in your report • you will be assessed on your conclusions, analysis, commentary, arguments and interpretations. • <b>Evaluating:</b> assess the process and findings • identify stages that require improvement • how well was the topic addressed.  <b>ACTIONS</b> What are two things I will start doing to improve the way I research? 1. _____ 2. _____  <b>MINDFULNESS ACTIVITY:</b> <b>Name Game</b> – write down all the objects you know that begin with the letter C and what they are used for.  <b>RESILIENCE BUILDER</b> What stresses one person may not stress another and how they react can vary widely; this is normal. For each of the following describe two positive and two reactive coping strategies ... too much homework; behind in a subject; and not having timelines to complete an assignment.  <b>WELLBEING TIP:</b> Aim to drink two litres of water every day.  <b>WHAT WENT WELL THIS WEEK AND WHY?</b> 1. _____ 2. _____ 3. _____ Character Strength: <b>Prudence</b> www.viacharacter.org  <b>WELLBEING FITNESS CHALLENGE: FORGIVENESS LETTER – Saying Sorry (p.20)</b> <b>RATE YOUR WELLBEING THIS WEEK: FAIR</b> 😊 😊 😊 😊 😊 😊 GREAT



## STUDENT WELLBEING

The Mount Lawley SHS Student Wellbeing Committee have had a busy term. Recently we celebrated Fresh Faced Friday with a lunchtime stall encouraging students to be positive about self esteem and body image. To tear up any negative thoughts and replace them with positive ideas. We decorated "Joyful Jerry" with positive affirmations. Mount Lawley Senior High School is an Official *Act Belong Commit* Mentally Healthy School.



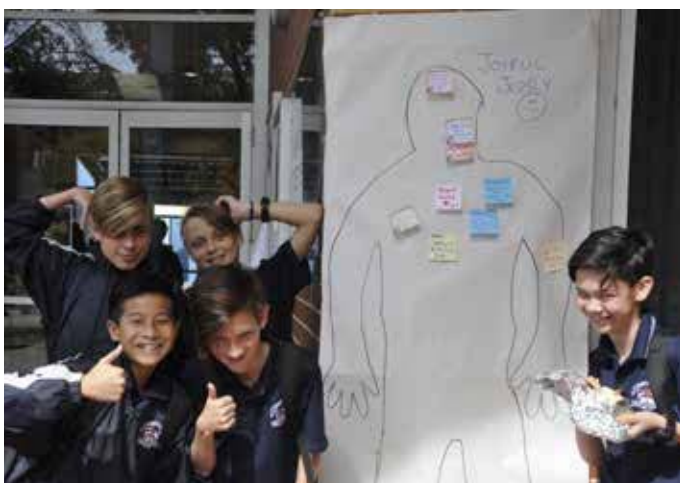
## MODERN HISTORY LESSON WITH A HOLOCAUST SURVIVOR

Recently this term the Year 11 ATAR Modern History class, along with a handful of advanced Year 10s and Year 9s were selected to participate in a talk given by a holocaust survivor named Hetty Verolme. Hetty is a Dutch Jew, she survived the children's house of Bergen-Belsen concentration camp and acted as the mother figure to children who had lost everything. Her cheerfulness, resourcefulness and ability to help her peers in the children's house saved them and not a single one of the Jewish children who passed through that house lost their lives. Responsible for the survival of over forty people, Hetty was, and still is, an inspiring figure.



My grandmother is a holocaust survivor and I identify strongly with my Jewish heritage. Being able to see my friends and peers listen to stories like hers was deeply comforting for me. The horrors of Bergen-Belsen and the Nazi Regime may have been decades ago, but I don't think they should ever be forgotten. The Humanities and Social Science (HASS) department at Mount Lawley doesn't either, and that is evident in the lengths they have taken to make sure education of this matter is as respectful and as engaging as possible. Hosting a genuine holocaust survival is a prime example of this. Allowing students to properly see, meet and ask questions to a holocaust survivor makes them aware that the genocide wasn't just numbers or dot points on a white board, it was made up of people. Real people. Courageous, kind and completely unique people - like Hetty and like my grandma. The afternoon spent listening to Hetty was emotional - but I think it was also very important and the insight it provided was irreplaceable.

**Oscar**







## WEEK 33 – MIDDLE/SENIOR – EMPATHY AND WELLBEING

Studies have proven that it is the frequency of positive emotions that builds our and others' wellbeing, not their intensity, which creates feelings of hope and optimism for the future in everyone.

Showing empathy for the needs and feelings of others and communicating that we understand and accept these things enables feelings of social-connectedness in them, which is the greatest factor in building their wellbeing. It creates in them a belief that they can make a positive change in their own lives and indicates that we care and believe that they matter, because they do. It broadens their attention and engagement to their situation, boosting their mindfulness and fills both us and them with positive emotions, building wellbeing all round.

When listening to others, seek first to understand how they feel by focusing on their words attentively with our eyes, ears and heart. Beware of listening to our possible judgemental self-talk about their situation; it's not about us, it's about them.

Showing empathy is about listening and connecting, not about suggesting solutions. Our interest and positive attitudes are contagious and will rub off to empower them to find their own solutions. When they are ready, they will ask for our thoughts on what they intend to do.

*"Build a fence with friends, not bricks."*

MW

## WEEK 34 – MIDDLE / SENIOR – POSITIVE COPING STRATEGIES

There are many stressors which trigger negative emotions in students which cause anxiety in them about their capabilities to cope with peer issues and study demands. Unfortunately, often they only speak up about not coping when they are about to implode and give up. Having a number of positive coping strategies to reduce these anxious feelings is essential for their wellbeing. Introducing them to new approaches provides them with opportunities to adopt growth mindsets to create their own strategies. The TED talk by Rita Pierson, 'Every kid needs a champion', provides great stimulation to do the above.

Adolescents on the whole are not comfortable in immediately asking for help from adults, therefore, it is important for us to take the initiative and raise the issue. Positive coping strategies are little positive actions which relieve pressure and they vary from student to student. Positive coping strategies fall into four general categories, which are:

- exercise – anything that lifts the heart rate
- positive self-talk – personal assertive messages which work for the individual
- personal support – a trusted adult – their champion who will stick with them
- meditation – mindfully focusing their consciousness on breathing and their thoughts

*"Success is not final, failure is not fatal.  
It is the courage to continue that counts."*  
Winston Churchill

## Wk 33 Relationships and Optimism

MIDDLE Student Planner

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## BUILDING EMPATHY

**Wellbeing Bank:** to build *Relationships and Optimism* by developing empathy for other people.

Feeling connected to, valued and appreciated by others:

- are keys to a healthy sense of wellbeing
- are the building blocks of quality relationships
- create positive emotions in you
- you feel that you matter.

Having empathy for other people is:

- understanding and accepting their needs and feelings
- tuning into and connecting with them
- they know and feel your heart is there for them
- what emotions do you feel when someone shows empathy for you?



- describe a time you showed empathy for someone.

You develop **empathy** by:

- really believing that other people matter
- listening to them with your eyes, ears and heart
- asking others if they would welcome some support
- practising reading body language messages
- being the spark which lights the flame in them.

## ACTIONS

What are two things I will start doing to develop more empathy for others?

- 1.
- 2.

## MINIFULNESS ACTIVITY:

**Square Breathing** – look at the focus Square Breathing and practise doing it for 10 minutes; how relaxed do you feel? (see page 34).



## RESILIENCE BUILDER

With a friend use a Thinking Tool to solve the following problem – Harry wants to go surfing with his friends but he has to finish an assignment and his parents want him to stay home to look after his younger brother. What should he do?



**WELLBEING TIP:** Working side by side and face to face with classmates achieves wonderful outcomes.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength  
**Social Intelligence**  
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: OTHERS MATTER – Acts of Kindness (p.20)  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner

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## EMPATHY AND WELLBEING

**Wellbeing Bank:** to build *Relationships and Optimism* by developing empathy for other people.

The ingredients to enjoying a **healthy** state of wellbeing include:

- feeling connected to, valued and appreciated by others
- sharing their and your strengths together
- maintaining and building quality relationships
- frequently experiencing positive emotions
- you feel that others believe you matter.

Similarly, building **others'** state of wellbeing relies on:

- showing empathy for them by active listening
- understanding and accepting their needs and feelings
- tuning into and connecting with them
- they know and feel when your heart is there for them
- what emotions do you feel when someone shows empathy for you?

- describe a time you showed empathy for someone.

Others may well **forget** things you said:

- but they will never forget how you made them feel
- aim to generate warm feelings in others.

The key factors in building **empathy** for others are:

- really believing that other people matter
- listening with your eyes, ears and heart
- asking if they would welcome some support
- practising reading body language messages
- being the spark which lights the flame in them.



## ACTIONS

What are two things I will start doing to develop more empathy for others to build their and my wellbeing?

- 1.
- 2.

## MINIFULNESS ACTIVITY:

**Square Breathing** – look at the focus Square Breathing and practise doing it for 10 minutes; how relaxed do you feel? (see page 34).



## RESILIENCE BUILDER

With a friend discuss the effectiveness of the following coping strategies ... talk to a friend; blame yourself; hope it will get better; exercise briskly; eat favourite food; watch what others do; try harder; work out a solution; give up; listen to music; and share it on social media.



**WELLBEING TIP:** Seek help when problems arise; don't allow them to grow.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength  
**Social Intelligence**  
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: OTHERS MATTER – Acts of Kindness (p.20)  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

## Wk 34 Positive Engagement

MIDDLE Student Planner

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## POSITIVE COPING STRATEGIES

**Wellbeing Bank:** to strengthen *Positive Engagement* by using positive coping strategies when you are not coping.

**Coping strategies** are positive things you do to:

- reduce the intensity of your emotions
- help you overcome difficult times using your strengths
- boost your wellbeing
- describe coping strategies you currently use

The **four** main types of coping strategies are:

- exercise, self-talk, personal support and meditation

**Exercise:**

- heart rate lifting activities
- distract yourself by concentrating hard on what you are doing.

**Positive Self-talk:**

- create "I can" and "I will" statements (page 159)
- practise saying them to yourself often.

**Personal Support:**

- create ten different ways to ask for help and practise saying them
- find a trusted adult, your champion, who will never give up on you and insist that you continually lift your efforts.

**Meditation:**

- activities which use up all of your consciousness
- practise self-calming activities such as deep breathing.

## ACTIONS

What are two things I will start doing when I realise that I'm not coping?

- 1.
- 2.

## MINIFULNESS ACTIVITY:

**Character Strengths Collage** – for each of your signature and top supporting strengths describe two things you could do to make the world a better place.



## RESILIENCE BUILDER

When you have hard problems to solve, you can improve the way you think by using Thinking Tools. From the website, with a friend pick two Thinking Tools to solve a hard problem you have or could have.



**WELLBEING TIP:** Take the stairs instead of the lifts.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength  
**Self-regulation**  
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: TELL ME MORE – Interested Listening (p.20)  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT

SENIOR Student Planner

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## POSITIVE COPING STRATEGIES

**Wellbeing Bank:** to boost *Positive Engagement* through using positive coping strategies and seeking support when I am not coping.

**Positive Coping Strategies** are simple activities, such as Self-Calming Breathing which:

- assist you to overcome your social, emotional and academic stressors
- distract your brain's emotional part, called the amygdala, by using all of your consciousness
- reduce the intensity of your emotions
- put your brain's rational part, called the prefrontal cortex, back in charge of your thinking
- describe what you currently do when stressed.



Different people are stressed by different things, react in different ways and need different strategies.

Several coping strategies include:

- **Exercise:**
  - considerably raise your heart rate
- **Positive Self-talk:**
  - concentrate hard on what you are doing.
  - create "I can" and "I will" statements to practise saying often
  - your brain will see your positive self-talk patterns.
- **Relational Support:**
  - create ten ways to ask for help and practise saying them often
  - find a trusted adult, your champion, who will never give up on you and insist that you continually lift your efforts to learn new approaches.
- **Meditation:**
  - breathe deeply to relax both mentally and physically
  - try mindfulness activities and self-calming strategies.

## ACTIONS

What are two things I will start doing when I become aware that I am stressed and not coping?

- 1.
- 2.

## MINIFULNESS ACTIVITY:

**Character Strengths Collage** – for each of your signature and top supporting strengths describe two things you could do to make the world a better place.



## RESILIENCE BUILDER

You have trained really hard to make the school team but didn't get selected. You are quite upset. What are five positive coping strategies you could use to feel better?



**WELLBEING TIP:** Take a power nap; fifteen minutes of shut eye does wonders.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength  
**Self-regulation**  
www.viacharacter.org

WELLBEING FITNESS CHALLENGE: TELL ME MORE – Interested Listening (p.20)  
RATE YOUR WELLBEING THIS WEEK: FAIR 😊😊😊😊😊 GREAT





## SCHOOL HOUSE ATHLETICS CARNIVAL







## HOUSE ATHLETICS CARNIVAL

The House Athletics Carnival has been run and won for another year. We were met with a miserable winters day which ruled out some of the showcase jumping events such as High Jump and Hurdles. The day started off in typical fashion with Lee Renner novelty events warming up the athletes with Tug-O-War, seeing Murdoch break away to an early lead.

The weather gods looked favourably upon us for the majority of the day allowing the revised event schedule to proceed without interruption. The day finished off with the 100m shuttle relays with the Year 12's competing against a spirited, yet unsuccessful, teacher team. The results of the day are as follows.

### Individual Achievement

<i>Year</i>	<i>Gender</i>	<i>Champion</i>	<i>Runner-Up</i>
7	Female	Isabella	Olivia Ruby
	Male	Will	Daniel
8	Female	Sophie	Amelie
	Male	Dallas	Victor
9	Female	Jamie	Felicity
	Male	Matthew	Hamish
10	Female	Cate	Jade
	Male	Daniel	Noah
11	Female	Mary	Emily
	Male	Joshua	Noa
12	Female	Beth	Jess
	Male	Philly	Amaru

### Middle School House Points

Murdoch	2676
O'Connor	2555
Forrest	2487
Hackett	2350

### Senior School House Points

Murdoch	2260
Hackett	1681
O'Connor	1554
Forrest	1462

### Overall House Points

Murdoch	4936
O'Connor	4109
Hackett	4031
Forrest	3949

Thanks to all staff and students for the support on the day.  
Mr Zen

## AFTER SCHOOL INDOOR SOCCER

For the last five weeks, more than 70 students at Mount Lawley SHS have been taking part in Street Fourz, our annual after school indoor soccer tournament. This is the ninth year for the program and we are so grateful to have the involvement of Mark Lee from Mark Lee Football Coaching, his support and mentoring is invaluable for our students. This activity is a part of the Healthy Active Program at Mount Lawley and fits in well with our Act Belong Commit message.







## WEEK 35 – MIDDLE/SENIOR – POSITIVE/OPTIMISTIC THINKING

As Barbara Fredrickson's research has informed us, it is the frequency of positive emotions, not their intensity, which builds our wellbeing. Looking at life optimistically and searching for what is good in things and right about what we are doing sees positive emotions bubbling away in us. We are striving, thriving and flourishing.

When we educate our students about the amazing benefits of adopting an optimistic outlook in their lives and introduce them to the little positive actions they can do often, they shine. Happy people enjoy better health and are more likely to achieve what they set out to do.

The alternative is to look at life pessimistically and search for what is wrong with things. Well guess what? People who adopt this negative way of thinking find plenty of things they perceive to be not right, because that is all they are on the lookout for. It's a pity they miss out on the great things that are happening and could happen. As such, they seldom have those warm feelings of gratitude and appreciation.

The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers.

*"It makes sense to me to only think optimistically."*

MMW

## WEEK 36 – MIDDLE/SENIOR – BRAIN CODING EXERCISE

To develop students' physical fitness, at least one hours pulse lifting exercise every day is essential. Their brains are no different. To build their brain's fitness and agility, they should spend a similar amount of time exercising their brains.

There are numerous ways to exercise their and our brains including thinking creatively about their interests; using Habits of Mind and Thinking Tools daily to build and strengthen their brain pathways; looking at life through their strengths for what is right about things and being grateful for what they have; playing games of strategy such as scrabble, monopoly, cards and chess; completing jigsaws, word searches, crosswords and Sudoku.

Students can also exercise their brains by using different methods to store or code what they learn in their memories so that they can access it easily; read Positive Memory Habits Are? to learn more.

They include:

- Thinking Tools
- Posters
- Repeating and Routines
- Locus Pegs
- Differing Approaches
- Graphic Organisers
- Idea Maps
- Sharing Ideas and Summarising
- Flash Cards
- Mnemonics and Acronyms
- Group Associations
- Sticky Notes/Reminders.

An excellent strategy is for us to introduce different coding exercises into our teaching so that students have a variety of techniques to use as process self-expectations in their learning.

*"From a little spark may burst a flame."*

Dante Alighieri

Wk 35

Meaning and Purpose

MIDDLE Student Planner

Page 96

POSITIVE THINKING

Wellbeing Bank: to build **Meaning and Purpose** by looking at life positively with hope for the future.

Every day you have a **choice** about how you are going to think:

- **Optimistically** – looking positively at the great opportunities for you to try
- **Pessimistically** – looking negatively for what is wrong with what you are doing
- describe some opportunities you have to look forward to.

When thinking **optimistically** you:

- focus on what's right about what you are doing and looking at
- are grateful for what you have
- look on the bright side of life
- are healthier and less stressed
- are more likely to accomplish your goals.

Optimistic thinkers' positivity is contagious and lifts others' mindsets:

- they spread positive emotions.

When thinking **pessimistically** you:

- focus on what's wrong with what you are doing or looking at
- believe you are powerless to change things; fixed mindsets.

ACTIONS

What are two things I will start doing to think more optimistically?

1.

2.

MINDFULNESS ACTIVITY:

Character Imaginations – if you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

RESILIENCE BUILDER

There are three types of language people use when making a point. They are **timid** – weak disinterested words, **aggressive** – forceful and strong words, **assertive** – firm respectful words. With two friends make up three examples of each type of language.

WELLBEING TIP:

Set a goal to achieve such as a walk for life; train for it.

WHAT WENT WELL THIS WEEK AND WHY?

1.

2.

3.

Character Strength Leadership

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20)

RATE YOUR WELLBEING THIS WEEK: FAIR

GREAT

SENIOR Student Planner

Page 96

OPTIMISTIC THINKING

Wellbeing Bank: to develop **Meaning and Purpose** through optimistic thinking.

You have basically two **choices** on how to look at life:

- **Optimistically** – thinking positively using your signature and top supporting strengths about the great opportunities on offer for you to explore.
- **Pessimistically** – thinking negatively and looking for what is wrong with what you are doing and looking at
- describe how you currently think about life.

Optimistic thinkers:

- focus on what's right about what they are doing and looking at; thrive on positive emotions
- have meaning and purpose for what they do
- do good things to feel good
- are grateful for now and hopeful for the future
- are healthier and less stressed
- are more likely to accomplish what they set out to do
- lift others' wellbeing through their contagious positivity
- are mindful of emotional thinking traps
- use positives in situations to overcome negatives.

Pessimistic thinkers:

- focus on the worst things they think can or might happen, called catastrophizing
- believe they are powerless to change their lives; fixed mindsets
- negatives keep piling up because that's what they are looking for.

ACTIONS

What are two things I will start doing to think more optimistically to have more meaning and purpose in my life?

1.

2.

MINDFULNESS ACTIVITY:

Character Imaginations – if you had a choice of any character you could be in a book, movie or TV show, who would you be and describe why.

RESILIENCE BUILDER

With a friend read the Wellbeing Builder Self-Calming Breathing (see index). Take each other's pulse rate. Then spend ten minutes practising breathing in the way described. Take each other's pulse again; any change?

WELLBEING TIP:

Make time to organise yourself; a daily "Things to do" list is a good start.

WHAT WENT WELL THIS WEEK AND WHY?

1.

2.

3.

Character Strength Leadership

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: MOVE MORE – Actively Active (p.20)

RATE YOUR WELLBEING THIS WEEK: FAIR

GREAT

Wk 36

Exercise and Health

MIDDLE Student Planner

Page 100

BRAIN EXERCISE

Wellbeing Bank: to boost **Exercise and Health** by regularly exercising your brain.

Thinking to the brain, is what exercise is to the body:

- thinking exercises build strong brain pathways
- they enable neurons to fire and wire together
- keep your brain sharp through active thinking
- describe how you exercise your brain now.

Your brain's **fitness** develops by:

- thinking creatively about your interests
- using Habits of Mind and Thinking Tools daily
- looking for what is right in things
- practising using your top strengths to solve problems
- applying your thinking to new situations; how does this connect to what I already know?
- doing crosswords, sudoku, logic puzzles, word searches
- playing scrabble, monopoly, cards, chess
- completing jigsaws and finding patterns
- sharing jokes, humour, laughing at funny stories
- learning the words to your favourite songs
- writing creative stories
- discovering shapes in clouds.

ACTIONS

What are two things I will start doing to exercise my brain more?

1.

2.

MINDFULNESS ACTIVITY:

Body Focusing – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

RESILIENCE BUILDER

An extension of positive self-talk is when you use assertive language with others to make your point, e.g. **When you don't listen to my opinion, I feel not valued, so please respect what I say.** With two friends make up at least five examples of assertive language you could use for different situations.

WELLBEING TIP:

Go for regular walks with family and friends.

WHAT WENT WELL THIS WEEK AND WHY?

1.

2.

3.

Character Strength Hope

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20)

RATE YOUR WELLBEING THIS WEEK: FAIR

GREAT

SENIOR Student Planner

Page 100

BRAIN CODING EXERCISE

Wellbeing Bank: to boost **Exercise and Health** through exercising your brain using thinking tools and coding techniques.

Thinking to the brain, is what exercise is to the body:

- neuroscience has proven that you can grow your brain's abilities by trying new thinking approaches in your learning
- thinking exercises build strong brain pathways
- for you as senior students, these exercises involve using higher order thinking tools from the website and memory coding techniques
- these use both sides of your brain to enable neurons to fire together to wire together strongly
- your left brain logically sorts learnt material; formal learning
- your right brain looks for patterns and connections to what you already know; relational learning
- describe how you currently try new thinking approaches to grow your brain's abilities.

Coding techniques arrange what you learn in your brain:

- in ways that you can access easily
- read **Positive Memory Habits** to learn more.

They include:

- Thinking Tools • Posters
- Repeating and Routines • Locus Pegs
- Differing Approaches • Graphic Organisers
- Sharing Ideas and Summarising • Flash Cards
- Mnemonics and Acronyms • Idea Maps
- Group Associations • Sticky Notes/Reminders

Make brain coding exercises process self-expectations.

ACTIONS

What are two things I will start doing to regularly exercise my brain using thinking tools and coding techniques?

1.

2.

MINDFULNESS ACTIVITY:

Body Focusing – concentrate for 10 seconds on doing each of following – wiggling your nose, tightening your stomach, rotating your shoulders, stretching your neck, squeezing your hands and screwing up your toes.

RESILIENCE BUILDER

With a friend read **Why Self-Calming Strategies?** (see index). Each of you choose a different one to try for ten minutes. How did it make you feel?

WELLBEING TIP:

Try resistance training; it improves your posture.

WHAT WENT WELL THIS WEEK AND WHY?

1.

2.

3.

Character Strength Hope

www.viacharacter.org

WELLBEING FITNESS CHALLENGE: GRATITUDE LETTER – Being Thankful (p.20)

RATE YOUR WELLBEING THIS WEEK: FAIR

GREAT





## COMMUNITY NOTICES

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

Relationships Australia.  
WESTERN AUSTRALIA

1300 364 277  
www.relationshipswa.org.au

## RELATIONSHIP EDUCATION PROGRAMS

## "MUMS RAISING TEEN GIRLS"

This workshop will discuss:

- The importance of the mother-daughter relationship
- How mums can be positive role models for their daughters
- How to better understand the challenges of their daughter's teenage years
- How mums can enhance their daughter's self-esteem

**Date:** Monday 9th October 2017

**Time:** 6.30pm to 9.00pm

**Where:** 22 Southport St, West Leederville

**Bookings are essential – please phone 6164 0200**

## "DADS RAISING TEEN GIRLS"

This workshop will discuss:

- Building a positive relationship with your teenage daughter
- Issues teenage girls face today
- How to cope with the changes in your teenage daughter
- What do teenage daughters need from their dads
- Practical ways you can help her make better choices

**Date:** Monday 9th October 2017

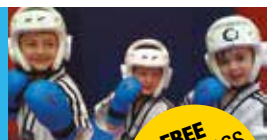
**Time:** 6.30pm to 9.00pm

**Where:** 22 Southport St, West Leederville

**Bookings are essential – please phone 6164 0200**

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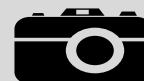
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## SPRING FAIR

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Entries Close: 13th Oct  
Winners Announcement & Exhibition:  
St George's Spring Fair 29th Oct





COMMUNITY NOTICES

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