



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 1 Term 1 No. 1 2018

It has been a smooth but very busy start to the 2018 school year. We have a record enrolment this year of 1762 students with 342 Year 7 students joining us which makes this one of the largest cohorts to enter the school.

All students were in their timetabled classes by recess on Wednesday and are now well into their learning programs. All students have received a free diary courtesy of the P&C Association. We thank the P&C for continuing to fund this excellent resource which contains a variety of information to assist students and parents.

Eleven new staff have joined us this year including new graduates and experienced staff. Mrs Renae Hill has been appointed as the Middle School Associate Principal to replace Mr Michael White who is the acting Principal at Cunderdin Agricultural College for semester 1. We have two new teachers in English, HASS and Maths and new teachers in Home Economics, Media, Health and Physical Education and one teacher who is able to teach both Chinese and Japanese Language. I am sure our students will benefit from their expertise and enthusiasm.



Front Row L- R:

Ms Deborah Edwards (Media), Ms Sharon Jones (H& PhysEd), Mrs Fiona Craig (Maths).

1st Row L- R:

Sarah Linden (HASS), Akksandra Zdravkovic (Eng), Madeline Morskate (H&PhysEd), Angelina Krleska (Eng), Renae Hill (Associate Principal, Middle School).

Back Row L-R:

Eric Tang (Maths), Tomas Mawer (Drama), Stuart Fox (HASS), Xiaopu (Lesley) Liu (Languages)

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CONGRATULATIONS



Elena (Ellie) 1101. Ellie, as part of the SM Argent Open Pom team has been selected to compete and represent Australia as **Team Australia** at the 2018 ICU World Cheerleading-International Cheer Union championships to be held at the Walt Disney World Resort in Orlando, Florida USA.

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

2018 SECONDARY ASSISTANCE SCHEME YEARS 7 TO 12

*Do you hold a Centrelink health care card,
Centrelink pensioner concession card or
Veterans Affairs pensioner concession card ?*

YOU MAY BE ELIGIBLE FOR UP TO:

\$350 towards school expenses.

Applications Open Wednesday 31st January 2018

Close Friday 13 April 2018

ASK THE FINANCE OFFICER FOR MORE INFORMATION

Phone 94710302

SCHOOL BOARD ANNUAL GENERAL MEETING AND ANNUAL OPEN DAY

The School Board will hold its annual open meeting on
Monday, 19 March 2018.
The meeting will be held in the
Conference Room and
commences at 5:30pm.



Congratulations are extended to the Year 12 Class of 2017 for their excellent results. The school was recognised as one of the top 10 schools in the state for Computer Science and Psychology. There were outstanding individual achievements with our ATAR dux Zac Dempsey gaining an ATAR of 99.7 closely followed by Anyang Zhou with 99.65 and Minh Giap Chu with 99.25. Anishka Brown was awarded a Certificate of Excellence for Economics and Taonge Sendama the same for English. 12 students were awarded a Certificate of Distinction and 37 were awarded Certificates of Merit. Many students have been offered their first preference for university courses in Western Australia and interstate. Students have been accepted into Medicine, Science, Economics, Commerce, Arts, Psychology, Neuroscience, Engineering, Nursing and Philosophy. Others are enrolled in TAFE or have accepted employment. We wish them all every success in their post school journey

Parents are advised the school and its insurer cannot accept liability for students' private property including telephones, parent funded notebooks or bicycles. This includes if items are lost, damaged or stolen. Parents are advised to ensure that these items are insured through home and world- wide insurance policies.

The first School Board meeting for 2018 was held on Monday 19 February. Parents are advised that the board meeting on 19 March is an open meeting as well as the AGM. All parents will shortly receive a ballot paper in the mail to vote for a new parent representative.

There are a number of events happening in the next few weeks and parents are welcome to attend the House Swimming Carnival at the Terry Tyzack Aquatic Centre on 28 February and the Year 10 Welcome BBQ on Wednesday 21 February.

Lesley Street, Principal

ICT CHANGES INFORMATION

Over the holidays and in the last two weeks the school has been involved in a major upgrade to its computer operating system. We have moved to align the school's systems to the Standard Operating System (SOE4) supported by the Education Department. This has meant that emails sent using @lawley.wa.edu.au will no longer work. Please note our new email for enquires – mountlawley.shs.enquiries@education.wa.edu.au. Staff emails have been updated on our website. The email for responding to absentees is - mountlawley.shs.absentees@education.wa.edu.au. The Lawley website can still be accessed at - lawley.wa.edu.au.

Positive Parenting Program SEMINAR SERIES TEEN Term 1 2018 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 15 minutes of the seminar.

When:	Wednesday 28 February	Seminar One:	Raising Responsible Teenagers
	Wednesday 7 March	Seminar Two:	Raising Competent Teenagers
	Wednesday 14 March	Seminar Three:	Getting Teenagers connected
Time:	7:00pm – 8:30pm		
Venue:	Mount Lawley Senior High School Staff Room – upstairs in Main Admin building		
Cost:	Free – however bookings are essential.		

Parents of children in Years 6, 7, 8 and 9 are welcome to attend. This is an adult only event, so please do not bring your teenager or younger children along.

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

Visit the EventBrite page to register online (<https://mlshsteentripseminars.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)



Congratulations to Class of 2017 students who were inducted into the exclusive 90's Club and were presented with certificates at our school assembly last week.

Go to the school websitewww.lawley.wa.edu.au for the next few pages or the school phone app.



How To Install Skoolbag On Your Smartphone

iPhone & iPad Users

1. Click the "App Store" icon on your Apple device.
2. Type your school name in the search, using suburb name will help.
3. If iPhone, you will see your school appear, click "Free", then "Install".
4. If iPad, change the drop list to "iPhone Apps", your school will then be visible, click "Free", then "Install".
5. When installed, click "Open".
6. Select "OK" to receive push notifications, when asked.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you.



Android Users

- You must first have signed up with a Google Account before installing the app.
1. Click the "Play Store" button on your Android Device.
 2. Click the magnifying glass icon at the top and type in your school name, using suburb name will help.
 3. Click the school name when it appears in the search.
 4. Click the "Install" button.
 5. Click "Accept" for various permissions (please note, we do not modify any of your personal data on your device).
 6. Click "Open" when installed.
 7. Click the "More" button on the bottom right of the App, then "Setup".
 8. Toggle on the Push Categories that are applicable for you.



Don't forget to like us on Facebook!

Find out more at www.skoolbag.com.au



HEALTH CENTRE 2018

I am the School Nurse at Mount Lawley SHS this year and my name is Mary Keeley.



The Health Centre is located in Student Services; Monday to Friday 8 00 am until 3.30pm. I have an open door policy and students and care givers are welcome.

The role of the School Nurse includes promoting health and well being.

In partnership with the student's family, the nurse will encourage self care so that by the end of year 12 students will be confident in

- Be able to recognise and attend to minor health issues before they come to school/work and see to these issues themselves
- Recognise the normal and when and how to seek medical advice if they are concerned that something is not normal
- Have their own GP; someone they trust and who bulk bills.

- Make their own appointments with GP, dentists and other health professionals and have the confidence to seek a second opinion if they are still concerned.

In case of an emergency, the school will not hesitate to call an ambulance for your child and so it is recommended that you have ambulance cover.

HOUSE SWIMMING CARNIVAL

Wednesday 28 February 8.30am -3.00pm

Reminder that All STUDENTS attend this event

@ the

Terry Tyzack Aquatic Centre

ALL STUDENTS must be at the Aquatic centre by 8.30am in their Physical Education uniform OR House Colours.



'Year of the Dog' Celebration of the Chinese New Year at our school assembly last week



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 1 – MIDDLE – IN CHARGE OF YOUR FEELINGS
SENIOR – REGULATING YOUR EMOTIONS

Parent Wellbeing: The best way to build your wellbeing and personal growth is through contributing to make a positive difference to others' lives; doing good to feel good. Describe three times you have done this and the emotions you felt.

When students experience something, their thinking is influenced by two competing parts of their brain, the amygdala and the prefrontal cortex.

• The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight, flight or freeze reactions, depending on the intensity of the positive or negative emotions produced.

• The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make decisions. It not fully developed till they reach their late teens or early twenties. As a consequence, their responses to what they experience may vary considerably.

When their Amygdala are in charge of their feelings, good decision-making is difficult; this is often called emotional hijacking. The key is to raise their self-awareness of this, so that that they are in a position to self-regulate their emotions.

Cultivate this by:

- initiating discussions about positive, negative, mixed and hidden emotions and their intensity
- helping them create their own positive coping and self-calming strategies to reduce emotional intensity
- introducing them to some common thinking traps (refer to <http://learningcurve.com.au/resources/teacher/thinking-traps.html>)
- learning how to use assertive and positive self-talk to combat possible hijacking
- doing Mindfulness Activities to distract their amygdala to put their prefrontal cortex back in charge (see website)

"By constant self-discipline and self-control, you can develop greatness of character." Grenville Kleiser

WEEK 2 – MIDDLE / SENIOR – PRIORITISING SKILL

Parent Wellbeing: Draw an outline of your body and on it write down the warning signs you feel on different parts when you are becoming stressed or angry. Be on the lookout for these warning signs.

Prioritising is a self-regulation skill and strength which enables students to use their time more effectively:

- *mindfully reflecting on and then arranging their daily/ weekly activities and commitments in order of importance broadens their attention and engagement with what they are doing and need to do*
- *learning to prioritise gives them tools to develop growth mindsets to overcome setbacks and challenges*
- *most students find it very difficult to apply themselves to Home Learning/ Study unless it is planned ahead of time*

The spontaneous approach of just letting it happen doesn't work.

To prioritise their activities, the Musts and Options is an effective Thinking Tool to use and it provides them with a valuable perspective on the activities they participate in which may include:

- Sport training
- Part-time jobs
- Study, reading and home learning
- Socialising and networking with friends
- Favourite television shows and games
- Family commitments
- Daily exercise and leisure activities

The learning of prioritising supports the development of their brain capabilities and enables students to mindfully practise using the character strengths of perspective, judgement, self-regulation and zest. Discussing these strengths in action is a way to develop students' brain pathways and willingness to use their strengths in everything they do.

*"I do the very best I know how, the very best I can;
 and I mean to keep doing it to the end." Abraham Lincoln*

Wk 1 Strengths and Emotions	
<p>MIDDLE Student Planner Page 24</p> <p>IN CHARGE OF YOUR FEELINGS</p> <p>Wellbeing Bank: to develop my Strengths and Emotions by being in charge of my emotions.</p> <p>Your feelings are created by part of your brain:</p> <ul style="list-style-type: none"> called the amygdala, which is well developed in your age group and controlled by the decision-making part of your brain called the prefrontal cortex, which is not yet fully developed in you which means, your thinking may be hijacked by your feelings being aware of this enables you to understand the relationship between your thoughts, feelings and actions describe how you currently control your feelings and emotions. <p>When something happens to or around you:</p> <ul style="list-style-type: none"> your eyes send what they see directly to the amygdala which creates a positive or negative emotion there is a delay before your prefrontal cortex receives the message to make a sensible decision which means your thoughts, feelings and actions may be affected by your emotions. <p>See Regulating Emotions activity sheet on page 132.</p> <p>Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS</p> <p>What are two things I will start doing to be aware of my feelings to be in charge of them?</p> <ol style="list-style-type: none"> 1. 2. <p>MINDFULNESS ACTIVITY</p> <p>Friends' Strengths. Look at the 24 VIA character strengths and think about the top strengths you would like your friends to have and why. Who are five people you know who could have these strengths? They could be good friends.</p> <p>RESILIENCE BUILDER</p> <p>Depression, anxiety, bullying, body image, coping with stress, school and study problems are the main concerns for young people of your age nationally. Rank them in order of importance for yourself and explain your reasons.</p> <p>WELLBEING TIP</p> <p>Always be Sunsmart; wear a broad brimmed hat and protective clothing.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Self-regulation www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE THINKING OF OTHERS – Positive Vibes (p.19)</p>	<p>SENIOR Student Planner Page 24</p> <p>REGULATING YOUR EMOTIONS</p> <p>Wellbeing Bank: to develop my Strengths and Emotions through being aware of how to regulate my emotions.</p> <p>Being able to regulate your emotions which is a resilience skill:</p> <ul style="list-style-type: none"> relies on you understanding how they are created and the connections between your thoughts, feelings and actions. <p>Your emotions are created by part of the brain called the amygdala:</p> <ul style="list-style-type: none"> which is part of the limbic system and are controlled by a decision making centre of your brain called the prefrontal cortex. <p>When you experience something:</p> <ul style="list-style-type: none"> your eyes' optic nerve sends what it sees directly to the amygdala which immediately produces a positive or negative emotion depending on the experience this is how the fight, flight or freeze response occurs so quickly there is a delay before the prefrontal cortex receives the message so a rational decision takes a little time to happen understanding this helps you to see the connections between your thoughts, feelings and actions describe how you currently control your emotions. <p>Knowing why you think, feel and act in certain ways:</p> <ul style="list-style-type: none"> will enable you to be self-aware of possible outcomes and then able to regulate your emotions. <p>See Thinking Traps on website.</p> <p>Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS</p> <p>What are two things I will start doing to be aware of and regulate my emotions?</p> <ol style="list-style-type: none"> 1. 2. <p>MINDFULNESS ACTIVITY</p> <p>Friends' Strengths. Look at the 24 VIA character strengths and think about the top strengths you would like your friends to have and why. Who are five people you know who could have these strengths? They could be good friends.</p> <p>RESILIENCE BUILDER</p> <p>Either alone or with two friends, brainstorm to come up with eight things which can be positive and eight things which can be stressful and challenging about being in the senior years of school.</p> <p>WELLBEING TIP</p> <p>Always be Sunsmart; wear a broad-brimmed hat and protective clothing.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Self-regulation www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE THINKING OF OTHERS – Positive Vibes (p.19)</p>

Wk 2 Skills and Achievement	
<p>MIDDLE Student Planner Page 26</p> <p>PRIORITISING</p> <p>Wellbeing Bank: to strengthen my Skills and Achievement by learning to prioritise effectively.</p> <p>Doing the things that you need to do in a logical order:</p> <ul style="list-style-type: none"> to ensure they get done on time, doesn't just happen you have to organise them in order of importance and urgency <p>this is called prioritising, which is a valuable enterprise skill</p> <p>describe how you currently prioritise what you need to do.</p> <p>..... ?</p> <p>An excellent thinking tool to use to learn how to prioritise is:</p> <ul style="list-style-type: none"> Musts and Options on the website (or page 165) it enables you to create a list of what you need to do and when you'll do them. <p>Musts: are things you have no choice in – family responsibilities, school, and part-time jobs.</p> <p>Options: are things that you have a choice in – texting, TV, videos, socialising, Facebook, Twitter, Instagram, Kik. Put them in order of importance.</p> <p>See Musts and Options in Thinking Tools on website.</p> <p>Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS</p> <p>What are two things I will start doing to learn how to prioritise well?</p> <ol style="list-style-type: none"> 1. 2. <p>MINDFULNESS ACTIVITY</p> <p>Effort. Think of a word for each letter of the word EFFORT which would describe what effort is for you.</p> <p>RESILIENCE BUILDER</p> <p>Social and emotional distress tends to increase as young people enter teens. Why do you think this happens and what skills do you think you need to develop to cope with this situation capably? It is important to talk these issues over with someone you trust. Who would you feel confident turning to for help to discuss any issues and why? If you can't think of anyone, ask your teacher for other ways to get help in this situation. Would writing a letter to give to someone you trust make it easier to express your feelings?</p> <p>WELLBEING TIP</p> <p>Take several deep breaths when feeling tense or stressed.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Prudence www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE TELL ME MORE – Interested Listening (p.19)</p>	<p>SENIOR Student Planner Page 26</p> <p>PRIORITISING SKILL</p> <p>Wellbeing Bank: to strengthen my Skills and Achievement through having more time for special things through prioritising.</p> <p>Having time to do things which generate positive emotions:</p> <ul style="list-style-type: none"> makes living more fulfilling and meaningful to pursue them you need more time the enterprise skill prioritising will deliver that time for you. <p>Prioritising turns good intentions into positive actions through planning your time:</p> <ul style="list-style-type: none"> achieving what you set out to do doesn't just happen planning what and when you will do it are essential describe how you currently plan your time. <p>..... ?</p> <p>To prioritise, break up what you need to do into:</p> <p>Musts</p> <ul style="list-style-type: none"> things you are committed to do, including family responsibilities, school, training, part-time jobs be aware of the time lost between your Musts. <p>Options</p> <ul style="list-style-type: none"> things that you have a choice in, including texting/phone calls, TV, videos, social media and socialising reward your good efforts with quality activities after you have accomplished something, not before. <p>Use the Time Understandings, Musts and Options and Urgency versus Importance Matrix Thinking Tools (website or see index):</p> <ul style="list-style-type: none"> complete a detailed daily list of your Musts and Options to create a clear time usage picture. Complete Wellbeing Reflection sheet on website. <p>ACTIONS</p> <p>What are two things I will start doing to strengthen my prioritising skills to have more time for special things?</p> <ol style="list-style-type: none"> 1. 2. <p>MINDFULNESS ACTIVITY</p> <p>Effort. Think of a word for each letter of the word EFFORT which would describe what effort is for you.</p> <p>RESILIENCE BUILDER</p> <p>Consider a list of eight things that can be positive or stressful about your senior school years. Use the Positives, Negatives, Effects, Decision Thinking Tool to consider the benefits, drawbacks and possible effects. Do you have mixed emotions? Also consider whether the consequences are short or long term.</p> <p>WELLBEING TIP</p> <p>Take several deep breaths when feeling tense or stressed.</p> <p>WHAT WENT WELL THIS WEEK AND WHY?</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Character Strength Prudence www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE TELL ME MORE – Interested Listening (p.19)</p>



WEEK 3 – MIDDLE/SENIOR –FAMILY AND FRIENDS

Parent Wellbeing: The shadow side of a strength is when you underuse, misuse or overuse it. For three of your strengths describe a time you used them on the shadow side.

When students enjoy honest and caring relationships with their families and friends, they are:

- *happy in themselves and able to look for the good in things they are doing*
- *in a position to make the most of teamwork*
- *socially connected and have a sense of belonging*

Well-functioning families and friendship groups look for what they are doing well. A great exercise is to do the free Character Strengths Survey at www.viacharacter.org Then each person will know their signature and top supporting strengths. Conversations can then be about how they can use their strengths together to achieve what they set out to do. Doing this creates growth mindsets.

Receiving and accepting feedback from family and friends on how they are travelling enables students self-assess and then set process self-expectations for themselves. They need regular developmental, non-judgmental feedback.

The adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up: As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them. This often leads to any feedback to be seen as criticism.

"A loving heart is the truest wisdom." Charles Dickens

WEEK 47 – MIDDLE - FAST BRAIN PATHWAYS SENIOR – NEUROPLASTICITY

Parent Wellbeing: What you focus on grows. To develop your top strengths, create habits and rituals to action them and consciously celebrate with yourself when you do. Describe a habit or ritual you can develop for each of your top strengths.

Since the beginning of time, parents and teachers have encouraged students to practise and apply what they learnt in class in other settings after school. The push back from students and some members of the school community, has always been understandable, but if they knew how brains learn new things to build habits, they might well be more open-minded.

Neuroscience has proven that our brains rewire themselves when we experience new things; called Neuroplasticity. Our brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often we repeat something, the stronger these pathways become and the faster the messages travel down them. Our brains love searching for patterns and practising regularly creates patterns which in time become our habits. Deliberate practice is a must for a healthy brain.

But on the other hand, when these pathways aren't used they wither and die. That is why learnt material needs to be revisited for the brain pathways to strengthen. Study and practise applying learning to new situations are how students develop the brain pathways in their memories to remember things. The character strength perseverance is an effective one to action to achieve this.

"To make headway, improve your head." B.C. Forbes

Wk 3 **Relationships and Optimism**

MIDDLE Student Planner Page 28	SENIOR Student Planner Page 28
FAMILY AND FRIENDS Wellbeing Bank: to develop my Relationships and Optimism by building positive relationships with my family and friends. Positively focused families and friends: • look for what is right in what they are doing • celebrate good times and stick together in tough times • support each other with challenges • use their strengths to learn together • exercise and have fun together To develop close family and friend relationships: • put them before yourself because you trust and value them • say five positive comments for every negative one • describe your relationships with your family and friends. <p>When you think your family: • don't understand and put pressure on you • lighten up; they only want to help you • put your Personal Timetable on the fridge • ask them to help you with your school work. When with friends: • be the real you, not some pretend image • value the person you see in the mirror • because you matter. > Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to keep building positive relationships with my family and friends? 1. _____ 2. _____</p> <p>MINDFULNESS ACTIVITY Acts of Kindness. Think of two or three acts of kindness you will do for someone else for each day of the week. Could be smiling, saying hello, helping in some way, opening the door for them ...</p> <p>RESILIENCE BUILDER On page 152 look at the "List of Emotions". What are five emotions you think you need to keep under control in order to act and learn positively. Why? 1. _____ 2. _____ 3. _____</p> <p>WELLBEING TIP Reduce stress and the "fight or flight" feelings through regular exercise, at least an hour daily.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____</p> <p style="text-align: right;">Character Strength Love www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE OTHERS MATTER – Acts of Kindness (p.19)</p>	FAMILY AND FRIENDS Wellbeing Bank: to boost my Relationships and Optimism through developing positive family and friend relationships. To build positive family and friends teamwork: • look for what is right in what you all are doing • share each other's strengths and use them together • create a shared set of expectations to live by. Teamwork involves: • putting others before yourself • having confidence in each other • accepting constructive advice and acting on it • sharing highlights and lowlights • describe how your family and friends support each other. <p>Daily positive conversations build collective wellbeing: • aim for five positive comments for every negative one • when you think your family is interfering • lighten up; their only motivation is to see you be happy • put a copy of your Personal Timetable on the fridge • include them when drafting; their understanding of issues is valuable. When with friends: • be clear on your expectations of each other, particularly when studying together • when you teach and test each other you remember 95% • when partying, be seen; arrive early, leave early • be sensible with alcohol and risk-taking activities • look after your friends' wellbeing • discuss possible dangers before going out. > Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to develop more positive relationships with my family and friends? 1. _____ 2. _____ 3. _____</p> <p>MINDFULNESS ACTIVITY Acts of Kindness. Think of two or three acts of kindness you will do for someone else for each day of the week. Could be smiling, saying hello, helping in some way, opening the door for them ...</p> <p>RESILIENCE BUILDER What are five emotions you are likely to experience and need to be in charge of this year? If not managed properly how could these emotions intensify? Use the Feelings and Emotions (refer to index or website) if you need some help with naming your emotions. 1. _____ 2. _____ 3. _____</p> <p>WELLBEING TIP Reduce stress and the "fight or flight" feelings through regular exercise, at least an hour daily.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____</p> <p style="text-align: right;">Character Strength Love www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE OTHERS MATTER – Acts of Kindness (p.19)</p>

Wk 4 **Positive Engagement**

MIDDLE Student Planner Page 30	SENIOR Student Planner Page 30
FAST BRAIN PATHWAYS Wellbeing Bank: to build my Positive Engagement by understanding how my brain is always changing. After every experience, your brain rewires itself: • to create new or strengthen existing brain pathways • this is called neuroplasticity and continues throughout your life. In your brain there are millions of nerve cells called neurons: • they connect to form brain pathways • they process and send information • electric messages travel down these pathways from neuron to neuron to create your every thought, word and action • practising something strengthens neuron connections • the stronger these connections, the faster and more automatically messages travel • which creates your habits • describe how you currently practise to build fast brain pathways. <p>To develop positive habits make them easy to do. To avoid negative habits, make them difficult to do. If it takes longer than 20 seconds to do, you won't do them. > Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to develop fast brain pathways? 1. _____ 2. _____ 3. _____</p> <p>MINDFULNESS ACTIVITY My Life. Reflect on how you want your life to be and the top five things that you want for yourself, that make you excited, and when you want them to happen.</p> <p>RESILIENCE BUILDER Little children's emotions are very simple, such as glad, mad, sad. For your age group, emotions are more complex (as there can be more than one emotion occurring or being felt at the same time). For example, you may be very excited about what you are doing, but scared of what might go wrong. From the "List of Emotions" select five pairs of emotions which often occur together and the situations involved. 1. _____ 2. _____ 3. _____</p> <p>WELLBEING TIP Think about this – we live by what we give.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____</p> <p style="text-align: right;">Character Strength Creativity www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE FEEL GOOD MENU – Delicious Feelings (p.19)</p>	NEUROPLASTICITY Wellbeing Bank: to build my Positive Engagement through understanding how my brain changes after every experience. Neuroscience has shown that your brain rewires itself: • after every experience you have • and lifting your efforts to learn new approaches builds new brain pathways • this process continues throughout your life and is called neuroplasticity. In your brain there are millions of nerve cells called neurons: • they process and send information • they are connected to form neural or brain pathways • electric messages travel down these pathways from neuron to neuron to determine your every thought, word and action • when you practise doing something, the more connected the neurons become; neurons which fire together wire together • the stronger the connections the faster the messages travel and the more automatic they become • this is how habits are created, especially when learning • describe what you could do to build strong brain pathways. <p>To build positive habits, make them easy to do: • e.g. put reminders in your phone when to begin and end home learning sessions • to avoid negative habits, make them difficult to do • e.g. put your phone on flight mode when studying. > Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to practise building strong brain pathways? 1. _____ 2. _____ 3. _____</p> <p>MINDFULNESS ACTIVITY My Life. Reflect on how you want your life to be and the top five things that you want for yourself, that make you excited, and when you want them to happen.</p> <p>RESILIENCE BUILDER Consider some of the negatives of senior school and transform five possible ones. What skills and strengths would you build in overcoming or challenging these possible stressors? 1. _____ 2. _____ 3. _____</p> <p>WELLBEING TIP Think about this – we live by what we give.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____</p> <p style="text-align: right;">Character Strength Creativity www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE FEEL GOOD MENU – Delicious Feelings (p.19)</p>



COMMUNITY NOTICES

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



RELATIONSHIP EDUCATION PROGRAM

JOONDALUP

Lotteries House, Unit 7/70 Davidson Terrace
March – June 2018

Short courses give an overview, some tips and answers to your questions while In-depth learning and skills development are offered in our longer courses.

<p>New SURVIVAL KIT FOR SEPARATING DADS</p> <p>Separation presents many challenges for men, especially fathers. If you are going through a separation or divorce, this workshop will provide a supportive place to acknowledge the challenges you are experiencing through the process. We will assist you to identify some practical coping strategies so that you can feel more positive about yourself and your future. This workshop will look at:</p> <ul style="list-style-type: none"> • Separation and men's experiences • Helpful ways for you to cope with the separation • What is resilience and why it is important • Choices you can make to enable you to feel positive about yourself and the future <p>* We strongly recommend all separating Dads attend this course prior to any other course, particularly parenting courses.</p>	<p>DATE: 14 March DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>COMMUNICATION IN RELATIONSHIPS</p> <p>People who communicate with care create healthy relationships. This seminar covers the basic principles of communicating to those you love with clarity and respect.</p>	<p>DATE: 14 March DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>BUILDING BETTER RELATIONSHIPS x 8 weeks</p> <p>This course, based on John Gottman's work, offers new ways of relating and being intimate. The greater a couple's awareness of each other, the greater their mutual consideration and ability to work through changes and problems.</p>	<p>DATE: 9 May – 27 June DAY: Wednesday TIME: 6.30-9pm COST: \$160 per couple</p>

For further information and to enrol please phone 6164 0200



Teen Fitness

\$130
for 8
weeks



RELATIONSHIP EDUCATION PROGRAM

MIDLAND

27 The Crescent
February to June 2018

One Night Seminars give an over view, some tips and answers to your questions while In-depth learning and skills development are offered in our longer courses.

<p>New SURVIVAL KIT FOR SEPARATING DADS</p> <p>Separation presents many challenges for men, especially fathers. If you are going through a separation or divorce, this workshop will provide a supportive place to acknowledge the challenges you are experiencing through the process. We will assist you to identify some practical coping strategies so that you can feel more positive about yourself and your future. This workshop will look at:</p> <ul style="list-style-type: none"> • Separation and men's experiences • Helpful ways for you to cope with the separation • What is resilience and why it is important • Choices you can make to enable you to feel positive about yourself and the future <p>* We strongly recommend all separating Dads attend this course prior to any other course, particularly parenting courses.</p>	<p>DATE: 20 February or 26 June DAY: Tuesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>HEALTHY SELF ESTEEM</p> <p>Would you like to feel better about yourself? Self esteem is essential to good health, both physical and emotional.</p>	<p>DATE: 13 March DAY: Tuesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>UNDERSTANDING ANGRY EMOTIONS</p> <p>This seminar helps to raise awareness of our emotions and is a good introduction to our eight-week Anger Management course.</p>	<p>DATE: 12 June DAY: Tuesday TIME: 6.30-9pm COST: \$30 per person</p>

For further information and to enrol please phone 6164 0200



WEST LEEDERVILLE

Level 1/22 Southport Street (corner Cambridge Street)

Parenting Courses February 2018

<p>SURVIVAL KIT FOR SEPARATING DADS</p> <p>Separation presents many challenges for men, especially fathers. If you are going through a separation or divorce, this workshop will provide a supportive place to acknowledge the challenges you are experiencing through this process. We will assist you to identify some practical coping strategies so that you can feel more positive about yourself and your future.</p> <p><i>We strongly recommend all separating Dads to attend this session prior to any other courses, especially parenting courses.</i></p>	<p>DATE: 7 February DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>EMOTION COACHING</p> <p>After many decades of research it has been found that one of the most useful skills/awareness a parent can give to their child is emotional intelligence. This means helping their child to recognise what they are feeling and why. This short course explores the most helpful ways of responding to a child to help them to learn how to regulate their own emotions.</p>	<p>DATE: 12 February DAY: Monday TIME: 6.30-9pm COST: \$30 per person</p>
<p>SUCCESSFUL SINGLE PARENTING</p> <p>People become single parents through a range of life choices and circumstances. Single parenting alone is different in many ways compared to a two parent household and can have its difficulties and challenges. If you are a single parent and are through that initial break-up stage this course will provide strategies that will help you develop a close and special relationship with your child.</p>	<p>DATE: 14 February DAY: Wednesday TIME: 6.30-9pm COST: \$30 per person</p>
<p>PARENT TEEN CONNECTION x 4 weeks</p> <p>This course reduces stress and teaches parents how to communicate, negotiate and minimise conflict</p>	<p>DATE: 19 Feb – 19 March DAY: Monday TIME: 6.30-9pm COST: \$50pp/\$75 couple</p>
<p>MAKING STEPFAMILIES WORK x 6 weeks</p> <p>Find out how to build the enduring, resilient stepfamily you both want. The course offers strategies on communication, discipline and managing competing demands.</p>	<p>DATE: 21 Feb – 28 March DAY: Wednesday TIME: 6.30-9pm COST: \$80pp/\$130 couple</p>
<p>DADS RAISING GIRLS</p> <p>Find out how you can build a rewarding father-daughter relationship. As the primary male role model in a girl's life, fathers play an important role in the development of their self-concept and self-esteem. This affects how they relate to others, particularly to boys and men.</p>	<p>DATE: 26 February DAY: Monday TIME: 6.30-9pm COST: \$30 per person</p>

For further information and to enrol please phone 6164 0200





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- ✓ Clear and simple explanations of challenging concepts from teachers who are trained to help you understand.
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- ✓ Receive tips on how to maximise your school results and feedback on your assignments, tests and exams.

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- 📍 **Churchlands Senior High School**
C & D Block
Entry via Memory Place carpark.
- 📍 **Perth Modern School**
Andrews Building
Entry via Subiaco Road carpark.
- 📍 **Rossmoyne Senior High School**
English Learning Building
Entry via Apsley Road carpark.

ATAR Tuition Help

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- ✓ Feedback on your work
- ✓ Keep on top of school work

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- ✓ **Science:** Teachers will work closely with your child to help them understand new or difficult scientific concepts and extend their knowledge and confidence in Science.

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- ✓ Small groups (3 - 8 students)
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- ✓ Receive extra work on topics
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