



## MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

### LAWLEY UPDATE 5 Term 3 No. 2 2018

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Term 3 is now well underway and we have had a number of successful incursions and excursions as well as two visits from students from Japan. The first group were with us for two weeks. We then hosted a number of individual students from various high schools across Japan. We welcome these students as it is very beneficial for our students to have the opportunity to interact in classes with our international visitors and share experiences. I thank the parents who hosted the students and allowed them to experience life in an Australian family. Without the support of our parents and staff these visits would not be possible.

A very successful Year 10 Leadership Camp was held at Bickley Recreation Camp in Week Two and students had the opportunity to take part in a range of activities including search and rescue, vertical challenge, canoeing and mountain biking. The activities were designed to promote team work, cooperation and build their leadership skills.

Year 12 students are now in the final stages of their school life. In order to support them and help them prepare for examinations many students attended the revision workshops that were run during the last school holidays. In addition many individual teachers are providing revision lessons in a range of subjects including English Literature, Economics, Modern History, Ancient History, Politics and Law, Art, Physical Education, Drama and Career Link.

The last round of OLNA testing for 2018 begins 27 August. Passing OLNA (Online Literacy and Numeracy Assessment) is a requirement to receive the WACE certificate and graduate. The great majority of students achieved the benchmark in the March round. Since then students still needing to pass OLNA have been receiving support to help them to achieve the standard in the August round.

It is always very pleasing when the work of our students and staff is acknowledged by outside professional groups. Last week the Certificate II Hospitality students undertook their coffee assessments and the trainer from Hospitality Group Training sent an email to Josee Baljic stating " Apart from a few nerves the students both today and yesterday

did very well, some of the best I have seen. You should be proud of them (I am sure you already are) and also of yourself as they are a credit to you". They followed up on this success with our VIP Breakfast on Wednesday 15 August when they served up a brilliant breakfast. This function was a part of their formal assessments and I am sure they will all pass with flying colours. This breakfast is held to thank the many volunteers who so generously give their time to the school through the Board, the P&C and its associated committees, our mentors as well as the families who offer perpetual prizes to the school.

The Millstream Cadet Camp was held during the holidays and I received a lovely email from Joy and Trevor Moffat the camp Managers. They stated '*We are presently camp hosting for Department of Parks and Wildlife at the Mulla Mulla Camp at Millstream National Park when your cadets have been visiting for the past 6 days. As hosts we have been particularly impressed with all staff and cadets in the way they have conducted themselves, truly living up to your school motto of Truth and Courtesy.*' It is always a delight when people take the time to let me know how they have enjoyed interacting with our staff and students.

Other groups of students who have achieved success include the students who have been involved in the Mock Trials Competition. All of the students involved have developed skills in advocacy, public speaking, teamwork as well as understanding of the legal profession. One team has gone through to the finals and we wish them every success in the upcoming finals.

Over the last few weeks I have investigated the effectiveness of sending out hard copies of the first few pages of the Lawley Update. Many teachers and students report that students do not take them home and that the exercise is a waste of paper and not in line with the schools commitment to sustainability. The update has been available online via the school website and the phone app for several years. In the future parents who want a hard copy will need to ask their child to collect a copy from either the Middle School, Senior School or Main Administration Offices.

Student numbers for next year are more that at the same time last year. We have also had the GAT (Gifted and Talented) Induction Day recently where selected students from various primary schools were given an insight into their new high school and the Languages Department.

Please support our Green initiative by viewing newsletter  
online at school website [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)  
P & C Website <http://mlshspc.org.au>

**Lesley Street, Principal**



## CONGRATULATIONS



### Filip 7F5

Filip was selected for the Thredbo Mountain Academy in NSW, and trained by Dual Olympic skier Jono Brauer in a 3 week program for students to learn new skills and compete at a top level in a variety of skiing disciplines.



### Riley 7F3

Riley has been selected to represent Western Australia in the U13 Ice Hockey Team to compete in the Phi Ginsberg Trophy at the National Ice Hockey Championships in Melbourne.



**Rosie 10M1** recently performed for the Squidstock competition. She did an outstanding job and is now through to the final! Rosie is going to need as much support as possible as the judges also take into account the audience enthusiasm. Please support Rosie and head to Michael Brothers Juice, on August 25th (Saturday) Time: 6 - 10pm.



**Tayla 10H1** has been successfully selected as a finalist in Young Originals exhibition where public school students display their work at Gallery 25, Edith Cowan University.

## NATIONALLY CONSISTENT COLLECTION OF DATA FOR SCHOOL STUDENTS WITH DISABILITY

"Our school is part of a national project about students with disabilities and/or learning difficulties. We have been asked to provide data about the number and learning needs of children at our school. The name of the school and the name of the students is not reported. Information about the different types of needs, the programs and resources the school uses to overcome barriers and support children with special educational needs is collected.

This allows the Governments and the Department develop better policies that acknowledge the level of resources needed in schools to meet the needs of all students in Western Australia. All schools in Australia, including Independent and Catholic schools, participate in the Nationally Consistent Collection of Data (NCCD) on School Students with Disability every year. The Data Collection is an annual count of the number of students with disability receiving educational adjustments to support their participation in education on the same basis as students without disability.

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

The collection of this information from states and territories will inform future policy and program planning in relation to students with disability. If you have any questions, please do not hesitate to contact Lesley Street on 9471 0304.

## SCIENCE STUDENT WINS NATIONAL COMPETITION



"Explain the Brain" is a yearly event hosted by the Genazzano Institute of Learning and Brain Sciences and proudly supported by Education Perfect and the Institute of Social Neurosciences. This event is specifically designed for high school

students to spark their passion for neurology and understand more about learning. Science teacher Richard Meagher encourages his Year 10 students to enter and this year **Aleena 10H2** won first prize in this national competition.

Aleena wrote about her winning entry. *The focus of the 'Explain the Brain 2018' competition was to explore the learning aspects of the human brain. I was encouraged by my Science teachers to explain an aspect of human learning by creating an infographic. I had to be creative with my presentation and make sure my information was accurate and up-to-date. I chose 'Sleep and the Brain' as my topic because along with nutrition and exercise, a good sleep is one of the pillars of efficient learning and health. I was happy when the Institute of Social Neurosciences chose my entry as the first prize. Earning first prize has motivated me to pursue a career in human sciences, more specifically in neurology.*

## CYBERSAFETY

Late last term I was advised that a student had breached the Internet Usage Agreement and by sharing inappropriate material. The Federal government has set the Office of the eSafety Commissioner which looks into a number of issues including cyber bullying, offensive and illegal content.

Parents can access the website at [www.esafety.gov.au](http://www.esafety.gov.au) for advice about reporting cyber bullying and illegal content. The website also has useful resources.

## CONGRATULATIONS TO OUR SENIOR CONCERT BAND AND FUNK BAND

Firstly, our Senior Concert Band performed in the first of the ABODA series on Saturday morning. Schools from all over the state performed, and our students did us proud amongst the competition.



Our students were awarded 'Excellent' from the panel of adjudicators. Big thanks to all these students and their phenomenal conductor Lee Stanley. Also a big thanks to Michael Camilleri for helping us in a minor crisis to get a student's forgotten clarinet from the school.

Congratulations to our Funk Band who performed at Funk Cider Saturday afternoon in Caversham. Our students played a professional and engaging two-hour set (which is not easy at their age!) showcasing talent beyond their years. If you see **Blake, Callum, Gabriel, Joshua** or **Kate** around, please congratulate them. In the coming weeks they will learn if they have made it into the finals for August.

## NAIDOC ASSEMBLY

On the 15th of June students gathered in the Gym for the annual NAIDOC assembly. The assembly commenced with a Welcome to Country by respected Elder, Dr Noel Nannup who invited the good spirits to join us for this special occasion. **Emma** (Year 11) chaired proceedings, introducing Year 10 student, **Sharlene**, who spoke about Aboriginal Firsts in Science and how they linked in with the story of the The Dreaming in a well-researched speech developed during her work in the Aboriginal Excellence Program (AEP). She explained how Aboriginal culture is one of the oldest cultures to use Astronomy and how modern day scientists are using this information to gain better insights into the universe. Dr Paioff was subsequently invited to talk about the research projects conducted by AEP students before welcoming Mr Allan James from Carey Mining to receive a Certificate of Appreciation for their support of this award-winning program.

Follow the Dream (FtD) student **Lakoya**, came to the stage and sung a traditional Yorta Yorta song that became well known through the Sapphires movie. This was followed by a moving poem read by FtD student **Anosh**, which centred on the theme of "Hope and Reconciliation".

Mount Lawley SHS's impressive NAIDOC assembly concluded with a set of traditional and contemporary dances from the Moorditj Mob who were most engaging and left those in attendance feeling good. The delegation left the assembly and met in the staff conference room to share their feelings about a very successful assembly over morning tea. Mr James from Carey Mining commented that he was proud of the fact the his organisation is associated with such a fine group of students and such a progressive school.

In closing, it should be noted that the NAIDOC theme of Because of Her We Can and Reconciliation were central to this year's assembly. Furthermore, the Aboriginal flag was hoisted alongside the Australian, signifying a strong bond between Aboriginals and non-Aboriginal people in this beloved country.

**Layan & Lilly (Aboriginal Excellence Program)**



**MOUNT LAWLEY SENIOR HIGH SCHOOL**  
An Independent Public School

**YRS 11&12 CLOSING SOON**

**The Scholarship Advantage**

- ✓ Scholarships Provide You with Financial Support  
Let someone else pay for part of your education.
- ✓ Scholarships Can Help You Get Where You Want to Go  
A scholarship confirms you would be a valued addition to an institution.
- ✓ Recognition  
Be recognised for your potential and develop confidence to pursue your goals.
- ✓ Distinguish Your Achievements  
Stand out amongst your peers.
- ✓ Scholarships Make Your Resume Stand Out  
A scholarship will enhance your resume.

**ACADEMIC & FINANCIAL EQUITY SCHOLARSHIPS**

The provider of the bookshop, Campion Education, has provided a number of scholarships for students attending the school in 2019.

The scholarship is available for purchasing books, materials and stationery from Campion Education.

Students interested in applying are to submit:

- Application form.
- Copy of last school report.
- Statement addressing the selection criteria (maximum one typed page).

Application forms are available from the Middle, Senior or Main Administration Offices and are also on our website.

For more information visit [www.lawley.wa.edu.au](http://www.lawley.wa.edu.au) or phone 9471 0300.

**CLOSING**

9:00am Tuesday, 11 September 2018 – Years 11/12 in 2019

3:30pm Friday, 2 November 2018 – Years 7-10 in 2019









## YEAR 12 ECONOMICS FORUM AT CHAMBER OF COMMERCE & INDUSTRY WA.

On Friday 10th of August, the top six students (**Soraya, Thabiya, Sessina, Oscar, Connor and Blaise**) in Year 12 ATAR Economics were invited to attend a student conference at the Chamber of Commerce and Industry of Western Australia (CCI). This is an annual event and it provides opportunity for Year 12 Economics students from across the state to interact with leading economists in the state as well as network with students from other schools.

The conference was inaugurated by Mr. Chris Rodwell, Chief Executive Officer of the Chamber of Commerce & Industry of Western Australia (CCI). He outlined the role of CCI and encouraged students to pursue their passion and highlighted potential career opportunities in the field of economics. Mr. Rick Newnham, the Chief Economist at CCI presented an enlightening speech about the state of the Australian economy, particularly WA's and discussed the impact of the post mining boom on Australian households and firms.

The students were then introduced to a panel of young economists such as Jessica Smith (Analyst, Deloitte Access Economics), David Lay (Analyst, Australian Competition and Consumer Act (ACCC)) and Conor McLaughlin (Entrepreneur and Fogarty Scholar). We were all keen to know about about the study pathways at University and job opportunities with Economics. The students were surprised and pleased to note that the skills learned through Economics are highly valued across many sectors of the economy and especially overseas.

After an excellent morning tea and networking session, we were given invaluable insights regarding the ATAR examinations presented by the highly regarded Mr. Steven Kemp, Chief Marker for ATAR Economics. He outlined student performance on the 2017 WACE Economics Exam and provided useful strategies that students could employ when tackling the upcoming exams.

Later in the day, the students got the opportunity to demonstrate their skills as budding economists. Each table, represented by different schools was represented with variety of current economic scenarios and were asked to analyse and interpret the economic situations.



We thoroughly enjoyed the passionate discussions on each table and how various students interpreted and explained their understanding. Thabiya and Soraya from Table 4 won the box of chocolates as their team comprehensively responded to their assigned question.

Overall it was a fantastic opportunity to network with experts and other students that allowed us to enhance our economics knowledge.

Special thanks to Mrs. Singh, our Economics teacher, for providing us with this opportunity to be a part of the 2018 Economics Forum at CCI.





## JAPANESE STUDENTS VISIT MOUNT LAWLEY

We hosted a group of 17 students from Konan Boys School in Japan. Konan is one of Japan's top schools and has an award winning baseball program. These students were hosted in Perth by Phoenix Academy, who support overseas students.

Mr Jaeik Jong our Japanese teacher organised a comprehensive program for the day. To start the day the Konan students met with Year 11 & 12 Japanese Language students during their lesson to practise their conversational skills.

During the morning program the boys were given a lesson by Physical Education Coordinator Mr Adam Zen on the fine points of playing football (AFL). They enjoyed the skills of handballs and kicking the footballs on the school oval under the beautiful sunny blue sky, a rare treat amongst the current winter weather Perth was experiencing.



The rest of the day was busy with a music class with Ms Berrie and a media class where the boys were able to have fun with the technical aspects of filming using a 'green screen' assisted by Ms Edwards. To finish to the visit the boys were presented with a copy of the Year Book. Phoenix Academy would like to thank Mount Lawley SHS in providing an insight into the Australian educational system for the Konan Japanese students.



## YEAR 12 CHILL OUT DAY

On Wednesday 20th June, the Year 12 cohort were treated to the school's annual 'Chill Out Day'. This is a day aimed at rewarding all of the Year 12's who have worked hard throughout the first semester and a chance for them to let their hair down and chill out.

This year the students were treated to two fairly different activities. The first activity was a very emotional and impactful motivational speech given by Rob Pike. Rob shared the story of a tragic event that occurred when he was a young man. From this speech students pondered the idea that choices are integral to success in our lives and also, that positives can arise from negative events.

The tone changed fairly dramatically from here with a Hip-Hop lesson from Rita Nita from the Elan Dance Company! Rita had the Year 12's and a fair few teachers up on their feet, showing their finest moves for an hour long session.

With activities completed, the students were then treated to a delicious spread of food catered for by the Year 11 Hospitality students.

It certainly was a fun day, enjoyed by all. Thanks to Suzi Barnes for organising such a wonderful event and giving the Year 12 students a rare opportunity to Chill Out.

***Ms Catriona McCloy Year 12 Coordinator***







## P & C HOSTED DYSLEXIA SPELD FOUNDATION EVENING

On Wednesday the 25th of July, an information evening was hosted by the P&C Committee where Kim Bloor, Senior Education Psychologist from the Dyslexia Speld Foundation spoke to an audience of over 30 parents.



Principal, Lesley Street welcomed the crowd and highlighted the value of educational workshops for parents and teachers alike. On the night, parents were given an opportunity to learn more and ask questions about the latest strategies, interventions and technologies available to students with specific learning disorders such as dyslexia and dysgraphia here at Mount Lawley Senior High School.

Feedback from parents was extremely positive and we look forward to hosting similar events in the future.

**Laura Whelan- Learning Support Coordinator-  
Mount Lawley SHS**



## A ZERO2HERO PARENTING SEMINAR

We have sourced incredibly knowledgeable and engaging experts to join us for ONE NIGHT ONLY....

Raising teenagers can be a challenging task, and this forum will help attendees to better understand and support their children through a time in their life when they need it the most. Join hundreds of Parents from across WA for an innovative and informative seminar specifically designed for Parents, Teachers and Families.

During this event you will discover how the adolescent brain works and what contributes to youth mental health and wellbeing. Gain practical tips and techniques in guiding teens through the adolescent years.

**Thursday , August 30, 2018 6:00 PM – 9:00 PM**

**Perth College, 31 Lawley Crescent Mount Lawley, WA**

**COST: \$25-35 + GST**

To book online go to

<https://www.eventbrite.com/e/parental-guidance-recommended-tickets-48152059105>

## CHEVRON FOCUS ENVIRONMENT

\$25,000 cash prizes for schools and students to share in! Celebrate WA's amazing biodiversity through the camera lens in this photographic and caption competition.

Grab a camera, get outdoors and start photographing WA's biodiversity – it could be as simple as some spring wildflowers or a neighbourhood magpie! Include a short caption with your photo and submit it all online. It's easy to enter! **DISCOVER:** Find out about WA's unique species, the threats they face and how people can help. **PLAY:** Grab a camera and spend some time developing your photography skills. **EXPLORE:** Get outside and capture the diversity of our state's plants, animals and landscapes. **SHARE:** Compose a captivating caption that highlights the biodiversity story of your favourite photo. This competition closes on September 21.



<https://edcomp.thewest.com.au/competition/chevron-focus-environment/>



## FLAKTEST E SPORTS COMPETITION SUCCESS FOR YR 9

Below is the report by the organiser.

For the majority of Term 2, myself (Seb) along with 4 other students teamed up and represented Mount Lawley Senior High School in a weekly inter-school E-sports competition. We played Counter Strike, a first-person shooter game. We competed against other High Schools all across Australia. The other competitors were mainly Year 12 graduating students.

The teams consist of 5 players, each with a different role within the game. By the time finals came, we had only lost one match. Since we were tied first with a Queensland team we were invited to play on stage at RFLAN 61 (a gaming event).

The event took place at Curtin Stadium on the 14th of July. At the end of the day the Queensland team managed to clinch a victory over us but we came home with second place medals. Overall it was a great experience and we are looking forward to next seasons league.

Team:

**Ariel** Year 9, **Sebastian** Year 9, **Tai** Year 9, **Alex** Year 9, **Harrison** Year 9

*As we settle back into school and a busy Term 3, I would like to take this time to extend my upmost gratitude to the volunteers, teachers and learning staff, students and families who made the 2018 Regional Leagues a reality for the 600+ students involved. The School Community Managers have told me how amazing it has been to work with teachers around Australia and Indonesia who are passionate about their club, teams and students. Thank you all for your ongoing support to the new (and often crazy) world of esports.*

*This season, over 200 games were played with students across Australia and Indonesia, culminating in an epic live Grand Final event at RFLAN. Flaktest has a blast providing opportunities for young gamers to play with their friends and represent their school in something they're passionate about.*

*I would like to take this time specifically to congratulate the following champion and runners up teams, teacher representatives and give special mentions:*

*Champions: St Peter Claver Esports – Mr George Maliwat*

*Runners Up: Mount Lawley Senior High School*

*Special mention to "Fl4sh" for outstanding leadership skills and performance throughout the season. He is well known in the Australian youth esports scene for his positive and supportive attitude, a testament to his growth as a member of Mount Lawley Senior High School.*







### Teen Positive Parenting Program (Teen Triple P)

Parents/carers 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.

In Term 3 two of our northern suburbs primary schools are offering this program. Please see below for details and registration.

*Iva Filipovska, Senior School Psychologist*

#### Positive Parenting Program

Quinns Beach Primary School  
5 James Cook Avenue, Quinns Rocks WA 6030  
Seminar Series – TEEN (Year 5-6)

Seminar 1: Raising Responsible Teenagers

Seminar 2: Raising Competent Teenagers

Seminar 3: Getting Teenagers Connected

**Date: Tuesday 11th September 2018 Term 3 - Week 9**

**Time: 9:00am to 2:30pm**

Morning tea and lunch provided.

Presented by our local School Psychologists: Priscilla Grainger and Brittany McCarthy

**For bookings please contact Quinns Beach Primary School**

**on 9561 7400**

#### Positive Parenting Program

Mullaloo Heights Primary School  
27 Charonia Rd, Mullaloo WA 6027

Seminar Series – TEEN (Year 5-6)

Seminar 1: Raising Responsible Teenagers

Seminar 2: Raising Competent Teenagers

Seminar 3: Getting Teenagers Connected

**Date: Tuesday 18th September 2018 Term 3 - Week 10**

**Time: 9:00am to 2:30pm**

Morning tea and lunch provided.

Presented by our local School Psychologists: Priscilla Grainger and Lauren Twomey

**For bookings please contact Mullaloo Heights Primary School on 6206 2100**



### IMPROVING EDUCATIONAL OUTCOMES FOR STUDENTS WITH ADHD

Saturday, September 08, 2018 at 08:30 AM  
The Niche, 11 Aberdare Rd, Nedlands

ADHD WA would like to invite you to our upcoming seminar.

ADHD causes serious and ongoing challenges for children at school. They struggle to pay attention which affects their ability to learn. They also experience great difficulties with organisation and time management. Social interactions can also be problematic.

To further complicate matters, most children with ADHD will have at least one co-existing condition, such as anxiety, depression, a learning difficulty or a behavioural disorder. As a result, children with ADHD face academic underachievement.

This seminar will present the research on educational outcomes for ADHD, and outline how schools and parents can work to improve them.

Would like to participate? Pricing at \$40 for members, and \$70 for non-members, you can purchase your ticket here.

[https://www.stickytickets.com.au/74112/improving\\_educational\\_outcomes\\_for\\_students\\_with\\_adhd.aspx](https://www.stickytickets.com.au/74112/improving_educational_outcomes_for_students_with_adhd.aspx)

careers.lawley.wa.edu.au

I've put together a new website.

TISC/UAC/VTAC

It's a "One Stop Shop" for everything you need with Career Planning and help.

VET

LATEST NEWS AND EVENTS

**CHECK IT OUT NOW!**

WORK EXPERIENCE

*Ms Catherine Smith*

VET and Careers Coordinator

DO AN INTERESTS TEST

FIND A JOB

CHOOSE A UNIVERSITY

GAP YEAR

CREATE A RESUME

DEFENCE CAREERS

YOUTH ALLOWANCE



THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT



## IRLEN SYNDROME: DEBUNKED – WHAT PARENTS NEED TO KNOW AND WHY IT'S NOT A SOLUTION

### STATEMENT OF THE PROBLEM

Reading is one of the most important academic skills learned in school and one that many students struggle to master. While working with adults exhibiting reading problems in the 1980s, Helen Irlen claimed to have discovered a visual perceptual condition responsible for numerous reading problems. The condition, which is not recognized in the medical field, goes by several names: scotopic sensitivity syndrome, Irlen syndrome, and Meares-Irlen syndrome. Irlen claimed that individuals with the syndrome had difficulty processing full spectrum light which resulted in reading problems such as words drifting on the page or appearing blurred. She also hypothesized that the syndrome was responsible for difficulties with a wide range of important life activities including reading, math, handwriting, coordination, concentration, starting tasks, and sitting still. The Irlen Institute claims that 50% of children and adults with reading problems have Irlen Syndrome and that 12-14% of good readers and gifted students also have the syndrome.

### CLAIMS OF A PROPOSED SOLUTION/ INTERVENTION

Individuals complete a rather subjective assessment which may include interviews and self-reports to determine whether they have Irlen Syndrome. Use of tinted lenses/overlays is credited with ameliorating perceptual processing problems and/or distortions making it easier to see text. The Irlen Institute cautions that only tinted overlays/lenses provided by them will be effective.

### THE THEORETICAL RATIONALE – HOW DOES IT WORK?

Irlen claims that the condition appears to be caused by a defect in a visual pathway that transmits information from the eye to the brain.

The defect purportedly causes a problem with timing and filtering out specific wavelengths of light via tinted lenses/overlays helps the pathway function normally.

### WHAT DOES THE RESEARCH SAY? WHAT IS THE EVIDENCE FOR ITS EFFICACY?

There is no objective evidence that Irlen syndrome actually exists: several researchers have noted that the symptoms are consistent with known visual problems. There is no credible body of research supporting the use of tinted lenses/overlays – the studies tend to contain significant flaws and the findings are inconsistent.

### CONCLUSIONS

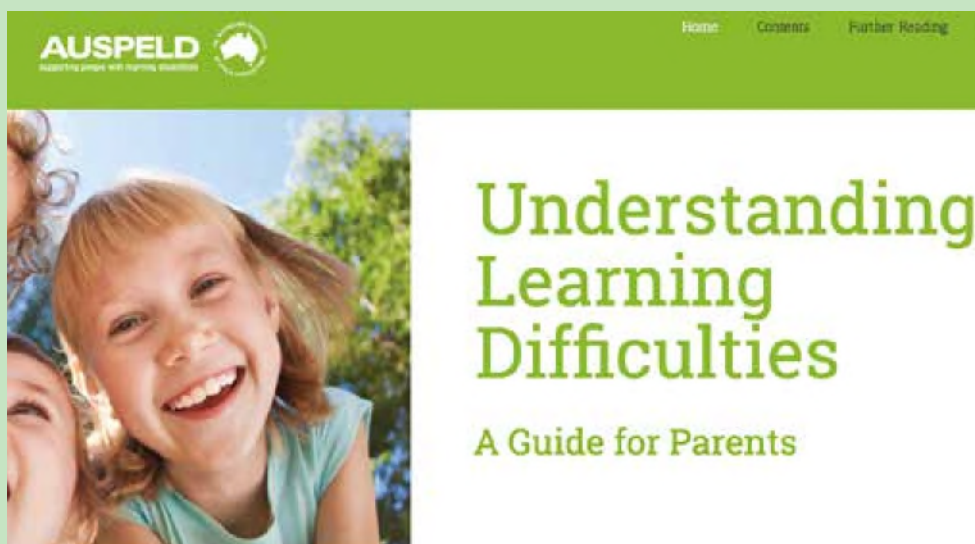
In a joint statement, The American Academy of Ophthalmology, American Academy of Pediatrics, American Association for Pediatric Ophthalmology and Strabismus and American Association of Certified Orthoptists firmly repudiated the use of lenses, stating that there was no scientific evidence supporting their use. The expense of such treatment is unwarranted and may divert resources from evidence-based reading interventions.

The Macquarie University Special Education Centre (MUSEC)  
Verdict: Not Recommended

*Keith J. Hyatt, Macquarie University Special Education Centre*

## UNDERSTANDING LEARNING DIFFICULTIES

AUSPELD website have a guide for parents, Understanding Learning Difficulties. This Guide has been designed and produced to provide parents and carers with current information about the nature of learning disabilities in children, and to offer practical guidance on the most appropriate identification, intervention and support.



To find out further information and view this guide go to the following website

<http://uldforparents.com/>





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

### WEEK 21 – LEARNING TEAMWORK

**Parent Wellbeing:** Buy a packet of M+Ms and as you eat some describe which emotions each colour reminds you of, when you last experienced it and what your thoughts, feelings and actions were.

When students have identified their signature and top supporting strengths through completing the free VIA Character Strengths Survey, they are able to discuss issues from positions of strength which can overcome the following situations:

- 21st century students crave for a sense of social connectedness from their peers seemingly above all else
- they are often more comfortable doing what they know is not the best for them to protect their social acceptance.
- this often means students are reluctant to leave their comfort zones to explore other ways of thinking

Group learning is an effective way:

- to harness and value a wide range of abilities, points of view and attitudes to issues
- for students to combine their top strengths
- to gather input from all students
- for students to experience "peer" learning and feel valued for their views and ideas
- to cultivate collaborative and interdependent habits through mindful and empathetic listening

Keys to a well-functioning group are:

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

"Alone we can do so little, together we can do so much." **Helen Keller**

### WEEK 22 – POSITIVE COPING STRATEGIES

**Parent Wellbeing:** Mindfulness is about connecting with yourself and the present moment. To achieve this, you need to find unplanned and unstructured time. Describe opportunities you may have to do this.

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 I can and I will statements that 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; see Why Self-Calming Strategies? (refer to index)

"Wisdom is not knowing what to do now, but what to do next." **Proverb**

**Wk 21** ❤ Relationships and Optimism

**MIDDLE Student Planner Page 66**

**LEARNING TEAMWORK**

**Wellbeing Bank:** to build my Relationships and Optimism by learning cooperatively with other students.

Learning together with others provides great opportunities to:

- share, learn from, appreciate and value others' input
- combine your and others' strengths to consider different perspectives
- repeat three words to bring out others' best, tell me more
- describe how you currently learn together with other students.

Learning teamwork involves shared expectations, including:

- valuing and accepting individual differences
- one person to speak at a time, no put downs, have fun
- awareness of body language messages
- not having similar thinking clones
- having the following roles filled:

**Organiser:** creates framework so everyone is involved  
**Starter:** gets things started  
**Recorder:** collects relevant information  
**Verifier:** checks for accuracy  
**Listener:** thinks about the learning happening  
**Timer:** maintains focus on time targets  
**Coordinator:** ties input together  
**Finisher:** ensures a stylish presentation  
**Engager:** encourages resilience to push on.

▶ Complete Wellbeing Reflection sheet on website.

**ACTIONS**

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

- 1.
- 2.

**MINDFULNESS ACTIVITY**

**Others' Delight.** Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.

**RESILIENCE BUILDER**

Your personal attributes (such as determination), talents and top five strengths, equip you with the social capability to thrive, drive and flourish in society. Describe how you can use them together to overcome the challenges of being left out of your friendship group at lunchtime.

**WELLBEING TIP**

Remember no one else makes you angry; you do it to yourself. Be self-aware.

**WHAT WENT WELL THIS WEEK AND WHY?**

- 1.
- 2.
- 3.

Character Strength  
**Fairness**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**

EVEN BETTER – Positive Stretching (p.19)

**SENIOR Student Planner Page 68**

**LEARNING TOGETHER**

**Wellbeing Bank:** develop my Relationships and Optimism through learning cooperatively and collaboratively with others.

Learning together with others multiplies your learning power:

- you appreciate other points of view and perspectives
- you combine your strengths with others' strengths.

Shared expectations could include:

- listening mindfully and actively
- learning from others by asking 'tell me more'
- valuing, respecting and accepting individual input
- understanding body language messages
- focusing on getting the task done
- tolerating others, even when difficult
- one person to speak, no put downs and have fun
- describe how you currently learn together with others.

Learning together becomes very powerful when there is a diversity of strengths, approaches and interests. Also, the following roles need to be taken up by different individuals:

**Organiser:** creates framework so everyone is involved  
**Initiator:** gets things started  
**Recorder:** collects necessary and relevant information  
**Verifier:** checks the accuracy of the data  
**Listener:** thinks about the learning happening  
**Timer:** keeps everyone focused on timelines  
**Coordinator:** ties the input from individuals together  
**Finisher:** presents the learning in a stylish fashion  
**Engager:** encourages everyone to push on  
**Critic:** provides honest feedback on the learning progress.

▶ Complete Wellbeing Reflection sheet on website.

**ACTIONS**

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

- 1.
- 2.

**MINDFULNESS ACTIVITY**

**Others' Delight.** Look around the classroom and celebrate the fantastic achievements others have accomplished and enjoy the positive emotions you feel for them for at least five minutes.

**RESILIENCE BUILDER**

Working in a group can present a number of challenges, such as conflict between members, difficulties in getting started or the inability to focus on tasks. Think of five other challenges that may arise in group work. What growth mindsets and strategies can you use to overcome these challenges?

**WELLBEING TIP**

Remember no one else makes you angry; you do it to yourself. Be self-aware.

**WHAT WENT WELL THIS WEEK AND WHY?**

- 1.
- 2.
- 3.

Character Strength  
**Fairness**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**

EVEN BETTER – Positive Stretching (p.19)

**Wk 22** ☀ Positive Engagement

**MIDDLE Student Planner Page 66**

**POSITIVE COPING STRATEGIES**

**Wellbeing Bank:** to strengthen my Positive Engagement by using proactive coping strategies when I am 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.

Coping strategies include:

- exercise, self-talk, personal support and meditation.

**Exercise:**

- enjoy yourself moving
- thrive on feel good brain chemicals.

**Positive Self-talk:**

- create "I can" and "I will" statements and practise saying them
- your brain will see your self-talk patterns.

**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:**

- mindfulness activities on website will connect you with yourself
- practise self-calming activities such as deep breathing.
- ▶ See Self-Calming Strategies activity sheet on page 141.

▶ Complete Wellbeing Reflection sheet on website.

**ACTIONS**

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

- 1.
- 2.

**MINDFULNESS ACTIVITY**

**My Body.** It is very easy to focus on the things that are wrong with your body. Close your eyes for five minutes and think about at least ten parts of your body which are working really well.

**RESILIENCE BUILDER**

With a friend discuss and describe what positive self-talk you could use when you find yourself feeling "prestress". Thinking everyone is against you and over-exaggerating how bad the situation is?

**WELLBEING TIP**

To flavour meals replace salt with fresh or dried herbs, spices, vinegar, garlic, onion, curry powder and so on.

**WHAT WENT WELL THIS WEEK AND WHY?**

- 1.
- 2.
- 3.

Character Strength  
**Bravery**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**

FORGIVENESS LETTER – Saying Sorry (p.19)

**SENIOR Student Planner Page 68**

**POSITIVE COPING STRATEGIES**

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

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

- help you overcome your social, emotional and academic stressors
- distract your brain's amygdala by using all of your consciousness
- regulate and reduce the intensity of your emotions
- put your brain's prefrontal cortex back in charge of your thinking
- describe what you currently do when you are not coping.

Positive coping strategies include:

- Exercise –
- lose yourself in movement
- enjoy the feel good brain chemicals, endorphins

**Positive Self-talk –**

- create "I can" and "I will" statements and practise saying them
- your brain will tune into your positive self-talk patterns

**Relational Support –**

- create ten 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 to learn new approaches

**Meditation –**

- breathe deeply to relax and connect with the inner you
- use mindfulness activities and self-calming strategies.

Different people don't cope with different things, react in different ways and need different strategies:

- create ones which work for you.
- ▶ Complete Wellbeing Reflection sheet on website.

**ACTIONS**

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

- 1.
- 2.

**MINDFULNESS ACTIVITY**

**My Body.** It is very easy to focus on the things that are wrong with your body. Close your eyes for five minutes and think about at least ten parts of your body which are working really well.

**RESILIENCE BUILDER**

For many senior students school and study pressures are their most pressing concerns. Some students become so overwhelmed by the challenges they face that they can suffer physically and mentally. How does stress impact on your own health and wellbeing? What are five strategies you can use to reduce the amount of stress you are experiencing?

**WELLBEING TIP**

To flavour meals replace salt with fresh or dried herbs, spices, vinegar, garlic, onion, curry powder and so on.

**WHAT WENT WELL THIS WEEK AND WHY?**

- 1.
- 2.
- 3.

Character Strength  
**Bravery**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**

FORGIVENESS LETTER – Saying Sorry (p.19)





## WEEK 23 – DIVERSITY AND ACCEPTANCE

*Parent Wellbeing: Have a photo 7 week by taking a photo on your mobile every day of something which makes you happy.*

We live in great country, which has evolved from the input of numerous rich cultures. Each has brought its own special mix of traditions, rituals, foods, clothing, languages and many other valuable perspectives. And on the whole, they have thrived and flourished.

Community wellbeing and social connectedness relies very much on seeking first to understand different cultures before passing judgement. Students build these understanding through listening, observing and asking questions to learn more. We can learn a lot by watching preschool children from many cultures playing together at day care and at kindergartens. They accept, play with and learn from each other as equals; no judgements being made.

In Australia there are about 90 different cultures and in New Zealand about 75. Both of our nations are in a constant state of cultural change and accepting difference and diversity will see both countries continue to prosper. The essential element for personal growth is for students to look at different cultures through the lenses of their top strengths. This will enable them to look for what is good and right about what they see and experience. Doing this will see their wellbeing thrive and flourish.

*"Understanding advances by steps, not by leaps." Lord Macaulay*

## WEEK 24 – YOU ARE WHAT YOU EAT

*Parent Wellbeing: Reflect on:*

*Reliability – can people depend on you?*

*Openness – can people expect you to deliver both good and bad news?*

*Competence – can people depend on what you produce?*

*Compassion – do people feel you treat them with consideration and respect?*

Our students' generation is the most bombarded one of all time with questionable advertising about the merits of and social benefits associated with eating processed fast foods. Unfortunately, many adults are also mesmerised by the lure of junk food.

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

Our young people are our future and should they continue to devour large quantities of refined foods, as opposed to nutritious fresh whole foods, then the patterns of deteriorating physical health will continue to escalate as is occurring with their mental health.

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

*"We are what we eat."*

**Saying**

**Wk 23** **Meaning and Purpose**

**MIDDLE Student Planner** Page 70

**ACCEPTING DIFFERENCE**  
**Wellbeing Bank:** to add to my Meaning and Purpose by learning about and accepting different cultures.  
 Wouldn't it be a boring world if everyone was exactly the same?  
 • Imagine living without the choice of pizza, kebabs, sushi, beautiful clothes, exciting sports and activities other cultures have brought us  
 • Communities thrive when we accept and respect cultural differences  
 • People with a healthy state of wellbeing are willing to learn from others because they matter  
 • They talk about issues, topics and events, not other people.  
 Social connectedness within our communities is about:  
 • seeking first to understand before being judgemental  
 • describe how you currently learn about other cultures.

**ACTIONS**  
 What are two things I will start doing to learn more about and accept other cultures?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**MINIFULNESS ACTIVITY**  
**Headline:** Look at a headline on a magazine or newspaper without reading the article. Spend five minutes being creative writing an article about the headline in your head or if you prefer on paper or electronically.

**RESILIENCE BUILDER**  
 You are to lead a group of students who are to organise a talent quest for the whole school. When assembling your group, what mix of top five strengths do you think are essential to have within the group to be successful in achieving your goal. Describe your reasons.

**WELLBEING TIP**  
 When in the car travelling with family turn off the music and have a conversation.

**WHAT WENT WELL THIS WEEK AND WHY?**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**Character Strength**  
**Humility**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**  
 COURAGE JOURNAL – Brave Acts (p.19)

**SENIOR Student Planner** Page 70

**DIVERSITY AND ACCEPTANCE**  
**Wellbeing Bank:** to boost my Meaning and Purpose through learning about and accepting a diversity of cultures.  
 Community social connectedness through positive and trusting relationships is built upon:  
 • accepting and valuing individual social and cultural differences  
 • seeking first to understand why others think and act in particular ways, before being judgemental  
 • describe how you currently learn about other cultures.

There are about 200 nations in the world and each has their own culture of:  
 • family structures, traditions and social customs, diets and types of housing  
 • language, beliefs and freedoms of speech.  
 In Australia there are about 90 nationalities and about 75 in New Zealand, making both countries multicultural.  
 • our cultures are developing from the input of many different and rich cultures.  
 • we have wonderful opportunities to share what we do and think about things in our communities  
 • every culture has something to value and learn from, respect it and respect it.  
 People with a healthy state of wellbeing are willing to learn from others because they matter:  
 • they talk about issues, topics and events, not other people  
 • use your top strengths to accept cultural diversity to make a positive difference to others' lives?  
 • Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
 What are two things I will start doing to give of myself to make a positive difference to others' lives?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**MINIFULNESS ACTIVITY**  
**Headline:** Look at a headline on a magazine or newspaper without reading the article. Spend five minutes being creative writing an article about the headline in your head or if you prefer on paper or electronically.

**RESILIENCE BUILDER**  
 Goal setting is not only important for individuals but also for groups. To complete a group task, the group as a whole needs to set goals. Come up with three specific, group goals. Now think of two challenges that may hinder achieving each goal. What can you do to limit these challenges and the frustrations they may present?

**WELLBEING TIP**  
 When in the car travelling with family turn off the music and have a conversation.

**WHAT WENT WELL THIS WEEK AND WHY?**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**Character Strength**  
**Humility**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**  
 COURAGE JOURNAL – Brave Acts (p.19)

**Wk 24** **Exercise and Health**

**MIDDLE Student Planner** Page 72

**FRESH BEATS PROCESSED**  
**Wellbeing Bank:** to boost my Exercise and Health by reducing the amount of processed foods I eat.  
 When it comes to what you eat, the reality is this:  
 • fresh home cooked foods are much better for you than most processed or takeaway foods  
 • they are much easier for your body to digest  
 • fresh foods usually contain more vitamins, minerals and nutrients for your body  
 • describe the types of fresh food that you currently eat.

Some Processed foods are much more difficult for your body to digest:  
 • they may contain more fats, sugar, preservatives and salt  
 • eating them and a lack of exercise are contributing factors to our national obesity and diabetes problems.  
 Putting lower quality oils in cars:  
 • ruins their engines and lowers their performance  
 • reduces the vehicle's lifetime.  
 The same applies to what you eat  
 • for your physical health to be at its very best, choose to eat fresh foods.  
 • Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
 What are two things I will start doing to choose to eat more fresh foods and less processed foods?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**MINIFULNESS ACTIVITY**  
**Painting What:** Using charcoal, water colours, paint or pastels draw a special person you love, your pet or a place you would love to be.

**RESILIENCE BUILDER**  
 Negative or pessimistic thinking is when you look at the potential for something to go wrong with something. It can also be described as looking at the world in a 'glass half-empty' way. Describe three situations when you have noticed yourself or others thinking like this.

**WELLBEING TIP**  
 Practise your posture and how you hold yourself in front of a mirror; push your shoulders back and stand tall.

**WHAT WENT WELL THIS WEEK AND WHY?**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**Character Strength**  
**Perspective**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**  
 STEP IT UP – Moving Myself (p.19)

**SENIOR Student Planner** Page 72

**YOU ARE WHAT YOU EAT**  
**Wellbeing Bank:** to boost my Exercise and Health through eating more fresh foods and less processed foods.  
 If you are honest with yourself, you know very well that:  
 • fresh foods are better for you than processed foods  
 • they usually contain more vitamins, minerals and nutritional advantages  
 • they are found in green grocers and the fresh food sections of supermarkets  
 • eat them close to their natural state  
 • your body can easily digest them to improve its functioning  
 • they help build your body's immunity to disease  
 • describe the fresh foods you regularly eat.

A great diet is rich in lean meats, proteins, fresh fruit and vegetables, whole grains, natural herbs, spices and iodines:  
 • eggs which contain nearly everything your body needs  
 • oily fish such as tuna, sardines and salmon are high in vitamins  
 • green leafy vegetables, such as spinach are high in antioxidants  
 • broccoli, onions and garlic fight blood pressure and cholesterol  
 • don't forget breakfast, the key meal of the day.  
 Processed foods are more difficult for your body to digest:  
 • they can contain more fats, sugar, preservatives and salt  
 • they usually lack the vitamins and minerals of fresh foods.  
 • Complete Wellbeing Reflection sheet on website.

**ACTIONS**  
 What are two things I will start doing to eat fresh foods more often to improve my physical health?  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**MINIFULNESS ACTIVITY**  
**Painting What:** Using charcoal, water colours, paint or pastels draw a special person you love, your pet or a place you would love to be.

**RESILIENCE BUILDER**  
 Supporting your friends and peers is important. Discuss and describe what you can say to friends so that they can use positive self-talk and their Character Strengths to help them overcome feeling pressured or other stressful situations.

**WELLBEING TIP**  
 Practise your posture and how you hold yourself in front of a mirror; push your shoulders back and stand tall.

**WHAT WENT WELL THIS WEEK AND WHY?**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**Character Strength**  
**Perspective**  
[www.viacharacter.org](http://www.viacharacter.org)

**WELLBEING FITNESS CHALLENGE**  
 STEP IT UP – Moving Myself (p.19)





## 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.

## SINGING AND ACTING FOR STUDENTS

Looking for something fun and exciting to do after school? Perth Academy of Performing Arts offers affordable, professional classes in Singing and Acting for students aged 5 to 17 on Tuesday afternoons at the Morley Noranda Recreation Club.

Check out [www.perthapa.com](http://www.perthapa.com) or call 0477040940 for more details.

# PERTH ACADEMY OF PERFORMING ARTS

0477 040 940

paperperformingarts@outlook.com

www.perthapa.com

Facebook.com/PerthAPA

@perthapa

creativity, courage, commitment

**Dolly Bhargava from Behaviour Zen Pty Ltd (ABN: 74612728275)**

### Positive Behaviour Support Online Series

Dolly Bhargava is a Speech Pathologist with a Masters in Special Education. She has 18 years of experience in providing positive, realistic and practical solutions to children, adolescents and adults who have emotional and behavioural difficulties in early childhood, school, family homes, prisons, accommodation and community settings.

She has developed these online series to Educate! Empower! Enable! you to support and guide the individuals you support learn positive ways of behaving, managing their emotions and reaching their full potential.

**Cost of each course: \$165**

Includes: Course book, Behaviour Zen app, subscription and participation certificate

All courses will contribute to 5 hours of NESA Registered PD addressing 1.1.2, 1.6.2, 4.1.2, 4.2.2, 4.3.2, 4.4.2 and 6.2.2 from the Australian Professional Standards for maintaining Proficient Teacher Accreditation in NSW. As well as professional development hours by Teacher Quality Institute of ACT addressing 1.2, 4.1, 4.3, 4.4 from the Australian Professional Teaching Standards.

	<b>Positive Behaviour Support Strategies for Students with Aggressive Behaviours</b> <a href="https://www.openlearning.com/courses/pbs-for-aggressive-behaviours-edited">Registration &amp; course link</a>
	<b>Positive Behaviour Support Strategies for Students with Anxious Behaviours</b> <a href="https://www.openlearning.com/courses/pbs-for-anxious-behaviours">Registration &amp; course link</a>
	<b>Positive Behaviour Support Strategies for Students with Autism Spectrum Disorder</b> <a href="https://www.openlearning.com/courses/pbs-for-autism-spectrum-disorder">Registration &amp; course link</a>
	<b>Positive Behaviour Support Strategies for Students with Attention Deficit Hyperactivity Disorder</b> <a href="https://www.openlearning.com/courses/pbs-for-attention-deficit-hyperactivity-disorder">Registration &amp; course link</a>
	<b>Positive Behaviour Support Strategies for Students with Oppositional and Defiant Behaviours</b> <a href="https://www.openlearning.com/courses/pbs-for-oppositional-and-defiant-behaviour">Registration &amp; course link</a>

**Guiding the development of emotional regulation skills** [Registration & course link](https://www.openlearning.com/courses/development-of-emotional-regulation-skills)

For more information

Email: [behaviourzen@mail.com](mailto:behaviourzen@mail.com)

Phone: 0423 293 254

Website: [www.behaviourzen.com](http://www.behaviourzen.com)

**Dolly Bhargava from Behaviour Zen Pty Ltd (ABN: 74612728275)**  
**Presents**

### Achieving Practical Positive Solutions Workshop Series To Enhance the Lives of the People We Support

Dolly Bhargava is a Speech Pathologist with a Masters in Special Education. She has 17 years of experience in providing positive, realistic and productive solutions to individuals with a range of disabilities in early childhood, school, family homes, prisons, accommodation and community settings. She has authored and developed a number of insightful books and apps, including America's National Parenting Publications Award Winner 'Taking CHARGE of my Rainbow of Emotions'. She has recently developed an innovative App and Book Series, 'Behaviour Zen'. Behaviour Zen aims to systematically guide educators, parents and professionals to assess, prevent, manage challenging emotional and behavioural responses in individuals with Anxiety Disorders, Conduct Disorder, Autism Spectrum Disorder, Oppositional Defiant Disorder and Attention Deficit Hyperactivity Disorder. Please visit [www.behaviourzen.com](http://www.behaviourzen.com) for more information.

So come along to hear a range of practical and interactive workshops that provide an expert blend of information, skills and strategies that will educate, empower and enable you to be the CHANGE in the lives of the people you support.

Workshop Title	When?	These practical and interactive workshops will address the following:
<b>Developing Emotional Regulation Skills in Individuals with Anxious, Oppositional and Aggressive Behaviours</b>	Thursday 6th of September 2018 (9am – 3pm)	-Development of emotions -Understanding anxious, oppositional and aggressive behaviour -Effectively responding to anxious, oppositional & aggressive behaviour -Developing emotional regulation skills at school, home and community
<b>Assessing, Preventing and Managing Challenging Behaviour</b>	Friday 7th of September 2018 (9am – 3pm)	-Introduction to challenging behaviour -Causes of challenging behaviours -Internalised and externalised challenging behaviours -Utilising the positive behaviour support framework to identify proactive, active and reactive strategies for school, home and community
<b>Teaching students affected by trauma</b>	Thursday 20th of September 2018 (10am – 4pm)	-Introduction to trauma -Types of trauma -Impact of trauma on development and learning -Strategies to promote a sense of safety, build trust and address learning needs of children impacted by trauma.



## 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.

# Parenting in September at West Leederville

Relationships Australia, are proud to offer the following parenting workshops to the community of West Leederville and surrounds!

**Rock and Water** Sat 1 Sep 8.30am -12.30pm \$70 per pair

An activity-based program for parent & child with a focus on self-confidence and strengthening family ties.

**Mums Raising Boys** Mon 17 Sep 6.30-9pm \$30 person

**Dads Raising Boys** Mon 17 Sep 6.30-9pm \$30 person

**All About Anger** Tue 18 Sep 6.30-9pm \$50 family

A workshop for both parents and their teens to assist families when anger is becoming troublesome.

## Parenting after Separation

Tue 18 Sep 6.30-9pm \$30 person

Parents who can make room for thinking about their children's needs, apart from their own, can help their children adapt best to family separation.

## Mums Raising Teenage Girls

Wed 19 Sep 6.30-9pm \$30 person

## Successful Single Parenting

Wed 19 Sep 6.30-9pm \$30 person

This workshop aims to provide strategies to help you develop close and special relationships with your children.

Places are limited - please contact (08) 6164 0200 to register today!

For more information about our courses and workshops, please click [here](#) or visit [www.relationshipswa.org.au](http://www.relationshipswa.org.au)

Relationships Australia











## 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.



## Could \$500 help you with high-school costs?

Join Saver Plus and we'll match your savings, dollar for dollar, up to \$500 for school costs.

-  laptops & tablets
-  specialist subjects
-  uniforms & shoes
-  books & supplies
-  sports fees & gear
-  camps & excursions

To join Saver Plus, you must have a Centrelink Health Care or Pensioner Concession Card, be at least 18 years old, have some regular income from work (you or your partner), and have a child at school or attend vocational education yourself.



Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Barry Street, The Benevolent Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to [www.dss.gov.au](http://www.dss.gov.au) for more information.

**Contact**  
Meagan Mayhills  
your local Saver Plus  
Coordinator  
**Phone**  
08 9338 4802  
0438 518 603  
**Email**  
[meagan.mayhills@thesmithfamily.com.au](mailto:meagan.mayhills@thesmithfamily.com.au)  
**Web**  
[www.saverplus.org.au](http://www.saverplus.org.au)



**Stirling Leisure Centres**  
TERRY TYZACK AQUATIC CENTRE  
INGLEWOOD

## Teen Fitness

**\$130  
for 8  
weeks**





## 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.

**ACADEMIC ASSOCIATES**

2018 Term 3 School Holidays  
**Year 12 ATAR Enrichment Program at UWA**

Academic Associates 10 hour ATAR Enrichment Courses are available to Year 12 students wanting to maximise their ATAR exam marks.

**Make success a reality**

## Why choose us?

- ✓ You will receive academic extension in your ATAR courses with advanced content insights and practise in higher level exam questions.
- ✓ Academic Associates' teachers are top ATAR subject specialists with proven results in boosting students' marks.
- ✓ Prepare for your exams with an exclusive workbook to help polish your exam performance.
- ✓ Study in a University setting and experience campus life.
- ✓ Learn in a small, interactive class and receive personal feedback to maximise your marks.

**Course details:** Each subject course is 10 hours, 2 hours per day over 5 days. The complete cost of each subject is \$300 including all materials.

**Country Students:** Affordable supervised accommodation is available for country students. Details online or contact us on 9314 9500.

## Early Bird Offer

Enrol and pay by Monday September 3, 2018 and receive one FREE Master Class session valued at \$60.00.

Book online at [www.academicgroup.com.au](http://www.academicgroup.com.au). See instructions below.  
Academic Associates and Academic Task Force are part of the Academic Group family.

2018 TERM 3 SCHOOL HOLIDAY ATAR ENRICHMENT TIMETABLE  
Week 1 Monday 24th September to Friday 28th September @ UWA Business School.

Please note: Classes start on the Monday Public Holiday

8.30am-10.30am	10.40am - 12.40pm	1.00pm - 3.00pm	3.10pm - 5.10pm
Economics Yr 12	Biology Yr 12	Chemistry Yr 12	Chemistry Yr 12
English Yr 12	English Yr 12	Human Biology Yr 12	Geography Yr 12
Maths Applications Yr 12	Maths Methods Yr 12	Maths Applications Yr 12	Human Biology Yr 12
Maths Specialist Yr 12	Phys Ed Studies Yr 12	Politics and Law Yr 12	Physics Yr 12
Modern History Yr 12	Psychology Yr 12		

Enrolment Terms and Conditions: Please see our website for our policy on payments and refunds. Other subjects and times may become available, classes may be cancelled or changed depending on demand. See website for any changes.

Enrol online: [www.academicgroup.com.au](http://www.academicgroup.com.au)

1. Go to Our Programs – Year 11 & 12
2. Click on Academic Associates Programs (RED)
3. Select the Enrol Today button.

Phone: 9314 9500

**2018 Term 3 School Holiday ATAR Revision Program for years 11 & 12**

**ACADEMIC TASK FORCE**  
Achieve Success at School

**Early Bird Offer: 10% Discount**  
Enrol early to secure a place!  
If you enrol with full payment by Monday September 3, 2018 you will save 10%!

**Please turn over for timetable**

## Term 3 School Holiday Program

Only \$280 for a 10 hour course.

## Subject Courses

Each of our 10 hour courses (2 hrs a day over 5 days) will provide thorough subject revision AND exam question practice to give you the best possible ATAR exam preparation.

## With our Proven Revision Courses you will:

- Increase your confidence and maximise your performance
- Receive expert teaching from subject specialists
- Revise and enrich your understanding of the course content
- Receive top tips and strategies to achieve maximum marks in your exams
- Be provided with a workbook and notes to take home to support your exam revision

## Maximise Performance. Achieve Success.



**Boost your results.**  
Since 1986 ACADEMIC TASK FORCE has helped over 100,000 students boost their academic results.



**Experienced teachers.**  
We have a team of highly qualified, experienced teachers to help you boost your school performance.



**Get the ATAR Score you deserve.**  
Our holiday revision programs motivate, empower and support students. Each course will provide you with the necessary skills to increase your ATAR.



**Results driven.**  
In 2017, ACADEMIC TASK FORCE students who used our services achieved:  
17 General Exhibitions, 12 Subject Exhibitions, 575 Certificates of Distinction and 677 Certificates of Merit

Academic Task Force and Academic Associates are part of the Academic Group



Enrol online:  
[www.academicgroup.com.au](http://www.academicgroup.com.au)

9314 9500  
[learn@academicgroup.com.au](mailto:learn@academicgroup.com.au)

**ACADEMIC TASK FORCE**  
Achieve Success at School

**YEAR 11**

**Are you ready for your SEMESTER 2 EXAMS?**

**YEAR 11 ATAR EXAM BOOST SEMINARS**

## Sit your exams with confidence.

In these interactive seminars, you will receive exclusive advice and instruction in the following key areas:

- > Targeted exam preparation
- > Feedback on your work from an experienced exam marker
- > Strategies and problem solving methods to boost your exam performance
- > Lots of practise answering exam style questions

One day

6 hour seminars

\$200 per subject

3 venues

In 2017, ACADEMIC TASK FORCE students who used our services achieved:  
17 General Exhibitions, 12 Subject Exhibitions, 121 Certificates of Excellence,  
575 Certificates of Distinction and 677 Certificates of Merit.

Enrol online: [www.academicgroup.com.au](http://www.academicgroup.com.au) Turnover for timetable

Academic Task Force and Academic Associates are part of the Academic Group



Achieve your best with Academic Group!

## Yr 11 &amp; 12 Programs

Holiday Revision and Exam Boost Seminars

ATAR Exam Boost Seminars  
Weekends in Term 3 and 4

One day courses popular with students wanting subject specific, targeted exam help before their Mock and ATAR Exams. Classes pack in six hours of exam focused teaching from an ATAR marker to boost exam performance. Students will receive feedback on their work and learn strategies to improve marks.

**Dates:** Term 3 & 4 on Saturdays and Sundays  
*View timetable online.*

**Time:** 6 hours

**Venues:** Churchlands SHS, Rossmoyne SHS, Perth Modern School.

**Enrol Online:** [www.academicgroup.com.au](http://www.academicgroup.com.au)ATAR Holiday Revision Programs  
Term 3 School Holidays

10 hour courses, perfect for students wanting revision of their ATAR subjects and review of topics in preparation for exams. Increase your understanding and receive fresh insights.

**Early bird discount:** Enrol with full payment by Monday 3rd September and receive 10% discount.

**Dates:** Week 1 & Week 2 Term 3 School Holidays  
*View timetable online.*

**Time:** 10 hours (2 hours each day/5 days)

**Venues:** Churchlands SHS, Rossmoyne SHS, Perth Modern School & University of WA (UWA).

**Enrol Online:** [www.academicgroup.com.au](http://www.academicgroup.com.au)

## Yr 7 - 10 Programs

Holiday Skills Development Program

Specially designed courses designed to equip students with the necessary skills for ongoing academic success. Specialist teachers engage students with targeted teaching that promotes learning development.

Courses available include: Advanced Maths, Intermediate English, Foundations Maths and English, Learning Skills and Essay Writing.

**Early bird discount:** Enrol with full payment by Monday 3rd September and receive 10% discount.

**Dates:** Week 2 Term 3 School Holidays**Time:** 6 hours (3 hours each day/2 days)**Venues:** Perth Modern School.**Enrol Online:** [www.academicgroup.com.au](http://www.academicgroup.com.au)[www.academicgroup.com.au](http://www.academicgroup.com.au)

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[learn@academicgroup.com.au](mailto:learn@academicgroup.com.au)