



## MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

### LAWLEY UPDATE 3 Term 1 No. 3 2019

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#### Principal's Report

By the time you read this edition of the Lawley Update staff and students will be enjoying their well-deserved break. It certainly has been a very busy but successful term and I would like to thank the staff who have worked so hard to support your children throughout the term. This support extends well beyond the classroom and encompasses staff delivering a range of other activities including early morning and afternoon revision and homework classes, breakfasts, special afternoon workshops, camps, Drama productions, excursions, GAT Club, carnivals, the Language /Arts festival, the School Ball, and the musical soiree to name a few of the myriad of offerings available for our students.

A very successful cadet camp was held in early March. Almost 130 students travel to Wellington Dam near Collie to enjoy a three day Bush Rangers camp. The students, accompanied by twelve staff, took part in day and night bush walking, aquatic activities, community service and Eco-Education sessions with the Parks and Wildlife Service.

This year we held the inaugural joint Language /Arts festival on Friday 6 April. It was a wonderful afternoon and our students were joined by local primary schools students who took advantage of over 80 different stalls, performances, cultural activities and street theatre. As well as a lot of fun the festival showcased the expertise and talents of our students and staff. For the students in the Business Certificate Courses the day formed part of their formal program as outside assessors evaluated the student traders. Students in the Creative Industries Certificate and the Certificate III in Music Industries were responsible for the 'Bump in and Bump Out' and all OHS compliance. Special thanks to Ms Sonia Hatzis and Mrs Lynda Kuntjy who were jointly responsible for the planning and organisation of the day and to Ms Jolliffe and Ms Diggins for their work with the certificate students. We also thank

#### CONGRATULATIONS



##### Dylan 907

Dylan has been selected to represent Western Australia in the U15 State Hockey Team. He will compete at the national championships in NSW during mid April. We wish him all the success with his competition.



##### Rosie 11M1

Rosie was cast in a Platinum Entertainment WA production again this year. As part of the senior dance ensemble and as a minor Principal role singing and acting as a 'Teen Queen' in *We Will Rock You*, she performed for full houses in both Perth at The Quarry and Mandurah at the Mandurah Performing Arts Centre over two weeks. Having been in their productions of *We Will Rock You* and *Jesus Christ Superstar* last year, Rosie knew the level of commitment and high standards expected of her. Skills learned in the Music and SVAPA programs were valuable to her. We wish her all the best in her future ventures.



#### TERM HOLIDAYS

**12 April Friday Last Day**

**Term 1**

**29 April Monday Staff Start**

**Term 2**

**30 April Tuesday Students Start**

**Term 2**

#### REMINDER

**Uniform Shop**

**Easter Holidays Opening hours**

**We will be OPEN**

**Tuesday 23**

**Wednesday 24**

**Friday 26 and**

**Saturday 27 April**

**Uniform Concepts**

**832 Beaufort Street, Inglewood Tel: 9270 4658**



the outside groups who partnered with us to make the day so special. My thanks to the P&C Association for their generous funding of the day. It is on days like this that I am reminded that the school is part of a much wider supportive community.

As a school that offers five different languages we try to make sure our students have multiple opportunities to interact with native speakers and this includes both formal and informal occasions. This term we hosted two groups of students from Japan; the first group stayed for three days and went to classes with their host student. The second group stayed for one week and also followed their host students. Thanks to the thirty one families who agreed to have these students stay with them. It is only through their generosity that these visits can occur. Our students were also privileged to spend time with students from the Tokyo City University practising their conversational Japanese and in return helping the University students practise their English.

On Wednesday 10 April we held the Year 12 High Achievers breakfast which was attended by 80 students. The special guest speaker was Dr Eu-Li Chin, dentist and a former student. Her talk was well received by everyone present as she shared her career journey which outlined the value of persistence and determination. My thanks to Mrs Baljic, the Home Economics staff and the year 11 Hospitality students for the wonderful breakfast they served.

I look forward to another jam packed term when students return on Tuesday 30 April 2019. Remember the Lawley Art Auction is being held on Saturday 15 June so save the date in your diary.

**Lesley Street, Principal**

## YEAR 12 HIGH ACHIEVERS BREAKFAST



**Mt Lawley Senior High School Fund Raiser**

**Lazer Blaze**

A CAT COMMITTEE EVENT LIVE ACTION LASER TAG

**6-9 PM SUNDAY 14<sup>th</sup> APRIL**

**Exclusive Event for Mt Lawley SHS**

**3 HOURS only \$25 !!**

**TICKETS**

trybooking.com/BBCJA

Anja 0414 425 474

Rosanna 0417 967 997

\* Min Age 7 \* Sneakers Only

**Food & Drink for Sale**

**Friends & Family Invited!**

**Lazer Blaze Malaga**

**Unit 2/299 Victoria Rd**

**9248 2152**

**BOOK BY POPULAR DEMAND**



## NATIONAL DAY AGAINST BULLYING

On the 15 March our Mount Lawley SHS Student Wellbeing Committee marked the National Day Against Bullying with a joining of hands. Our Year 12 student leaders spoke with the Middle School students and encouraged them to write a positive message which was displayed. Mount Lawley SHS is an official Act Belong Commit Mentally Healthy School.

**Ms Suzie Baines Healthy Active Coordinator**

*Photos by Eloise Osborne*





## GIFTED AND TALENTED (GAT) CLUB

On Friday the 22nd of March, the Year 7-10 Mount Lawley Senior High School GAT students convened in the school staff room for our first GAT club of 2019. Our afternoon began with a visit from Dr Marinella Caruso and Dr Yu Tao, Italian and Chinese lecturers from the University of Western Australia. We were lucky enough to have them discuss with us not only the benefits of studying a language throughout high school and university, but the career pathways that follow along with it. Dr Yu Tao informed us about the significance of Australia's relationship with China in the sectors of trade and the overall economy. Dr Marinella Caruso discussed with us the cultural diversity and significance of Italy, as well as the many natural and man-made heritage sites that reside there.

Then it was time for the games to begin. Students were arranged into groups of five before competing in an online competition. There were 100 multiple choice questions based on the culture and language of both Italian and Chinese. Questions such as the exact population of China and the date that the Colosseum was built challenged students and got them thinking on their feet. A time limit was given to answer questions and points were rewarded based on correct answers and for the speed that they were submitted. Things were getting heated and the final scores were very tight. Prizes were awarded to the winning teams. Last but certainly not least, students were treated to a delicious lunch. With pizza, noodles and fried rice, there wasn't much more we could have asked for. Overall, GAT Club One of 2019 was a great success, and we can't wait for our next one!!

***By Asha, Linda, Kaitlin and Betty.***



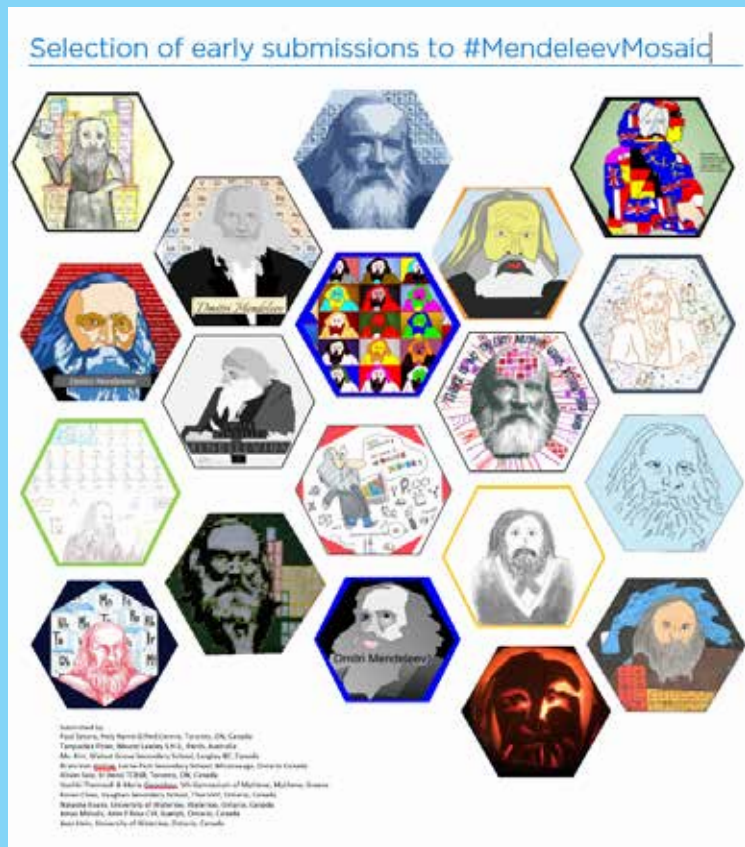
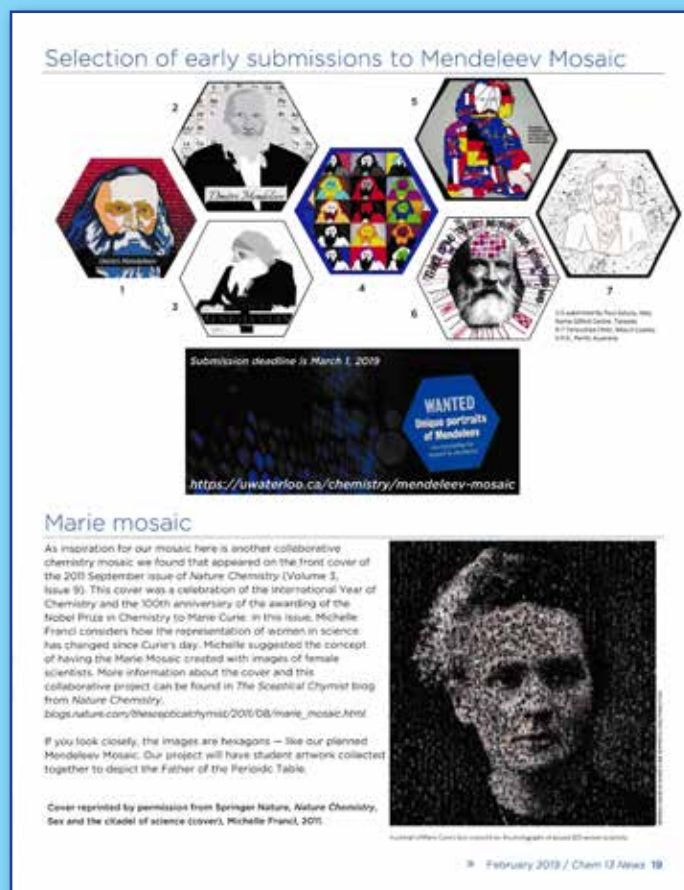


## GLOBAL SCIENCE PROJECT YEAR 8

2019 is the year of the Periodic Table and to commemorate this event, the University of Waterloo in Canada held a global project about Dmitri Mendeleev, the creator of the periodic table. When our teacher, Ms. Fitter, told us about the Mendeleev project we immediately knew we wanted to enter so we worked to create Mendeleev inspired tiles. Our submission has been selected for the mosaic. It will be displayed in the university's hallway.

Through the project, we learnt a lot about Mendeleev and his work. We created mosaics tiles based upon him and his ideas and we were able to incorporate Art with Science. We are very grateful and appreciative for the opportunity and experience that this gave us. It has helped us understand more about Mendeleev, the periodic table and it gave us a chance to create a mosaic that will be on displayed for years to come.

***Aliyah, Ashleigh, Loukia , Ashley***



## MIDDLE SCHOOL END OF TERM ASSEMBLY: COMMUNITY SUBJECT AWARD WINNERS





## MIDDLE SCHOOL END OF TERM ASSEMBLY: COMMUNITY SUBJECT AWARD WINNERS



## EXCURSION AU FESTIVAL DE FILM FRANÇAIS

Étudiants de français d'années dix à douze

Il y a deux semaines, je suis allé voir le film « Au bout des doigts » réalisé par Ludovic Bernard, avec mes camarades de classe. Ce film fait partie du Festival de film français, organisé par l'Alliance Française. On a vu le film parce que cela aide à améliorer notre français et notre connaissance de la culture française, et parce que le thème du cinéma français fait partie d'unité trois, de notre cours.

Ce film se concentre sur un jeune homme, Mathieu Malinski qui vient d'une famille pauvre. Cependant, il arrive à sortir de la pauvreté quand un prof de musique le voit jouer du piano dans une station de métro. Selon moi, le film était très intéressant et réconfortant, et il y avait une bande son incroyable ! Pourtant, je trouvais que le film était un peu prévisible. Malgré ceci, et grâce au message positif du film, je vous recommanderais d'aller le voir.

*Félix (année 12)*

## EXCURSION TO THE FRENCH FILM FESTIVAL

French students Years 10-12

Two weeks ago, I went to see the Film "At your fingertips", directed by Ludovic Bernard, with my classmates. The film is part of the Festival of French film organised by the Alliance Française. We saw the film as it helps improve our French, and our understanding of French culture, and because the topic of French Cinema features in Unit 3 of the ATAR French course.

The film centres on a young man, Mathieu Malinski, who comes from a poor family. However, he manages to escape his poverty when a Professor of Music sees him play the piano in a Métro station. In my opinion, the film was very interesting and heart-warming, and the soundtrack was amazing! However, I found it to be a little predictable. Despite this, and due to the positive message, I would recommend you go and see it.

*Felix (Year 12)*







## INTERSCHOOL SWIMMING CARNIVAL

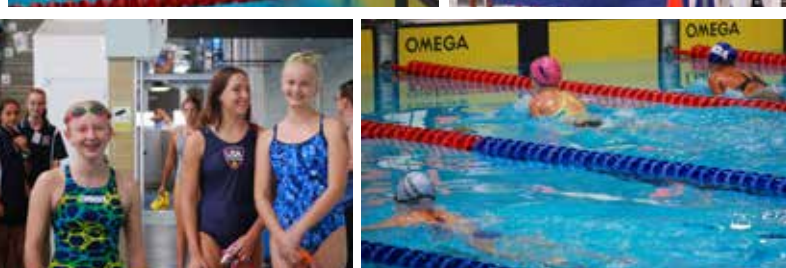
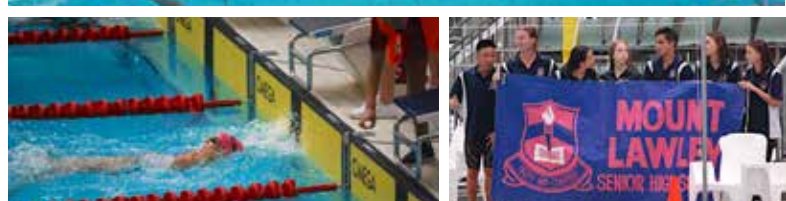
Wow what a carnival! The Interschool Swimming Carnival was held on Wednesday 20 March at HBF Stadium, Mount Claremont. The atmosphere was electric and our team was on fire with getting win in the very first race which set us up for a huge day!

Each and every single member swam their best and never gave up! They put their heart and soul into every race. The score was close all day and we knew that it would come down to the relays at the end of the day. It was between Duncraig SHS, Melville SHS and us to see who would take out the trophy. Unfortunately it wasn't meant to be with Mount Lawley SHS coming in second by just 7 points. It was a huge effort by all.

Special mention must go to **Emily (Year 8), River (Year 10) and Imogen (Year 11)** who were crowned champions for their year level.

Extra special mention must go to Emily as well for breaking the Year 8 50m Breaststroke record. Once again huge congratulations to our amazing team, you are all super stars!

*Ms Natalie Tempone, Health & Physical Education*



River Swimming B Division Champion Boy Year 10, Emily Swimming B Division Champion Girl Year 7, and Imogen Swimming B Division Champion Girl Year 11



Interschool Swimming Captains  
Noah and Kiara



Mount Lawley Senior High School Interschool Swimming team and Support Team



## INSPIRING GIRLS CAREER FORUM

The time to decide on a career, to find our true calling is fast approaching, and for every Year 11 student, this is a terrifying thought. The absolute uncertainty about the future is an ever-present pressure that haunts our nights and spins our thoughts into a frantic whirlpool of the unknown.

The Inspiring Girls Career Forum is an annual event that provides female students with invaluable insight into the plethora of career pathways available in the resources sector.



The six Year 11 Science students who were selected to attend 2019 Inspiring Girls Career Forum, sponsored by The Chamber of Minerals and Energy of Western Australia (CME), were extremely grateful for the opportunity they were presented with.

This year, we had the opportunity to directly interact with industry representatives from organisations such as South22, Woodside and Chevron. South22 sponsored our incredible experience.

After listening to a talk from a Women in Resources Award recipient, we worked in teams with our sponsors, to “locate” gold deposits, using information from surveys and reports. This showed us the complex procedures involved to stake a mining claim as well as the importance of working as part of a team!

We also went through a “speed careering” session which involved women in a diverse range of careers telling us about their inspiring journeys and how far they’ve come. From helicopter flight directors to HR recruiters, to mining engineers, we were enlightened to discover a commonality between them all - their pride and passion for the work that they do.

At the end of the day, we all walked out of RAC Arena ignited with new found inspiration for the future. A special thank you to South22 for sponsoring us.

**Elina and Lucy**

## SPEED MENTORING

I attended an event for International Women’s Day during the month of March with two of my peers Year 12 Lilly, and Harriett. I was given the opportunity to speak to multiple mentors from many different backgrounds about their career pathways. We also had the opportunity to speak to other young females from different schools across Perth. The event was set up similar to that of speed dating. We spoke to each mentor for eight minutes, and then either had a break speaking to other students or other mentors. I found that these women were dedicated workers, passionate about their careers and each had a unique story to tell. After speaking to all the mentors we were then able to speak to particular mentors that we wanted to ask more questions. I was truly inspired by these females, as they spoke of the many challenges they faced in the workforce and how they overcame them. Due to the range of careers that the mentors were involved in I was able to take away different advice that would be beneficial to me now and also later in life.

**Kiara**





## THE WOLF PACK PROGRAM

The Wolf Pack Program, run by Alpha Motivation, is a modern self-development program that teaches the 'modern skills for success' or 'life skills' in 2019. The program is run by some of WA's most inspiring young leaders and was a great success for students last year, with a second program being completed by thirty Year 11 and Year 12 students during Term One this year.

The Wolf Pack Program covers key areas such as...

- How to best use social media to your advantage
- How to increase your motivation & productivity
- How to maximize your time & prioritise in the digital world

All of the students who participated in the program have provided positive feedback on how beneficial they found each session.

The comments provided in the feedback forms include details outlining how students have improved their goal setting techniques, their school grades and their realisation of the importance of understanding the consequences of their social media use and presence.

One student said *"The program is very inspirational and really helped me develop as a person. It has given me skills that I hope to use throughout the rest of my life."*

Another said *"Tuesday was my favourite day of the week because I knew that after school was the Wolf Pack Program."*

The program has had a positive effect on all who attended and we are now looking at follow-up sessions to assist students in their exam preparation and to keep up the momentum that the program has ignited.

**Ms Catherine Smith Vet & Careers Coordinator**







## LANGUAGES & MUSIC SOIREE

The Language and Music Soirée was a wonderful and relaxing evening, made possible by the Music Support Committee, to welcome parents of Year 7's. Parents enjoyed wine as they had chats with the lovely Language and Music teachers.

It was an informative evening, where parents had one on one interactions with teachers to ask questions and have queries answered, all while being serenaded by Mount Lawley's spectacular Quintefunk band.

The evening was definitely a night to remember. A special thanks to all teachers for the evening and their attendance.

**Leon, Mount Lawley SHS Music Captain**







## WORLD'S GREATEST SHAVE DAY

Friday 29th March was our World's Greatest Shave Day at Mount Lawley SHS. Ronan, Emma, Jade, Daniel and Will were totally awesome and shed their locks!



The Year 9 Councillors and Year 12 Prefects colour sprayed hair for a gold coin donation and thanks to the hard work of the students, their friends and families and everyone's amazing donations we have raised over \$4000 to help fight blood cancer and support families affected by it. We cannot thank you enough for all your efforts. The girl's ponytails were donated and sent off to make wigs.

Mount Lawley is an Act Belong Commit Mentally Healthy School and the spirit of this can be seen in our brave young people.

**Ms Suzie Baines Healthy Active Coordinator**

*Photos by Eloise Osborne*





## NATIONAL RIDE TO SCHOOL DAY

On 22 March the school celebrated National Ride to School Day where we were joined by riders from the Hawaiian Ride for **Youth Focus** and Phoebe from **Act Belong Commit**.

Our Student Wellbeing Leaders and volunteers cooked up some excellent pancakes and we raised funds for the *Ride for Youth*. Students wrote down pledges as to how they will keep mentally healthy. Thanks to everyone who helped out on the day and to those students who rode to school. The pancake breakfast was enjoyed by all riders. More than 10% of our students rode to school on that day. Mount Lawley SHS is an official Act Belong Commit Mentally Healthy School.

**Ms Suzie Baines Healthy Active Coordinator**

**Photos by Eloise Osborne**







## FAMILY ZONE SCHOOL BLOG

Written by Family Zone Team on Apr 9, 2019 9:05:55 AM

### WHERE DO YOUR STUDENTS REALLY GO WHEN THEY GO ONLINE?

Smartphones that slip into a backpocket and tablets that tuck into schoolbags have allowed kids to inhabit a digital world largely invisible to the grown-ups - and seemingly impossible to supervise.

*Are you old enough - or young enough - to remember POS? It stands for "parent over shoulder" - and just a few years ago it was a common messaging shorthand. But that was way back in the day when most children's online lives revolved around the PC in the lounge room and maybe - if they were lucky - the family laptop.*

*The mobile revolution has changed all that.*

**"Today, over 90% of Aussie young people - and two-thirds of primary school kids - own a mobile device. The average age for a first smartphone is now around 10, and even babies are swiping devices by 12 months of age."**

*Exactly what kids are getting up to online, away from the prying eyes of teachers and parents, has been the subject of much speculation. Yet, for obvious reasons, there has been very little data to provide a window onto this secret world - until now.*

*In the course of protecting thousands of children at school, at home and on the go, Family Zone has collected a trove of data that reveals the online activity kids at various age groups are engaging in: the what, the when and the where.*

*(NB: Family Zone data shows what sites kids are attempting to access online - not necessarily what they're actually consuming.)*

### THE WHAT

*So what, exactly, are kids doing all day when they're online?*

*Among children up to age 8, YouTube (74%) and games (86%) are the biggest draw cards. One in five in this age group are desperately seeking Snapchat - where the age restriction is 13.*

*Nearly one in five kids in the 9-12 age group are on the hunt for explicit material, while two-thirds are seeking out other risky content. Over three-quarters are into streaming media, which includes predator-magnets like TikTok (formerly Musical.ly). Younger teens (13-15) are heavily focused on social media, gaming, streaming and YouTube.*

*Among the oldest teens in our data set, aged 16-17, YouTube remained the most popular draw card (91%), following closely by social and streaming media. A quarter were looking for gambling sites.*

### THE WHEN AND THE WHERE

*Student devices are generally protected to some degree at school. But that doesn't stop 55% from trying to get into their social media accounts.*

*But it's after school when risky activity really picks up - beginning right from the home-time bell and climbing upwards until dinner-time.*



*But the most dangerous time for kids online is between 10 pm and 2 am, according to Family Zone cyber experts Dave and Katie Kobler of educational consultancy Protect Our Kids.*

*"It's that time of night when mum and dad go to bed, so often the WiFi is left on, and we find that young people - whether they want to be or not - they often get caught in this trap of watching porn online," says Katie.*

*Often it's material "they don't even want to be looking at - but they feel helpless to look away." This is also prime-time for bullying and body-image issues to occur. For this reason, experts refer to this time period as "The 10 pm Trap."*

*Keeping devices out of bedrooms can cut the risk of online abuse from child predators in half, advises former internet detective and Family Zone cyber expert Brett Lee. The digital learning revolution has created new opportunities and new challenges for schools. Family Zone Education Solutions takes a uniquely holistic approach to keeping students focused, safe and balanced online.*

*If you have not yet taken up the Mount Lawley SHS offer from Family Zone please refer to <https://www.familyzone.com/lawley-wa#anchor-resources-2>*

### GAT PARENT MORNING TEA

Last week Year 7 GAT parents were invited to attend the Middle School Assembly where their child received the School Language Badge and Certificate of Congratulations. After the assembly the GAT parents were invited to morning tea to meet the GAT staff and heard from the Languages Support Group representative Terena Semmler describe the advantages of joining this special parent group.





## THE RESISTIBLE RISE OF ARTURO UI

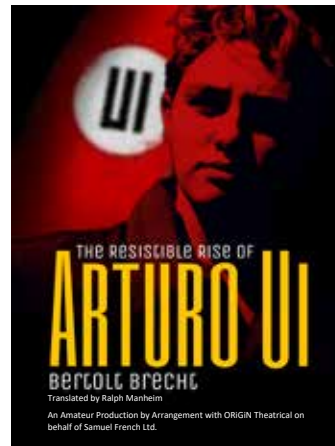
On the 18th and 19th of March 2019, the Year 12 ATAR and General Drama students put on a production of "The Resistible Rise Of Arturo Ui", by Bertolt Brecht. Bertolt Brecht's drama, recasts the historical events leading to the rise of Adolf Hitler, using Prohibition gangsters. The main character Ui a manipulative mobster represents Hitler as he is looking to expand his power, in order to do this he takes control of the Chicago Cauliflower Trust. Brecht's play were of a presentational style. Epic Theatre is the form of the presentational style that we utilised when we interpreted Brecht's unique work.

Over the 7 weeks of in class and after school time, the cast underwent intense rehearsals, which included learning and interpreting each characters actions. Brecht's rehearsal process encouraged the actor to break the fourth wall. During our play the use of Narration was used to remind the audience that they are watching a presentation of a story. Sometimes throughout the play the cast informed the audience of what is about to happen, before it's happened, to ensure the audience don't get invested emotionally towards the characters.

The Resistible Rise of Arturo Ui, ends with Ui addressing the audience, not as Ui but as a voice of reason, breaking the fourth wall and allowing the audience to take meaning away from the play as they are continuously made aware that they are watching a play. This allowed the audience to see the true effects of corruption rather than being emotionally invested in the character's lives.

The last 7 weeks have been a time to treasure and remember forever, the amazing and talented cast along with the wonderful and hardworking crew have had the best time together in the making of this show through the ups and downs, and this would have never been possible without our drama teacher Mr Mawer, who has continuously encouraged us to work to the best of our ability. In the end we were able to pull it off without a hitch.

*By Tayla Drama Captain*



**Special Thanks to**

Natalie Diggins  
Moya Thomas  
Sheldon Horsfield

The Year 11 Certificate II Creative Industries class, with special mentions to Aiden Wilcox, Bailey McLaughlin, Chloe Littler, Dakota Tilbrook, Kirby Jones, Phoenix Coggins, and Sophie Flanigan

Kris Bench

The Year 12 teachers who allowed me to borrow their students for just a bit longer

All the parents, guardians and manufacturers of the Year 12 Drama ATAR and General class for dropping off, picking up, running lines, lending clothes and for producing and raising such wonderful individuals

**Special Notice**

An Amateur Production by Arrangement with ORIGIN Theatrical on behalf of Samuel French Ltd



CAST	
(IN ORDER OF DISAPPEARANCE)	
CINDY	Sheet/Young Dogsborough/Goodwill/Bowl/Hook
MARCUS	Dogsborough
MATTHEW	Singer/Gaffles
RONIN	The Actor/Dockdaisy
EMILY	The Judge
MICHAL	The Prosecutor
SOFIA	Fish
JAWAAD	Butcher
AMANDA	Caruther
GEORGIA	Flake
KRISSIE	Roma
AMIR	Inna
SAMANTHA	Mulberry/Dullfeet
HADES	Clark
LARA	O'Casey/Defence Counsel/Betty
EMMA	Givola
JAMES	Giri
TAYLA	Arturo Ui (Act One)
CAMERON	Arturo Ui (Act Two)









## INTERNATIONAL WOMEN'S DAY BREAKFAST

The Senior School Female Prefects, Years 10 and 11 Councillors and House Captains were given the wonderful opportunity, by Ms. Street, to attend an International Women's Day Breakfast on March 8th 2019.

A delicious buffet was provided by the Year 11 Certificate II in Hospitality students.



Dr. Mandie Shean, an Edith Cowan University academic and member of the School Board, gave an inspiring talk about how girls can use their initiative and aspire to push themselves to achieve many goals.

We all benefited from Dr. Shean's positive words and gained inspiration from her speech.

The breakfast was a great success.

*Shayera*







## HOSTING JAPANESE EXCHANGE STUDENTS

My name is Coco and I'm a Year Seven student who is learning Korean. Mount Lawley SHS offers Japanese exchange programs twice in a year. The program has been established since 2013 and it became one of the most popular exchange programs at our school. In Week 7, Term 1 this year, I had the great opportunity to host a Japanese exchange student. I didn't know what to expect but was excited to meet a new friend from Japan.

My host student's name was Miki and she is in Year 2 of high school in Japan (*which is the equivalent of Year 11 in our school system*).

Miki was so sweet, caring, fun and was always giving a helping hand around the house. I was so surprised to hear on our first night together that Miki had never been to a beach, so one of the first things we did was take her to the beach to watch the sunset.

Miki was so adventurous and loved to try new things, it was such a great experience and I would definitely do it again.

Miki said she wanted to come back again to experience our Aussie lifestyle again and next time she wants to stay for a longer period in Perth. If anyone wants to host a student, I will definitely encourage you to host a student. Trust me, you will have a life long memory by hosting a student from Japan.



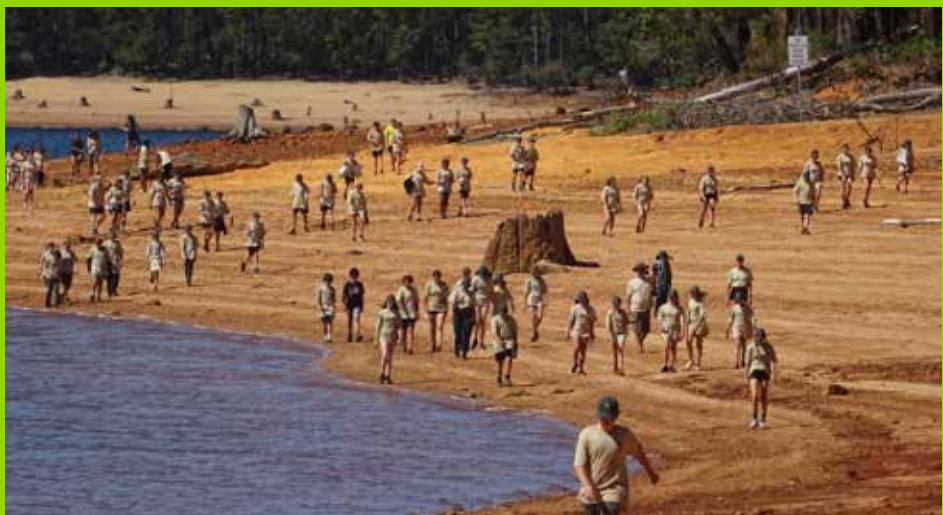




## BUSH RANGERS CADET CAMP TO WELLINGTON DAM

Our Bush Ranger Cadets revelled south on their first camp of the year. Almost 130 cadets, many of them having their first camping experience with the Unit set up our tents and kitchen on the banks of the lake at Wellington Dam. We had 3 days of swimming, hiking, star gazing and community service. The new cadets participated in an eco-education session with Parks & Wildlife introducing them to Western Shield and the small creatures of the forest. It was a great opportunity for the Cadets to get to know each other and the Instructors, for our older cadets to take on their leadership roles and for the whole Unit to start to get ready for some of our more ambitious trips later in the year. So well done to everyone who took part, and many thanks to the staff who made the whole experience happen.

***Andrew Paul Chaplain & Bush Ranger Cadet Coordinator***











## MOUNT LAWLEY ROTARY YOUTH EXCHANGE

The Rotary Club of Mount Lawley sponsored Lara Twyford, a Year 12 student last year, for a Youth Exchange program in Belgium. Here is a report of her experiences so far.

Hello Everyone,

I am simply emailing to let you all know I made it safe to Belgium and I will be sure to send you a few emails here and then on how my exchange is going so far as exhibited below.

My host family (the Decleyns) are very lovely consisting of two parents - John and Cléo, a daughter - Ava and the pet cat - Shiva who is very fluffy and friendly.

The Decleyn's are quite the environmentalists and over the past few years have been working on reducing their waste including using different types of bins (with each lining bag being colour coordinated) sorting their rubbish into glass, paper, plastic, compost and general waste. These colour coordinated bags are apparently used throughout Belgium. They have been going to organic only super markets and bringing their own canvas bags and containers to take their shopping home in. Jars are used to store cereal, nuts and let over food while a special material (kind of like bendy, airtight paper) is used to wrap up vegetables and sandwiches which are taken to school and work are also wrapped up in reusable material bags.

I have been on a few walks around the rural area and have seen some beautiful views which also have water tanks in the back ground, which are used throughout the towns to supply water and water pressure for the towns.

The super market has quite a large supply of fresh fruit and vegetables and I saw my first purple cauliflower.

In Belgium now, it is around 5 degrees during the days (which is considered quite warm for January), even Shiva gets cold and sits on the heater to try and warm herself up

I am to begin school tomorrow at the College of Christ Roi, so far I will be studying religion, history, geography, science, math, physical education, german, french and english. I am working on my french and it is coming along, slowly but surely \*touch wood\*.

Once again, thank you everyone for making this trip possible :)

**Lara**



## HOST FAMILIES REQUIRED

**The Rotary Club of Mount Lawley** urgently requires host families for an inbound Rotary Exchange student for the period January to July 2020. The students are

High School Age and will be attending a Local Senior High School. By hosting a Rotary Youth Exchange student for from 3 to 5 months you can expose your family to another culture.

As a host family you will

- Provide room and Board
- Supervise the student just as you would your own children
- Involve the student in family activities and chores
- Enrich the exchange student experience by including the student in family, community and cultural activities.

For further information please contact the Secretary of The Rotary Club of Mount Lawley, Catherine van Delft:

*Catherine Van Delft*

*Secretary, Rotary Club of Mt Lawley*

*Email: vandelft@iinet.net.au*



*Lara, left, with her host family on an outing*



*Lara, second from right, with other exchange students*





### ANZAC LEGEND: HASS HISTORY YEAR 9 ( GAT & AE)

On the 25th of April 1915, the ANZAC legend was born. This day marks the anniversary of the first major military action fought by Australian and New Zealand forces. It is a day where all Australians can come together to honour the brave soldiers who fought and died for our country. It is a chance to reflect on the spirit of the ANZAC. But what is this spirit, why do we still continue to remember and embrace it with such pride and prestige?

On ANZAC day, admirable qualities and characteristics emerged that would set the ANZACs apart from other soldiers. It was Australia's chance to prove themselves worthy and equal to other nations. The task of serving at Gallipoli was upheld with prominent enthusiasm. As they charged through steep cliffs these soldiers found something within them to succeed, to triumph over the enemy that was raining fire down upon them. Mate-ship and determination became strengths that no one could take away from the soldiers as they fought tirelessly. Though tenacity endured many men did not return home, the war lasted in the minds of those left at home.

By 1919, country towns all over Australia were erecting memorials to commemorate their lost loved ones; it was meant to represent a place of remembrance for the many thousands whose bodies never returned home. It created a place, just like a grave site, for families to grieve. Nearly all country towns have such memorials, be they a park, a hall, a cenotaph, a 'very large structure', or a rock. These localities have become the focus for their annual ANZAC Day ceremonies.

The task involved writing to local shire councils, RSLs, families, interviewing family members, investigating through the NAA and AWM to find primary information and a lot of thorough investigation. It was a difficult assignment, however proved to be extremely rewarding and the end result is something we can all be proud of. It has allowed us to retain a bigger appreciation for ANZAC day, and for all those brave men and women who faced the hardships of war. It has made us understand the extent of their enormous sacrifices and hardships that the ANZACs endured to give us a better future. The appreciation of ANZACs will thrive through the generations and their courageous efforts shall live on forever on this important date, the 25th of April. Lest We Forget.

**By Nour, Isabella and Amy**



Over the past couple of weeks leading into this national remembrance day, ANZAC Day, a number of Year 9 students at Mount Lawley Senior High School have created a visual display which shows war memorials from country towns all across Western Australia, as well as exhibiting reports of soldiers associated with these towns that pairs have composed in order to continue the ANZAC legend.







## HASS HISTORY YEAR 7

### Archimedes' Screw

In HASS this term we have been focusing on the area of ancient history with our brilliant teacher Mr Dubios. One of the most prominent assignments we were asked to complete was the fact that we had to research a significant individual from the past (before 500AD) who left their mark in the world we live in today, and replicate

an artefact, either a primary or secondary source, that is somehow linked to them. The artefact could have been a painting, pottery or a statue for example.

During this activity I chose to intently study the fascinating Greek philosopher Archimedes who invented copious mathematical and physical ideas and inventions. He was a mathematician, a physicist, astronomer and an inventor.

I chose to replicate one of the first models of Archimedes' screw, which was an imperative contraption which helped to revolutionised the way we looked at hydraulics back then. Archimedes screw lifts water up slopes without the inconvenience of constantly carrying buckets. If you turn the handle of Archimedes' screw it will spin a spiral like turbine which helps lift the water upwards.

I really enjoyed this activity as it was extremely educational and hands on helping us to understand the ancient, significant individual we studied deeply and how their inventions and lives have effected the world to this point in time.

**Ashanti Year 7**















# END OF TERM YEAR 7 DISCO





## ABORIGINAL EXCELLENCE PROGRAM VISIT TO EDITH COWAN UNIVERSITY

An AEP tradition has been the bi-annual tour of Edith Cowan University led by Mr Jason Barrow. Jason occupies the role of Cultural Awareness Officer at Kurongkurl Katitjin, which is the university's Centre for Indigenous Australian Education and Research.

The tour commenced with an introduction to Kurongkurl Katitjin and the fact it was modelled on Uluru and the major landforms around the local area. The multitude of colours that adorn the building reflect the range of natural colours that may be seen throughout the vastness of our great continent. Jason explained how the mosaic depicts the Wagyl's journey across the continent, forming our rivers, lakes, rocky outcrops and so forth. The mosaic also includes reference to the six (6) Noongar seasons as well as serving as an entry statement to this unique building. An important feature of the ECU tour



is a visit to the seven large granites situated at the Northern section of the university. They were established in 2011 to commemorate the first Aboriginal graduate 60 years prior as well as the ninetieth year of Edith Cowan's election as the first Australian woman to serve as a member of parliament. The granites were created to symbolise the Seven Pillars of Wisdom and the Seven Sisters Constellation (Yokalar).

Jason is pictured alongside AEP students in front of one of the granites containing the names of Aboriginal and Torres Strait Islander graduates. Currently there are over 600 names listed and it is expected that Aboriginal Excellence Program students will strive for the honour of having their names etched in stone.

**Philip PAIOFF, AEP Coordinator,** 13 February 2019



## END OF TERM YEAR 8 RIVER CRUISE







## SCHOOL PSYCH CORNER

### IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



#### Dear Parents/Caregivers,

A guide for parents and teachers: what to do if your teenager watches violent footage

The world is reeling in the aftermath of the horrific shootings in Christchurch. The attack has also raised a number of side issues, including the ethics of broadcasting the live stream of the attack, which was later shared on other platforms.

As social media is fast becoming the favoured news source among young people, concerns have been raised about the potential impact such footage may have on those exposed to it.

Adolescents are particularly affected by violent imagery. As their brains are still developing, they may have trouble processing the information. This basically means the bits of information teens will pay attention to, what they highlight in their memory, and how they organise, conceptualise or contextualise information is still a work in progress. In adults, this is more or less set.

The use of social media as conduits for extreme violence is a relatively new issue and a fast moving beast. So research has struggled to keep up with potential emerging impacts.

But there are some things we do know about the impact of violent imagery on the adolescent brain, and ways in which adults can help teenagers process such information.

#### Violence and the developing brain

Concerns regarding the impact of violent imagery on the developing brain are nothing new. They were first raised after images of the second world war appeared in some of the first television broadcasts from the late 40s. By the early 70s, the US Surgeon General acknowledged the potential for harm of such footage on younger members of the community.

Fast forward to today and a raft of different research methods continue to demonstrate links between exposure to media violence and increased aggression or fear in adolescents. The primary concern for older male adolescents appears to centre around its impact on aggressive tendencies. But younger adolescents may also exhibit heightened fear responses.

A couple of primary issues appear to be at play. Exposure to violence can lead to desensitisation, which contributes to later acts of violence in adolescence. The psychological mechanism by which this occurs suggests desensitisation from habitual media violence reduces fear and promotes aggression enhancing thoughts. This increases the likelihood of pro actively committing an aggressive act.

Peer norms remain a strong benchmark for most teenage behaviour, and these too appear to influence aggression (either increasing or decreasing), suggesting a role for social context.

It may then be fair to speculate that peers sharing violent content via social media could provide a perfect storm of desensitisation and tacit peer approval of, or at the very least encouraging interest in, acts of extreme violence.

The American Academy of Paediatrics has signalled their concerns regarding the potential harmful impact of media violence on teens, and suggested parents and schools need to be vigilant in responding to the influence of social media.

And a number of studies have recommended limiting exposure to social media, or monitoring its use, as well more action by social media sites to prevent streaming of violence. How such recommendations can be practically achieved with today's ubiquitous use of social media is a trickier question.

## MUSIC BAND STRIKES A CHORD AGAIN!

Mount Lawley SHS Quintefunk band gave an outstanding performance this week at the evening opening for Year 12 Perspectives exhibition at the Art Gallery of Western Australia. Their professionalism throughout the night and well-polished performance was a great representation of our school in the community.

Congratulations to Quintefunk – Joshua, Gabriel, Callum, Blake and Kate. Also, to Ava who did a fantastic job with MC duties at the night's opening too.

**Shahna Gallagher Music Department**



#### So what can parents and teachers actually do?

Research into possible ways of ameliorating the effect of media violence in influencing adolescent aggression or fear has arrived at some helpful pointers for both parents and teachers:

- *discuss what you are seeing on television (or Facebook) with the teenager. Remaining silent during the broadcasting of violent imagery can be perceived by your teen as tacit endorsement of the depicted acts*
- *engage your teenager with questions and improve their empathy by looking at the impact of the violence from several points of view. For instance, what about both the victim's and perpetrator's family – how must they be feeling now? This appears to be a more effective approach with teenagers and young adults than simply stating your own point of view*
- *parents and schools can take an active role in directly teaching adolescents about media manipulation methods and falsehoods spread to serve a particular agenda. This includes how to spot fake news, hoaxes and propaganda*
- *help the teenager develop critical thinking and a healthy level of cynicism. This can be done by encouraging them to take a step back and think about the motivations of those who report or broadcast especially violent or confronting imagery.*

If you notice a substantial change in a teenager's behaviour following a highly publicised violent act – such as being frightened to take public transport, checking locks at night, keeping weaponry on them or nearby, or suddenly more being aggressive and/or anxious in general – it may be time to seek help from your school counsellor or GP. The Conversation

Rachael Sharman, Senior Lecturer in Psychology, University of the Sunshine Coast

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<https://www.generationnext.com.au/2019/03/a-guide-for-parents-and-teachers-what-to-do-if-your-teenager-watches-violent-footage/>





## OUTSIDE APPOINTMENTS DURING SCHOOL TIME

If a student has an appointment (e.g. Doctor or Dentist) during the day, the procedure is as follows:

- **BEFORE SCHOOL** the student **MUST** report to Main Office reception with a note from parent/guardian.

- The student will be issued with a green 'Leaving Early' slip that will allow them to leave the class at the stated time to meet the parent/guardian in Main Admin Office.

**PLEASE NOTE STUDENTS WILL NOT BE ALLOWED TO LEAVE CLASS WITHOUT A GREEN SLIP.**

- Before leaving school the student signs the exit diary at the student attendance desk in the Main Administration Office and returns the green early leaving slip.

A Department of Education Leave pass will then be issued to the student for leaving the site.

- If returning the same day the student completes the entry diary at the student attendance desk.

***Please note it can be difficult to collect students from class when this procedure is not followed, therefore a delay can be expected.***

## SCHOOL PSYCH CORNER IVA FILIPOVSKA, SENIOR SCHOOL PSYCHOLOGIST



### Internet and Gaming Addiction in youth

Recently, there is more and more discussion about children and young people who are addicted to the internet, whether this be gaming, social media or watching YouTube videos. The psychological diagnostic manual refers to Internet Gaming Disorder (IGD) and points out that prevalence rates are difficult to estimate because of a lack of standardisation in identification methods. It is thought that males experience IGD at almost twice the rates as females.

The challenge with treating the disorder is that we are surrounded by technology, so environmental change is really difficult to achieve. Some research also points to structural changes in the prefrontal cortex, an area of the brain associated with remembering details, attention, planning and prioritising tasks. The changes, then, have a detrimental effect on an individual's capacity to prioritise tasks other than gaming. It is also argued that IGD affects the pleasure centre of the brain – dopamine is released and, over time, more and more gaming is required to induce the same pleasurable response. Finally, the power of intermittent reinforcement kicks in, which is one of the attributes that keeps gamblers coming back for more.

### Resources:

[ReachOut has information about internet addiction, which includes advice about strategies for managing the problem.](#)

[BetterHealth \(Victorian Government\) provides detailed information about signs of internet addiction, types, theoretical perspectives and suggestions for help and support.](#)

[Berkeley University published an online article about the potential benefits of mindfulness as a preventative measure.](#)

## Emerging Minds.

National Workforce Centre for Child Mental Health

## Traumatic events, the media and your child



When disasters or traumatic events occur in Australia or elsewhere in the world, they're often given constant media coverage. It can seem like every time you turn on the TV, radio or go online there is more news about the event, who has been hurt and what is happening in the immediate aftermath.

Media coverage during times of disaster or traumatic events is important. It can provide those who are affected with news and information about where to go, how to get help and when it's safe to return to their homes. However, many people, including children and families, can become absorbed by the constant news stream about the event and sometimes they can watch or listen for hours.

### How to help your child

It's important that parents, carers and other family members help children to cope with the media coverage that they may see of a disaster or traumatic event.

Some recommended ways to manage this include:

- try to be there with your children when they are watching coverage of the event. This way you can talk to them about their fears and answer any questions they may have
- speak to children about the event in language they will understand, and set limits on the amount of time that they are able to watch TV or internet coverage of the event
- explain to your children why you are doing this, that you don't want them to worry unnecessarily, and that adults are managing things
- provide alternative activities for your children to take them away from the media coverage, such as watching a different TV show or playing a game
- give your children information to help them to understand what's happened, why it's happened, how likely this is to happen to you and your family
- remind your children that while what's happening in the traumatic event is upsetting, there are also lots of good things happening in the world, though these don't always receive the same level of attention
- reassure your children that they're safe and that you're there to answer their questions
- provide support and comfort to them if they're upset or feeling unsafe.

Talking to your children and continuing to follow the normal routines and rhythms of your daily life are important ways to help them feel safe and secure. Keep in mind that if your children begin to show signs of excessive worry or distress at the media coverage they have seen, you may need to speak to your GP or another health professional.

This resource was written by Professor Beverley Raphael and Amanda Harris, with updates in June 2018 by Nicola Palfrey. Professor Beverley Raphael is a psychiatrist former Chairperson of the Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN). Amanda Harris is a psychologist and former Director of the ACATLGN. Nicola Palfrey is a clinical psychologist and Director of ACATLGN.

### Delivery partners:



The National Workforce Centre for Child Mental Health is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program

### Impact of too much media exposure

Adults need to be mindful of how much exposure their children have to coverage of disasters or traumatic events on TV, radio or the internet. The media often focus on the most frightening aspects of an event and this coverage can contain graphic, scary and disturbing images. Seeing this type of media coverage can cause distress or worry for children. Children will also often discuss what they have seen in the media with each other. As a result, even though your children may not watch coverage constantly at home, they are still exposed to it through their friends and chatter on social media.

Media coverage can have an impact on children in the following ways:

- they can feel that they are unsafe and that something bad may happen to them or their family
- they can be led to think this event is happening constantly, rather than one event being replayed
- they can spend a great deal of time thinking about the event, which can affect their sleep and time at school
- they may be anxious that the same sort of event may happen to them or their family.

The more media coverage children see, the more likely they are to become afraid or upset.



<https://emergingminds.com.au/resources/the-impact-on-parenting-and-the-parent-child-relationship-after-a-disaster-or-traumatic-event/>

<https://emergingminds.com.au/resources/podcast/the-ongoing-psychosocial-needs-of-children-following-a-community-trauma/>

<https://emergingminds.com.au/resources/the-impact-on-children-of-a-disaster-or-traumatic-event/>

<https://emergingminds.com.au/resources/what-parents-and-caregivers-can-expect-during-and-immediately-after-a-disaster-or-community-trauma/>

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**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 9 – RESPONDING ENTHUSIASTICALLY

**Parent Wellbeing:** Failing well, accepting that mistakes are part of life, forgiving yourself for making them and learning new approaches to correct them are valuable skills to develop. Describe a time you have done these to succeed.

There has been a significant decline in face to face conversations over the last decade due to much of society's obsession with electronic communication. As a consequence, people's skills in reading and sending appropriate body language messages have lessened, leading to a key social-emotional resilience skill, showing empathy, being adversely affected.

Showing empathy has been the social glue that has enabled communities to thrive and flourish for centuries and underpins respectful relationships.

To develop students' self-awareness of how to show empathy and build respectful relationships, they need to be provided with numerous opportunities to practise using active constructive responding in their face to face conversations with others.

Simply asking another person to tell you more about a story they are sharing with fills both of you with uplifting spirals of positive emotions, which benefit your and their wellbeing. Another important aspect to emphasise with students is to aim to say five positives for every negative when having a conversation.

Other ways of listening and responding which don't build respectful relationships include:

- *passive constructive: listening quietly, without any interest or enthusiasm*
- *passive destructive: showing little interest to learn about their story*
- *active destructive: dismissing their story with disrespectful body language and changing the subject.*

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*

John Quincy Adams

### WEEK 10 – SMARTER NOTE TAKING

**Parent Wellbeing:** Another component of Self Determination Theory (SDT) is autonomy, the feeling you have a choice in what you do. Describe a time you have felt autonomous and how it motivated you. (Acknowledgement: Ryan and Deci)

Note Taking should be much more than purely writing, and there are more effective and intelligent ways to do so. Optimal learning occurs when students use both sides of their brains to gather information by hearing, seeing, feeling and sensing it using their dominant Multiple Intelligences, Learning Styles and drawing idea maps, using thinking tools, making lists, creating flowcharts and using abbreviations. The method described will achieve these things and is called the Cornell method.

When taking notes in class, many students try to write down everything that the teacher says and consequently, find great difficulty keeping up, which in turn, puts them under pressure and tests their resilience to stay focussed and engaged. For many students this leads to anxious feelings.

The 80/20 Principle is an effective listening and note taking technique and involves listening attentively for 80% of the time and writing/ posing questions/ recording/ drawing for 20% of the time.

Questioning what they are listening to, lights the fire in their brains to start looking for connections to what they already know. Their brains are engaged in exploring and searching for meaning and patterns, which is real learning. Encourage them to use the character strengths open-mindedness, perspective and curiosity in their note taking.

*"I hear and I forget, I see and I remember, I do and I understand." Confucius*

## WEEK 9

### MIDDLE PLANNER

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### SENIOR PLANNER

PAGE 38

#### RELATIONSHIPS AND OPTIMISM



##### ACTIVE CONSTRUCTIVE RESPONDING

**Wellbeing Bank:** to develop my Relationships and Optimism by enthusiastically listening and responding to others.

Active Constructive Responding (ACR) is listening enthusiastically, using eye contact and welcoming body language when someone shares their good news with you. They know you are interested and feel that you think they matter. They have an opportunity to relive their positive emotions while telling you their story and when you ask them to tell you more, this creates further positive feelings.

ACR is the best way to build relationships.

Describe how you currently listen to others.

When positives outweigh the negatives in conversations more than the ratio 5 to 1, relationships thrive and flourish. Avoid listening and responding in the following ways, because they can damage relationships:

- *passive constructive: listening without any energy or enthusiasm*
- *passive destructive: showing little interest in their story*
- *active destructive: dismissing their story and changing the subject.*

Acknowledgement: Shelly Gable

> Website: ACR activity sheet, Wellbeing Builder Reflection.

##### ACTIONS

What are two things I will start doing to practise using ACR when I'm listening to others?

- 1.
- 2.

##### MINDFULNESS ACTIVITY

**Picture Stories** – look at a magazine and find a picture which appeals to you. Without reading about the picture, make up a story about what you see in the picture and what it means for you.

##### RESILIENCE BUILDER

With two friends describe three situations which would trigger each of the following emotions in you and the body language you would show – disappointed, excited, powerless, confused, determined.

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

- 1.
- 2.
- 3.

##### STRENGTHS' BOOSTER

MEDIA SEARCH: (see pages 8-9)

#### RELATIONSHIPS AND OPTIMISM



##### RESPONDING ENTHUSIASTICALLY

**Wellbeing Bank:** to build my Relationships and Optimism through listening and responding to others' good news stories enthusiastically. When you are sharing a story with others, it is obvious whether they are interested or not, by observing their body language.

Describe how do you respond when listening to others?

Enthusiastically listening to others' stories and using welcoming body language is called Active Constructive Responding (ACR). ACR shows you value what they are saying.

Listening quietly to their story, without energy or enthusiasm is called Passive Constructive Responding; tolerating, but not valuing them. Quietly changing the focus onto things that you have done and are interested in, is called Passive Destructive Responding; showing little interest in them or their story.

Dismissing their story arrogantly as unimportant and changing the subject is called Active Destructive Responding; not valuing them or their story. ACR is the only responding style which builds healthy relationships and involves making eye contact, using welcoming body language and asking them to tell you more. They feel that you think they matter and have the opportunity to relive and savour their experience and positive emotions again.

Acknowledgement: Shelly Gable

> Website: ACR activity sheet, Wellbeing Builder Reflection.

##### ACTIONS

What are two things I will start doing to use ACR when I'm listening to others to build healthy relationships?

- 1.
- 2.

##### MINDFULNESS ACTIVITY

**Picture Stories** – look at a magazine and find a picture which appeals to you. Without reading about the picture, make up a story about what you see in the picture and what it means for you.

##### RESILIENCE BUILDER

Internal control is all about believing that you have the power within you to achieve your goals, which is called having a growth mindset. On the Where on the Continuum of Mindsets are you? (page 18) write positive things you can do to develop growth mindsets.

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

- 1.
- 2.
- 3.

##### HOW DID YOU FEEL THIS WEEK?



## WEEK 10

### MIDDLE PLANNER

PAGE 40

### SENIOR PLANNER

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#### SKILLS AND ACHIEVEMENT



##### SMARTER NOTE TAKING

**Wellbeing Bank:** to build my Skills and Achievement by improving my note taking in class.

Your brain has two sides, left and right. Left listens to what's taught; right looks for what you already know about it. Describe how you currently take notes in class.

Smarter note taking uses both sides to build strong brain pathways. Break up your page like below and follow the process. Use the 80/20 principle ... 80% listening, 20% note taking. Think, then write.

Questions: How does it connect to what you already know? During class record any questions you have.

Record: record what's taught in your own words; use short phrases, not sentences.

Reflect: after class, not looking at your notes, attempt to answer your questions.

Review: at home summarise your notes for five minutes in each subject. Spend ten minutes weekly revisiting them.

Acknowledgement: Walter Pauk

> Website: Wellbeing Builder Reflection.

##### ACTIONS

What are two things I will start doing to improve the way I take notes in class?

- 1.
- 2.

##### MINDFULNESS ACTIVITY

**Adapting** – think of an everyday object such as a fork, tennis racquet or cup. Be creative and think of all the things this object could be adapted to do.

##### RESILIENCE BUILDER

You have been applying for part-time jobs for the last three months with no luck and are starting to feel sorry for yourself. Then two employers contact you on the same day each offering you a job. What do you do?

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

- 1.
- 2.
- 3.

##### WELLBEING FITNESS CHALLENGE

SELF-IMAGE (see pages 10-11)

#### SKILLS AND ACHIEVEMENT



##### MAXIMISING NOTE TAKING

**Wellbeing Bank:** to strengthen my Skills and Achievement through using a more intelligent Note Taking process.

Activating both sides of your brain when taking notes, will grow your understanding and comprehension considerably. The following process for taking notes will raise the effectiveness of how you are learning. Divide up your page like below and follow the process. Describe how you currently take notes in class.

Questions: How does it connect to what you already know? During class, record any questions you have. Draw pictures if you like.

Record: record what's taught in your own words; use short phrases, not sentences.

Reflect: after class, not looking at your notes, attempt to answer your questions.

Review: at home summarise your notes for five minutes in each subject. Spend ten minutes weekly revisiting them.

Acknowledgement: Walter Pauk

> Website: Wellbeing Builder Reflection.

##### ACTIONS

What are two things I will start doing to maximise the effectiveness of how I take notes and learn?

- 1.
- 2.

##### MINDFULNESS ACTIVITY

**Adapting** – think of an everyday object such as a fork, tennis racquet or cup. Be creative and think of all the things this object could be adapted to do.

##### RESILIENCE BUILDER

Having a visual image of your goals on your bedroom wall to look at and adjust often is a powerful internal motivator. Go to the Professional Practice Support – Resources section of the website and download Goals, Targets and Strategies and complete it for each of your goals.

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

- 1.
- 2.
- 3.

##### HOW DID YOU FEEL THIS WEEK?







## WEEK 11 – EXERCISE AND LEISURE

**Parent Wellbeing:** Plato and Aristotle both believed in the importance of developing three wills: intellectual will – mind, emotional will – spirit, physical will – body. Describe how you could develop each of them further in yourself.

Studies have revealed that our population is becoming increasingly obese through excessive diets of processed foods and a lack of exercise. This has led a much earlier onset in diabetes also. For our young people to thrive and flourish to become their best possible selves, they need to learn how to live a balanced lifestyle, which places an equal emphasis on all of their elements of wellbeing. These work together as a family in building resilient mental and physical wellbeing.

Active and positive students are more likely to achieve what they set out to do, are much healthier and flourish on their school journey.

For the last decade, there has been an over emphasis in education on, Skills and Achievement, at the expense of the others.

Students' Personal Timetables should include an hour's exercise daily, outdoor leisure activities with friends and family, frequent opportunities to have fun and laugh to experience positive emotions and plenty of time out from electronic pursuits.

Some quality physical and brain leisure activities include a brisk walk, run, swim or bike ride, yoga, aerobics, pilates, gym workout, tai chi, surfing, skateboarding, bush walking, playing sport, zumba, dancing, gymnastics, resistance training and chess, board games, sudoku, crosswords, scrabble and cards.

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

## WEEK 12 – THE ART OF CONVERSATION

**Parent Wellbeing:** Gratitude connects you to things outside of yourself, such as others and nature. Describe times you have used gratitude to connect with things outside of yourself.

Our students were born into a digital world and communicating electronically is what comes naturally to them, which has reduced their opportunities for purposeful face to face conversations with real people in real time. It seems everywhere we turn, people, both young and old, are glued to their mobiles. Are we as a society lacking the presence and purpose to enjoy the positive emotions of human interaction in person? Are we hiding behind the invisible impersonal wall of electronic communication?

The research is overwhelming that the greatest single influence to living a meaningful and fulfilling life is high quality personal relationships. We grow when we show courage to be kind and grateful to others.

Nearly everything that we will achieve in life will be through people, with people and by people. Healthy relationships are the cornerstones to a well functioning society and we need to develop our students' interpersonal skills to communicate including:

- using and reading positive body language messages
- recognising inference, bias and emphasis in conversations
- developing relationships through face to face conversations
- learning to listen with their eyes, their ears and their hearts
- valuing and considering other peoples' opinions because they matter
- being present and mindful in each and every moment.

*"The greatest motivational act one person can do for another is to listen." Ray Moody*

## WEEK 11

## MIDDLE PLANNER

PAGE 42

## EXERCISE AND VITALITY

## THRIVING THROUGH EXERCISE

**Wellbeing Bank:** to develop my Exercise and Vitality by exercising for at least an hour every day.

You have a simple choice to make as to whether you enjoy a healthy state of physical wellbeing and growth or not. Making time to exercise for an hour every day, helps you avoid illness, diabetes or obesity.

Adopting a growth mindset towards making active exercise and leisure a priority will keep your mind and body in good shape. Plan how you will exercise, when you will do it, who with and write them on your personal timetable.

Describe how you currently exercise.

There are many exciting and varied ways for you to have a pulse lifting physical workout, which will release feel good brain chemicals, called endorphins, into your bloodstream.

Exercising with friends and family builds relationships and enables all of you to experience positive emotions, which will relieve tension and anxiety.

Acknowledgment: Healthline

> Website: Wellbeing Builder Reflection.

## ACTIONS

What are two things I will start doing to adopt a growth mindset to make daily exercise a priority?

- 1.
- 2.

## MINDFULNESS ACTIVITY

**Tangled Whispers** – In a group ask one of the group to whisper a message to another student, who then passes it on. When it has been passed on to the whole group, how different is the message?

## RESILIENCE BUILDER

Feeling empathy for others' needs and feelings is a special quality to develop in your character. What emotions would a classmate feel and what would be their needs and feelings be if they told you that their assignment wasn't up to standard and they have to repeat it.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

## STRENGTHS' BOOSTER

FAMILY STRENGTHS (see pages 8-9)

CHARACTER STRENGTH  
HOPE

www.viacharacter.org

## SENIOR PLANNER

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## EXERCISE AND VITALITY

## EXERCISE AND LEISURE

**Wellbeing Bank:** to develop my Exercise and Vitality through exercising daily and enjoying regular leisure activities.

Your physical wellbeing relies on you exercising for at least an hour every day. Unfortunately, many people are not making exercise a priority and combined with an unhealthy diet of processed and takeaway foods, are obese and more prone to illness.

Prioritising daily exercise on your Personal Timetable and sticking to it, will benefit your state of wellbeing considerably.

Describe what you currently do for exercise and leisure.

Regular exercise and leisure activities will enable you to experience feel good brain chemicals called endorphins and improve your fitness, flexibility and body tone.

Spending time exercising with family and friends will enable you to enjoy uplifting spirals of positive emotions. It also increases your oxygen intake and endurance and reduces tension and anxiety which enhances your sleeping patterns. Focus your breathing to find calmness.

Quality exercise and leisure activities can include a brisk walk, run, swim, bike ride, yoga, aerobics, pilates, gym workout, tai chi, zumba, dancing, gymnastics, resistance training, surfing, skateboarding, bushwalking, playing sport, vibrating board and treadmill, washing and polishing the family car.

Surprise yourself by trying something new.

> Website: Wellbeing Builder Reflection.

## ACTIONS

What are two things I will start doing to exercise for an hour every day?

- 1.
- 2.

## MINDFULNESS ACTIVITY

**Tangled Whispers** – In a group ask one person to whisper a message to another student, who then passes it on. When it has been passed on to the whole group, how different is the message from the original?

## RESILIENCE BUILDER

Put your goals and process self-expectations in your phone and program it to send you reminders of them three times every day. Another great strategy is to do the same for when you are to begin and finish home learning sessions.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

## HOW DID YOU FEEL THIS WEEK?



## WEEK 12

## MIDDLE PLANNER

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## MEANING AND PURPOSE

## FACE-TO-FACE CONVERSATIONS

**Wellbeing Bank:** to grow my Meaning and Purpose by regularly having conversations in person with others.

Recent studies have shown that nearly 60% of your age group, would rather text friends who are close by, than speak to them in person.

The personal touch of empathy, feeling emotions, eye contact and reading body language messages are lost. Describe how you currently communicate with friends who are nearby.

Face-to-face conversations are great ways for you to show that you value other people and to celebrate together. They are also effective ways for you to combine your strengths with others' strengths and when listening be curious by asking, tell me more. Remember mirror neurons copy the expressions of others.

Use CARE:

C – Communication: be open and honest

A – Achieve: aim for win-win conversations

R – Respect: believe and show others matter

E – Expect: give more of yourself to learn.

> Website: Wellbeing Builder Reflection.

## ACTIONS

What are two things I will start doing to have more face-to-face conversations?

- 1.
- 2.

## MINDFULNESS ACTIVITY

**Opposite Hands** – try colouring a picture in or writing the alphabet with your non-dominant hand. How did it feel? How were you challenged?

## RESILIENCE BUILDER

Your friends are selected to speak at a school assembly about an excursion your class went on. They are really nervous and anxious about being selected. What do you think their needs and feelings are about the situation and why?

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

## WELLBEING FITNESS CHALLENGE

AIMLESS WRITING (see pages 10-11)

CHARACTER STRENGTH  
SOCIAL-INTELLIGENCE

www.viacharacter.org

## SENIOR PLANNER

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## MEANING AND PURPOSE

## THE ART OF CONVERSATION

**Wellbeing Bank:** to build my Meaning and Purpose through valuing face-to-face conversations with others.

Experiencing positive emotions through connecting with others in person, is the most influential builder of wellbeing. Also, nearly everything you will achieve in life will come from working well with other people and showing that they matter.

Speaking face-to-face with others, enables both you and them to combine your strengths to achieve shared goals. Enjoy reading the body language messages being sent and value healthy relationships.

Too much communication today via mobile phones has lost the personal touch. Connecting with other people is meant to bring joy and happiness, not feelings of competition and isolation, which endless and often mindless time on mobiles brings.

But you do have a choice to talk with others face-to-face.

Describe how you mainly communicate with others.

When having face-to-face conversations, make eye contact and use welcoming body language. Avoid starting from positions of certainty by asking open questions, such as, how did you go about it?

Self-correct if your relationships are mainly social media based and you check social media non-stop.

> Website: Wellbeing Builder Reflection.

## ACTIONS

What are two things I will start doing to show others matter by having more face-to-face conversations?

- 1.
- 2.

## MINDFULNESS ACTIVITY

**Opposite Hands** – try colouring a picture in or writing the alphabet with your non-dominant hand. How did it feel? How were you challenged?

## RESILIENCE BUILDER

How you manage and allocate your time are processes which are fundamental to being a senior student. Essentially the old adage sums up the mindset you need to adopt, if it is to be, it is up to me. For three days use the Time Understandings Thinking Tool from the website to gain a clear understanding of how you use your time.

## WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

## HOW DID YOU FEEL THIS WEEK?







## 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.



**firetech**

**APRIL**

**HOLIDAY**

**WORKSHOPS\_**

**CODING, GAMING, ROBOTICS**

**MEDIA, DRONES,**

**ANIMATION + MORE**

*"Both my kids loved hanging out at Fire Tech, building robots and making friends- they didn't even know they were learning so much too! Absolutely raved about their day when they got home. Will sign up again next holidays!" Bec*

PARENT ONLINE REVIEW ★★★★★

**BOOK NOW** ➔ [firetech.wa.edu.au](http://firetech.wa.edu.au)

**NOW AT FIVE VENUES**







*Celebrating 100 Years of Service by the...*

**MT LAWLEY-INGLEWOOD**

**RSL SUB-BRANCH**

**ANZAC Day**

**THURSDAY 25 APRIL 2019 AT 8AM**

**MOUNT LAWLEY WAR MEMORIAL**

CORNER OF CLIFTON CRESCENT & QUEENS CRESCENT

The Mount Lawley-Inglewood RSL Sub-Branch warmly invite current and ex-service personnel and all members of the community to attend the 2019 Anzac Day Service

At the conclusion of the official wreath laying ceremony, the general public are welcome to place their tribute at the Memorial

**ANZAC Breakfast**  
AT THE  
**MOUNT LAWLEY BOWLING CLUB**  
**\$12 per person**  
Children under 5 eat free  
We recommend that tickets are pre-purchased by 20 April 2018 as numbers are limited via:  
or by calling 9262 8594 or 0409 898 806

**GUNFIRE**  
**BREAKFAST**  
BY  
**STIRLING LIONS CLUB**  
The Stirling Lions Club will host their annual "Gunfire Breakfast" sausage sizzle at the War Memorial site.

**guitarworks**

**Free School Holiday Workshops**

**Beginners Primer Workshop**  
Live demos and instruction on all aspects of guitar playing.

**Full Details Contact GuitarWorks**

**041 444 8907**

[guitarworks@iinet.net.au](mailto:guitarworks@iinet.net.au)

 1072 Beaufort St Bedford

**Come along and try out Gateball**

Gateball is a team sport inspired by croquet. This 20/20 version is a fast-paced, non-contact, highly strategic team game which can be played by anyone.

Invented in Japan in 1947, the game is now played by millions around the world, and it's your chance to play in Perth!

Forrest Park Croquet Club in Mount Lawley are running a trial season weekly on Sundays 4-6pm starting 24th March 2019. Cost is \$10 and includes all equipment and training.

 **Forrest Park Croquet Club**  
66 Harold St  
Mount Lawley  
[www.forrestpark.com.au](http://www.forrestpark.com.au)

**0407 394 854 or**  
**gateball@forrestpark.com.au**  
Numbers are limited so RSVP asap!  
Find us on Meetup!  
Search: Perth Gateball at Forrest Park Meetup





# Mt Lawley Senior High School Fund Raiser

**LAZER**



**BLAZE**

A CAT COMMITTEE EVENT

LIVE ACTION LASER TAG

**BACK BY  
POPULAR  
DEMAND**

**6-9 PM  
SUNDAY  
14<sup>th</sup> APRIL**

**Friends &  
Family  
Invited!**

**Lazer Blaze Malaga**  
**Unit 2/299 Victoria Rd**  
**9248 2152**

**Exclusive Event**  
for Mt Lawley SHS

**3 HOURS**  
only  
**\$ 25 !!**

\* Min Age 7  
\* Sneakers Only

**TICKETS**

[trybooking.com/BBCJA](http://trybooking.com/BBCJA)

Anja 0414 425 474

Rosanna 0417 967 997

Food & Drink for Sale

