



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School
LAWLEY UPDATE 3 Term 2 No. 1 2020

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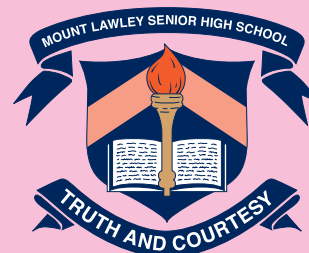
Principal's Report

Here at the school we are starting to feel like we are emerging from the restrictions due to COVID-19 requirements. It was wonderful last week to hear the Premier, Mark McGowan announce that all students, excepting those covered by a medical certificate, would be required to attend school from Monday 18 May. If you have a child who still cannot attend school for medical reasons or because a family member's health may be compromised, please ring me on 94710300 to discuss the matter.

Our school had felt empty and rather strange without all of our students being present. Over the past three weeks since the term began it has been very pleasing to see students fully engaged in their learning programs especially those practical projects that could not be undertaken at home. Senior School Engineering students have been completing their tool boxes, Year 9 Wood Work students have been making boxes and Year 7 Science have been busy with Gravity experiments just to mention a few. Senior school students are busy preparing for their exams in weeks 5 & 6 and Online subject selection is underway for students in Years 8 and 9. Our attendance is now back to pre COVID-19

We accept that we are still not clear what our 'new normal' will look like over the coming months but we are hopeful that we will soon be able to recommence our extra-curricular activities like the Bushranger Cadets, full music rehearsals, concerts, drama performances, as well as our usual myriad of excursions and incursions. Even though we have not been able to hold events due to restrictions we did hold two modified ceremonies in the last few weeks and videoed them. The Ex-POW ceremony narrated by our Chaplain, Andrew Paul is well worth watching. You can access the video from the school website [here](#).

We are mindful that some students, especially some of our Year 12 students, have found dealing with the Covid-19 situations challenging. Julie Simon, Upper School



Message from the School Board

I would like to express the Board's appreciation for the manner in which all sections of the school community have responded to the many challenges arising from COVID-19.

The administration and staff have put many hours into preparing for e-schooling, while also responding to frequent updates in advice from the Education Department. At the time there was a real prospect of e-schooling being used for most of Term 2.

The staff undertook a lot of extra learning and planning, while also maintaining face-to-face teaching. This was all done with a determination to put the needs of the students first.

We are also thankful to the students and families who have responded by returning to school where possible. Attendance went from 65% at the start of Term 2 to 88% even before it was compulsory. This allows the school to function as well as possible under the current guidelines, and we are looking forward to more activities being possible soon.

Cameron Brook
Chair



Associate Principal visited all Year 12 classes to ensure the students are aware that the Department of Education, SCSA and the universities have changed the requirements to ensure students will not be disadvantaged because of the virus. Some students are already receiving university offers for the 2021 academic year. If you have any concerns about the health or well-being of your child, please contact the appropriate Associate Principal or Year Coordinator.

At this stage if you need to contact a staff member please email them. If you do need to visit the school in person you still need to make a prior appointment. Please contact the offices below

Year 7-8 9471 0350,
Year 9-10 9471 0320
Year 11-12 9471 0320
Main Administration 94717 0300

I thank all parents for their support during the last few months.
Lesley Street, Principal

SCHOOL HOUSE ACTIVITIES

Up until the COVID-19 break our inter-House competition has been going strong over the start of this term with a range of different activities. In an effort to charge up some enthusiasm for the return to school we have held a lot of different competitions already. We held a Fitness Challenge, which was essentially only 5 minutes long. However, 60 seconds of burpees, up & downs, squats and surrenders (with only a 30 second break between them) followed by a plank proved pretty tough. *CONTINUED Page 10*

CONGRATULATIONS



Erina 9H2 was selected as one of five golf players to represent WA in the 2020 Australian Junior Golf Open tournament in Adelaide held at the Grange Golf Club, in March, unfortunately, due to the COVID-19, this event was cancelled. We wish her all the best with her next tournament once the bans are lifted.



Ken 10M1 and Erina 9H2 attended the WA 2020 Amateur Championships which was held at the Melville Glades Golf Club, where they both gained valuable experience competing against National and International players.



Leah 7M4 was selected to represent WA in the Australian National Athletic Championships in Sydney. Leah was to compete in the U14's 100 & 200m races however due to the COVID-19 ban the event was cancelled. We wish her all the best with her next competition once the bans are lifted



Photographs of the School House Fitness Challenges during Lunch 1,
Top photo: Middle School Students. Bottom photo: Senior School students.



SCHOOL PHOTOGRAPHS



Dear Parents

Following our recent school photography by Kapture, you can now view and order any special group photos taken this year.

The group photographs are full colour 20 x 30cm (8 x 12") with the names of all the students. The following group photographs are available to view online:

Year 8 Councillors

Year 10 Councillors

Prefects

Language & Arts Captains

House Captains Forrest

House Captains Murdoch

Career Link Year 11

International Students

Mock Trials Team 1

Mock Trials Team 3

GAT Year 7

GAT Year 9

SVAPA Year 7

SVAPA Year 9

Year 9 Councillors

Year 11 Councillors

School Captains

Debating Team

House Captains Hackett

House Captains O'Connor

Career Link 12

EALD Year 12 Students

Mock Trials Team 2

Mock Trials Team 4

GAT Year 8

GAT Year 10

SVAPA Year 8

When visiting <https://www.kapture.com.au/event.asp> you will need to enter our school code under the Sports & Event tab to access the gallery: **CODE: QG3QPH**

School Photograph orders were distributed on Friday. If it was a late order, these photographs will be mailed to the home address not the school. If you missed out on ordering and would like to order photos please contact Kapture to discuss. Any enquires please contact Kapture via email enquiries@kapture.com.au or Ph 92401714





SOCKS IN THE CITY

The school is linking with City Rotary to support the Socks in the City project.

Prior to COVID-19 there were 1000 homeless people sleeping rough in our streets, parks, under bridges, etc. That number is growing as COVID-19 causes more people to become homeless, many for the first time. The provision of clean, dry, natural fibre socks is one way we can all help street homeless people by preventing the horrors of trench foot and other ailments.

The school is planning to conduct a drive in the coming weeks to obtain as many pairs of new natural fibre (wool, cotton, bamboo) socks to donate to the Homeless Healthcare organisation, and over the next few weeks the school community will be asked to support this drive.



They need at least 100 pairs of socks to distribute each week to the many homeless people in Perth.

As part of the promotion, the 'Eye Contact' exhibition, a display of 20 door sized photos of homeless people will be installed in the library next week.

More information will be provided through as further planning takes place.

Neil Hudson Student Services Coordinator



Year 12 students received their Leavers Jackets this week, which is prefect timing for our cooler weather.

SCHOOL UNIFORMS

Parents are advised that there is a school uniform that all students are expected to wear. There may be some supplies at the Uniform shop that are low due to issues with delivery, however any student who does not have the appropriate uniform item due to no supply can attend Student Services and loan items may be available. Also, **any student who for any reason is unable to wear the correct uniform can attend Student Services at the start of the day and obtain clothing for the day from Student Services.**

As the weather is getting colder students are permitted to wear long sleeve tops/jumpers under their school shirts but they must be ***plain, not hoodies and the colour must match the shirt they are wearing.*** In Senior School white shirts are worn and therefore plain white jumpers can be worn. Those students in Year 9 who are wearing blue shirts can wear blue jumpers. In Middle School jumpers must be navy blue.

Students are not to wear plain white or blue jumpers over their school shirts – they must have the school logo on an item purchased from the Uniform shop.

At the moment students are permitted to wear their sports uniforms for the day if they have sport. If they do not have sport they are expected to wear their normal school uniform.

For further information about uniforms please refer to the school website:

<https://www.lawley.wa.edu.au/view/about/uniform-20191022050633>

YEAR 7 SCIENCE TERM 2

We have just started the topic of Earth and Space, and today we learnt about the science behind gravity and how it works. We also did some experiments testing the gravitational pull between objects using a mat and some marbles with different masses representing the Sun.

We are also learning about how the day and night cycle works. Another important point we discovered was the fact that seasons are caused by the tilt of the Earth's rotational axis. Along with that, we touched upon what we learnt in the past years in primary school as revision.

Hasan Community 4





"HAPPY BEANS COFFEE"

This term the Year 12 Certificate II Hospitality students, in conjunction with the Well Being Committee are running "Happy Beans Coffee".

Staff are encouraged to take some time out for a coffee and a socially distant chat before their school day begins. The Year 12's are also getting the opportunity to practice their coffee making and service skills for their certificate course requirements.

Ms Josee Baljic, Teacher in Charge Home Economics



**YEAR 7 SCIENCE TERM 1**

In a very fun and interactive science lesson, our amazing teacher Ms Fitter found a new way to show the path of the circulatory system by letting us become red blood cells for the period and journeying around the body. In a hands on game, we followed arrows around the chalk-drawn circulatory system picking up carbon dioxide and dropping off oxygen at different sections of the body.

We were put to the (blood) test to see if we were capable of keeping a person alive - apparently we failed that test - being a red blood cell isn't an easy job! Despite many attempts, our person died of carbon dioxide poisoning. Either that or we killed them! We tried again, except this time with bacteria cells added to the mix, with white blood cells to combat them.

While the red blood cells continued their normal route around the body, the white blood cells tried to catch the bacteria cells that were circulating through the body. Even though the virus was killed, it had taken its toll on the health of the chalk person, as oxygen was limited in the legs and stomach, which would be a very deadly situation in real life. Overall, we learnt not just about our career choices (and why you shouldn't even consider becoming a blood cell due to the risk of becoming a murderer) but also the importance and complexity of the circulatory system. It's truly a work of heart!

Ms Fitter Science Year 7 Teacher



Making 된장찌개 (Doenjang Jjigae)

In our Year 12 Korean class, we made 된장찌개(Doenjang Jjigae). This famous Korean soup made from fermented soybean paste with added vegetables table and meat served for breakfast in South Korea along with side dishes. I highly recommend trying out this dish as it has a pleasantly savoury vegetable taste and is filling for your day!

We learnt how to make Doenjang Jjigae, and modelled Korean Table Etiquette with correct uses of'please do it this way, please don't do it this way,' as well as, how to describe measurements and many tasks and actions used in cooking (boiling, slicing and cutting).



By learning how to make Doenjang Jjigae, we were able to gain a better understanding of traditional Korean food and the importance of a healthy diet. From this activity, we will next learn about how to order food from restaurants. Our event will involve a line up of traditional Korean foods from which we will have to ask in Korean for various items.

Nicole Year 12 Korean student



CERTIFICATE II ENGINEERING PATHWAYS

The Year 11 Engineering students are currently being introduced to Machining Technology – Metal Machining Lathes, shaping mild steel rod, silver soldering and calculating cutting speeds to produce a metal scribe and centre punch. Students have been developing spatial awareness working in a workshop setting. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

Ms Julie-Ann Ogilvie, Technologies Teacher





SCHOOL HOUSE ACTIVITIES CONT.

This term, however, has seen a surge from Murdoch, who have managed to take the lead in the Middle School Shield. In an effort to charge up some enthusiasm for the return to school we have held a lot of different competitions already.

The House Cupcake Competition saw some amazing creativity and caused the judging panel no end of difficulty. The taste testing was obviously a highlight. *MS - O'Connor, 9/10 - Murdoch, Senior - Forrest*

The Lawley Lap has also made a re-appearance after several years, with a slightly modified course requiring a re-set of our record holders. We had well contested events in all years and a fastest lap from *Leah O. (Year 7) of 45.19 seconds and Harry M. (Year 9) of 41.56 seconds.*

Year 7 - Murdoch (girls) O'Connor (boys)

Year 8 - Murdoch (girls) Murdoch (boys)

Year 9 - O'Connor (girls) - (boys)

Year 10 - O'Connor (girls) O'Connor (boys)

Year 11 - Forrest (girls) Murdoch (boys)

Year 12 - Murdoch (girls) O'Connor (boys)

Fishing was a new competition we have introduced which initially puzzled everyone until they discovered what we were up to. Each House submitted 30 fish, and the following day we went magnet fishing. Some great technique was on show in some quite windy conditions (which surprisingly affected the fish). We now have a wonderful collection of fish and a fantastic new competition.

Creativity: Murdoch

Competition: MS - O'Connor, 9/10 - Murdoch, Senior - Forrest

Our Uno championship has also been continuing each Tuesday afternoon in the Library. *MS - Murdoch, 9/10 - O'Connor*

Current Championship Standings

MS - Murdoch, 9/10 - O'Connor, Senior - O'Connor

Well done to all of our participants and to our hard-working House Captains from across the school.

Upcoming competitions include Australian Curling, the Inter-House Debate, a Chalk Mural competition, the Spelling Bee, our solar car challenge and our House Photo competition.

Andrew Paul, Chaplain



SOCIALLY DISTANT CONCERT



Hailing from the Perth, West Australia, saxophonist Troy Roberts has received numerous accolades including 3 DownBeat Jazz Soloist Awards, 2 Grammy Nominations, and was the only Australian semi-finalist in the 2008 Thelonious Monk International Jazz Saxophone Competition. Since attending The West Australian Academy Of Performing Arts (WAAPA) and graduating with a Bachelor of Music at the young age of 19, Troy has performed around Europe and the US extensively with artists such as Jeff 'Tain'

Watts, Joey DeFrancesco, James Morrison, Aretha Franklin, and Kurt Elling just to name a few. After touring for a few years & recording with a wide array of artists, Troy decided to pursue his Master's Degree at The University of Miami Frost School of Music. Currently, Troy is based in New York City where he maintains a busy performance and recording schedule with some of the greatest jazz artists of today.

Troy recently came back to Perth in mid March as the Covid-19 pandemic hit New York. Mount Lawley Senior High School was fortunate enough to be able to host a socially distant performance with Troy and Mount Lawley SHS music staff on the 8th May. Based on the stairs of the Music department in the heart of the school, Mount Lawley SHS students were fortunate to enjoy the incredible performance of two famous Jazz standards, 'Yes or No' and 'I will Remember April'.

This performance by Troy Roberts, accompanied by Simon Jeans, Dijon Summers, Chris Scaglioni and Benn Hodgkin (Mount Lawley SHS staff) is possibly the only opportunity our students will be able to enjoy seeing an international artist for a long time.

After this amazing performance, Troy ran workshops with the Mount Lawley SHS Jazz ATAR students working on improvisation and performance techniques. The students found this experience valuable and inspiring in helping them prepare for their upcoming exams.

Michelle De Rozario, Teacher In Charge Music.





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 15 – TEACHER GRATITUDE

Parent Wellbeing: A skill of social-emotional resilience is reaching out to build social connectedness with others. Describe how you do this and how you could do it better. **Acknowledgement:** Rievich & Shatte

The quality of relationships between students and their teachers is the greatest predictor of student success and the delivery of high order teaching. It is crucial for parents and teachers to have a collective vision of what they want their students to act like, look like, sound like, know and can do because of their influence. And then they have a shared road map to follow to achieve this student image.

The old sayings, “we can’t teach them till we reach them” and “kids don’t care what we know till they know we care”, contain important messages for parents and a teachers to live and breathe. One certain thing is that parents and teachers can’t fake caring, students will pick up on this very quickly. Cultivating growth mindsets in students to believe that their teachers are there for them and genuinely want them to become their best possible selves will build respectful learning relationships. This includes accepting their teachers’ advice, as they do with their sports coaches, and realising that teachers, like themselves, are also individuals, with their own ways of doing things.

When students, parents and teachers combine their top strengths, great learning, parenting and teaching occurs, enabling the whole school community to thrive and flourish. **Acknowledgement:** Wentzell & Caldwell

Wellbeing Measurement Tool: Students, staff and parents can measure the state of their wellbeing by taking the free PERMAH survey at <https://permahsurvey.com>

Acknowledgement and thanks: Dr Peggy Kern & Michelle McQuaid

“Teachers open the door, but you must enter yourself.” Appurseries

WEEK 16 – LIFE COMPASS

Parent Wellbeing: Gilbert Chesterton once said, “there are no uninteresting things, only uninterested people.” Describe three things you are uninterested in, but really need to be interested in to achieve what you have set out to do.

To quote Howard Gardner from his book Five Minds, “I have nothing against excellence, but at the end of the day, the world doesn’t need more of the brightest and the best, but more of those of good character.” The five minds he describes are the creative, critical, synthesising, respectful and ethical minds.

For over a decade, the relentless pursuit of literacy and numeracy through standardised testing, has seen insufficient time allocated to building students’ social-emotional resilience, wellbeing, ethical mindsets and the capacity to nurture respectful relationships. This has seen a huge escalation in adolescent mental health and relationship issues. It’s time to put wellbeing ahead of data collection.

Teaching students about what living ethically looks like, sounds like and feels like, will sow the seeds to strengthen their characters. These include acting in ways which they know will benefit their and others’ wellbeing because they matter, and making choices based on what their minds tell them is the right thing to do for them. Also, not doing something for personal, material or prestige gain at the expense of others, being grateful for good things that happen and using their top strengths in their every thought, word and action to do good to feel good. **Acknowledgement:** Kabat Zinn & Sinek

“Our characters are a result of our conduct.” Aristotle

WEEK 15

MIDDLE PLANNER

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RELATIONSHIPS + EMPATHY

TEACHER GRATITUDE

Wellbeing Reality: by valuing and being grateful for your relationships with your teachers, you give yourself the best opportunities to experience personal and academic success.

When you show your teachers that you are prepared to listen actively, ask questions, accept their advice and enthusiastically put in effort, minor neurons will kick in and they will respond positively to you. Tune into individual teacher's body language and changes in voices tones to emphasise points.

Acknowledgement: Wentzell & Caldwell

Discuss with a classmate – when are times you have enjoyed quality relationships with each of your teachers?

When have you been a positive role model for other students in class with your teachers?

Last Word – teachers open the door, but you must enter yourself.

MINDFULNESS

THINKING NOTHING. Sit still and close your eyes and focus your mind on thinking about nothing for five minutes. As thoughts come, push them out of your mind to enjoy ‘nothingness’.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what occupations, careers and jobs have similar numbers of males and females in them and which ones are biased in favour of one gender? Why do you think it has turned out this way?

CHARACTER STRENGTH: Use PERSPECTIVE to do RELATIONSHIP STRENGTHS on page 130.
www.viacharacter.org

RELATIONSHIPS + EMPATHY

GRATEFUL LEARNING

Wellbeing Reality: through you choosing to create trusting and grateful relationships with your teachers, you will generate powerful upward spirals of positive emotions for learning. The main influence, by a long way, on you accomplishing what you set out to do at school, is the quality of your relationships with each of your teachers. Avoid falling into the childish emotional trap of blaming them for your own lack of effort and purpose, by thinking they don't like you.

Acknowledgement: Wentzell & Caldwell

Discuss with a classmate – when are times you were grateful for teachers' support and others when you blamed them for your own lack of purpose?

What could you do to enhance your relationships with each of your teachers?

Last Word – be grateful for your teachers, they are your pathways to future success.

MINDFULNESS

THINKING NOTHING. Sit still and close your eyes and focus your mind on thinking about nothing for five minutes. As thoughts come, push them out of your mind to enjoy ‘nothingness’.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – optimistic thinkers use positive self-talk to focus on good things, while pessimistic thinkers use negative self-talk to focus on what's wrong. When are three times you have used positive self-talk and three times you have fallen into the trap of using negative self-talk? How did each of these affect your relationships?

CHARACTER STRENGTH: Use PERSPECTIVE to do RELATIONSHIP STRENGTHS on page 132.
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WEEK 16

MIDDLE PLANNER

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MEANING + PURPOSE

LIFE COMPASS

Wellbeing Reality: by following your life compass to do good to feel good and feel good to do good, you will become your best possible self.

Before you do something, practise asking yourself, will this be fair, safe and legal for all involved and create positive emotions?

This includes acting in ways to build others' wellbeing, making choices on what your mind tells you is right for you and not doing something for personal gain.

Acknowledgement: Kabat Zinn & Sinek

Discuss with a classmate – what are things you do to live a good life and why do you?

What are stories from adults which really made you think about your life?

Last Word – do the right thing and do the thing right.

MINDFULNESS

BEING PLAYFUL. Look around the class and think of at least ten funny things that could happen in the class without putting anyone down.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – how different people react to stress in different ways. How do each of you show stress and in which parts of your body do you mainly feel it? How are you similar and how are you different?

CHARACTER STRENGTH: Use BRAVERY to do PHOTO 7 on page 132.
www.viacharacter.org

MEANING + PURPOSE

ETHICAL AND RESPECTFUL

Wellbeing Reality: through mindfully practising asking yourself before you do anything, “will what I’m about to do be fair, safe and legal for all involved and create positive outcomes?”, you will enable yourself to live your life in an ethical and respectful way.

Risk taking is a part of adolescence that needs to be carefully managed and navigated, because too many senseless and serious accidents happen. To stay safe, ask yourself the above questions often. Also, during these times, others' rights are often violated by unethical and unthinking behaviours.

Acknowledgement: Kabat Zinn & Sinek

Discuss with a classmate – when are times you were ethical and respectful and others when you weren't and why?

What routines could you practise to be proud of yourself for consistently acting ethically and respectfully?

Last Word – one moment of poor decision making can stay with you for life.

MINDFULNESS

BEING PLAYFUL. Look around the class and think of at least ten funny things that could happen in the class without putting anyone down.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what are ten coping strategies that you do or could use or see others using to reduce pressure and self-calm. What are five which could work well for you? How are your relationships affected when you use coping strategies?

CHARACTER STRENGTH: Use BRAVERY to do PHOTO 7 on page 134.
www.viacharacter.org



WEEK 17 – TAKING NOTES

Parent Wellbeing: A great daily mindfulness challenge, which will connect you with yourself and the moment, is to notice at least one thing different about every day. You are focused on looking for good stuff, not just drifting along.

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. Google the Cornell method for taking notes.

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 focused 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. *Acknowledgement: Wade & De Bono*

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

WEEK 18 – MIND AND BODY WELLBEING

Parent Wellbeing: Choose a strength you would like to develop in yourself, describe your reason for choosing it and ways to develop it. Then every day set yourself at least one challenge to use it in your life.

Many students need our support and guidance on how they can adopt healthier lifestyles. They make not think so, but the reality is that there is an increasing proportion of them who are not exercising their bodies or minds enough, eating a diet high in processed and takeaway foods, contracting diabetes at an early age, becoming obese and looking on the darker side of life. These are real and unwelcome outcomes for our future generations should we not act decisively now.

Firstly, it is a must for them to actively exercise physically and mentally for an hour every day. There are numerous pulse lifting activities they can participate in with family, friends or on their own, and there are also plenty of non-electronic brain exercises such as crosswords and scrabble which work well.

Secondly, it is important for students to use their strengths to think positively, and look for the good things fills them with optimism and hope for the future.

Thirdly, as adults it is our responsibility to provide students with healthy, fresh and unprocessed foods. Even more importantly, is for us to role model exercising, eating healthy and thinking positively about our lives; they have never failed to imitate us.

Acknowledgement: Hassed & Rath

"There is no chance, only choice." MW

WEEK 17

MIDDLE PLANNER	SENIOR PLANNER
<div style="background-color: #0072bc; color: white; padding: 5px; text-align: center;"> ACCOMPLISHMENT + OPTIMISM </div> <div style="background-color: #0072bc; color: white; padding: 5px; text-align: center;"> TAKING NOTES </div> <p>Wellbeing Reality: by using a structured note taking process, you will strengthen existing and create new brain pathways to learn better. Your left brain listens to what's taught, so jot down points.</p> <p>Your right brain looks for what you already know, so draw visuals to connect ideas.</p> <p>Ask yourself often, how can I apply this and write down any questions? Spend time every night going over all of your notes from the day.</p> <p><i>Acknowledgement: Wade & De Bono</i></p> <p>Discuss with a classmate – what are you doing well and not so well when taking notes?</p> <p>What thinking tools from the website could you use to visually and logically connect your ideas?</p> <p>Last Word – provide your brain with logical patterns to follow.</p>	<div style="background-color: #0072bc; color: white; padding: 5px; text-align: center;"> ACCOMPLISHMENT + OPTIMISM </div> <div style="background-color: #0072bc; color: white; padding: 5px; text-align: center;"> CODING LEARNING </div> <p>Wellbeing Reality: through coding your learning by using both sides of your brain and as many of your senses as possible, to take logical notes, use graphic organisers, create idea maps, draw diagrams or flowcharts, use the structure of thinking tools, or make dot points, you will efficiently store what you learn in your long term memory. Ensure that you create questions for yourself to answer while coding your learning to add greater depth to your understanding. Always remember, learning is the lighting of the fire, not the filling of the bucket.</p> <p><i>Acknowledgement: Wade & De Bono</i></p> <p>Discuss with a classmate – what are different ways you currently use to code your learning?</p> <p>What benefits do you think the higher levels of thought processes from using thinking tools on the website could bring you?</p> <p>Last Word – using coding approaches assists you to challenge your best possible self.</p>
<div style="background-color: #ffcc00; padding: 5px;"> MINDFULNESS </div> <p>DOING NOTHING. Lie on your back with your hands under your head and concentrate on doing absolutely nothing for at least five minutes. You can only do nothing.</p>	<div style="background-color: #ffcc00; padding: 5px;"> MINDFULNESS </div> <p>DOING NOTHING. Lie on your back with your hands under your head and concentrate on doing absolutely nothing for at least five minutes. You can only do nothing.</p>
<div style="background-color: #99cc99; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – how do you learn who are the right people to ask for help for different problems? To ask for help, explain how you feel, what the problem is and ask them to please help you. How would you ask if you: 1. Received a threatening text? 2. Lost your phone? 3. Were lost?</p>	<div style="background-color: #99cc99; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – an ethical dilemma is when you make a choice between two things and by choosing one you feel you have done the wrong thing by the other. What would you do if a friend told you secretly they were going to meet someone they met online tonight and on their own?</p>
<div style="background-color: #ccffcc; padding: 5px;"> CHARACTER STRENGTH: Use APPRECIATION OF BEAUTY AND EXCELLENCE to do HERO STRENGTHS on page 130. www.viacharacter.org </div>	<div style="background-color: #ccffcc; padding: 5px;"> CHARACTER STRENGTH: Use APPRECIATION OF BEAUTY AND EXCELLENCE to do HERO STRENGTHS on page 132. www.viacharacter.org </div>

WEEK 18

MIDDLE PLANNER	SENIOR PLANNER
<div style="background-color: #76b82a; color: white; padding: 5px; text-align: center;"> HEALTH + STRENGTHS </div> <div style="background-color: #76b82a; color: white; padding: 5px; text-align: center;"> EXERCISE AND FOOD </div> <p>Wellbeing Reality: by exercising daily and eating fresh whole foods, you will keep your mind and body in great shape. There are no short cuts to achieving this.</p> <p>On your timetable plan when you will do your daily one hour's exercise and who with. Fresh home cooked foods contain more vitamins, minerals and nutrients than most processed or takeaway foods and are much easier for your body to digest.</p> <p><i>Acknowledgement: Hassed & Rath</i></p> <p>Discuss with a classmate – what do you do to exercise every day and to eat fresh healthy foods?</p> <p>When are times you made good decisions about not eating junk and processed foods?</p> <p>Last Word – choose exercise and healthy eating over illness.</p>	<div style="background-color: #76b82a; color: white; padding: 5px; text-align: center;"> HEALTH + STRENGTHS </div> <div style="background-color: #76b82a; color: white; padding: 5px; text-align: center;"> MIND AND BODY WELLBEING </div> <p>Wellbeing Reality: through you deliberately and consciously focusing on eating healthy fresh foods, adopting positive mindsets and exercising actively every day, you will provide your mind and body with the resources they need to be at their best. Don't fool yourself into thinking that most take-away and processed foods are somehow good for you, they aren't. The reality is that negative mindsets, lack of exercise and poor diet choices lead to obesity and diabetes. Do you really want these ailments in your life? It's simple, eat well, exercise well and be positive.</p> <p><i>Acknowledgement: Hassed & Rath</i></p> <p>Discuss with a classmate – how do you actively exercise, how healthy do you eat and how positive are your mindsets?</p> <p>For occasional treats, investigate what are the best of the healthy fast foods to eat?</p> <p>Last Word – there are no shortcuts to having a healthy mind and body; do the hard things to flourish!</p>
<div style="background-color: #99cc99; padding: 5px;"> MINDFULNESS </div> <p>FORGIVING. For at least five minutes think about someone who has done something wrong by you and focus on forgiving them for what they have done and letting go of your grudges.</p>	<div style="background-color: #99cc99; padding: 5px;"> MINDFULNESS </div> <p>FORGIVING. For at least five minutes think about someone who has done something wrong by you and focus on forgiving them for what they have done and letting go of your grudges.</p>
<div style="background-color: #ccffcc; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – after you have filled out your signature strengths from the online strengths survey, share how you use them to build respectful relationships. Which ones do you have in common and share how you use them?</p>	<div style="background-color: #ccffcc; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – What is an assertive, an aggressive and a timid response to: 1. Your friends want you to get in a car going to a party with a driver who has a poor driving record? 2. You are tired of a friend texting every five minutes? 3. Your parents are always telling you to study?</p>
<div style="background-color: #ccffcc; padding: 5px;"> CHARACTER STRENGTH: Use CURIOSITY to do LOOKING FORWARD on page 132. www.viacharacter.org </div>	<div style="background-color: #ccffcc; padding: 5px;"> CHARACTER STRENGTH: Use CURIOSITY to do LOOKING FORWARD on page 134. www.viacharacter.org </div>



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.

mastermind
AUSTRALIA



**JULY EXAM PREPARATION & REVISION
PROGRAMS**

Tuition for all students Year 7 to 12

Week One 6-10 July	Week Two 13-17 July
- Christ Church Grammar School Guildford Grammar School	- Hale School - Methodist Ladies' College - Quinns Baptist College - Ashdale Secondary College

The July School Holiday Programs will offer students comprehensive subject revision in face to face physical classrooms as well as online virtual classrooms. These classes assist in preparing students for their Second Semester Exams.

ENROL NOW

www.mastermindaustralia.com.au

MASTERMIND AUSTRALIA

Ph: 9342 2000 mob: 0488 102 907
email: admin@mastermindaustralia.com.au



Future student events at The University of Notre Dame Australia

Architecture Info Session | Monday 25 May, 6pm

Learn about Notre Dame's new Bachelor of Arts (Architecture). In this webinar, you'll hear from our lecturers, find out what makes our undergraduate Architecture program unique, and how to apply.

Info Nights | 9 & 10 June, 5.15-7pm

9 June – Education, Health Sciences, Nursing, Physiotherapy, Admissions & Pathways

10 June – Arts & Sciences, Business, Law, Philosophy & Theology, Admissions & Pathways

What makes Notre Dame WA's top university for overall experience? Find out at our online Info Nights! Join us for our overview webinar at 5.15pm and drop in from 6-7pm for live Q&As with our academic staff, current students and friendly advisors about our degrees, study options and student life at Notre Dame.

Register now at notredame.edu.au/events

ECU NEWS

**Students in Year 10,
11 and 12**

ECU's School of Science will be hosting virtual information evenings about their university courses and later our virtual Open Day!

If you are considering a university pathway that could find you studying at a university in areas that you have studied or are interested in jump online and get answers to your questions.

June 25th – Biological Sciences, Chemistry, Data Science, Marine Science, and Physics -Register here - <https://www.trybooking.com/book/event?eid=627023&>

1st July – Computer Science, Counter Terrorism, Cyber Security, Information Technology and Security and Intelligence – <https://www.trybooking.com/book/event?eid=627456&>

9th August – ECU Open Day:

<https://www.ecu.edu.au/open-day/overview>

Early Offer Program:

<https://www.ecu.edu.au/open-day/overview>



WIN PRIZES!

BASED Wrestling need YOUR help!

DESIGN a mascot for us

WIN \$50 JB voucher; 1st

WIN Fitness Trackers; 2nd & 3rd

Design an Australian Animal Mascot and send us your design

WHAT YOU NEED TO KNOW

Design an Australian Animal mascot

Incorporate Blue/silver in the design

Who – YR 7 – 12

Open – NOW! Closes – Wednesday 18th June 2020

For more information about BASED and **Terms and Conditions** go to:

www.basedwrestling.org

OR

Contact Karen Gregory

Email your entry as an attachment to:

karen07.estrella@gmail.com with your contact details in the message





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ONLINE TUITION

With our Premium Tuition you will receive:

- ✔ Personal and affordable access to WA's top high school teachers.
- ✔ In a class with maximum of 4 students, your child will receive targeted and individualised help to ensure they develop their skills each term and improve their understanding and confidence in their subjects.
- ✔ Students are encouraged to bring their homework and assignments and receive individual help in areas of difficulty.
- ✔ All tuition is aligned with the WA syllabus to ensure your child achieves improvement where it counts; at school and in their assessments.
- ✔ Our highly experienced, qualified, subject-specialist teachers know how to help your child meet the needs and requirements of their school subjects and improve test and examination performance.
- ✔ Parents receive feedback on their child's progress.

Contact Us

Phone: (08) 9314 9500
Email: learn@academicgroup.com.au
Web: www.academicgroup.com.au

Online Feedback

"Great, I absolutely loved the smooth transition into online classes"

"Different but just as helpful"

"It was really easy to get to my class, and it works great considering the circumstances"

"Not too different from in person classes, potentially better because the class is more focused."

"I feel as though the online teaching is excellent. I personally am quite a visual learner and having more images to look at as well as a form of 'face to face' learning really enhanced my learning experience."

"It was really easy to get to my class, and it works great considering the circumstances"

Tuition with Academic Task Force

- ✔ Expert WA Teachers
- ✔ 4 students maximum
- ✔ Each student receives individual attention & support
- ✔ Learn with the support of your peers
- ✔ Keep on top of learning and school work
- ✔ Parents receive feedback on their child's progress
- ✔ Interactive online classes
- ✔ Online support

Enrol online:

www.academicgroup.com.au

1. Click on 'Our Programs'
2. Select 'Year Level - Tuition'

ACADEMIC TASK FORCE
Achieve Success at School

2020 TUITION
ONLINE TUITION SPECIALISTS

YR 11 & 12 ATAR

YR 7-10 ENGLISH, MATHS AND SCIENCE

Receive one-on-one support from qualified teachers to improve school results.



Online Presenters

DR O.T. LEE (Year 12 Mathematics): Author of maths text books and revision guides which are widely used in WA schools. Dr Lee is an exceptional, insightful teacher with extensive experience as an examination marker. His students consistently achieve outstanding results.

ROBERT HEPBURN (Year 11 & 12 Chemistry and Physics): A charismatic teacher whose students achieve excellent results. Mr Hepburn has a combined degree in Quantum Physics and Civil Engineering, and has taught Year 11 and 12 Physics and Chemistry for over 15 years.

DIRK GILDENHUYTS (Year 11 Mathematics): A passionate and highly experienced teacher and Maths textbook author. Mr Gildenhuys was voted Teacher of the Year by students on more than one occasion. He has been the Head of Mathematics in three schools and has a Masters in Mathematics. His teaching style and engagement with students has proven successful throughout his career as is evident from the excellent results and extremely positive feedback from his students.

DR KIRSTEN LAMBERT (Year 11 & 12 English and Literature): A lively, engaging and exceptional teacher who uses a variety of practical and theoretical approaches to bring texts to life and unpack syllabus and exam-writing for students. As a teacher with over twenty years' experience in a variety of teaching fields, she is also an ATAR course exam writer, marker and book author. She is passionate about giving students the confidence and tools to deconstruct, critique and explore texts.

CLARE JOHANSEN (Year 11 & 12 Human Biology): An inspirational and outstanding teacher with 16 years' experience in teaching Human Biology. Throughout her career, her innovative, fun and engaging teaching style has ensured that students always receive excellent results. Mrs Johansen is an experienced WACE marker and has been a Head of Science in two schools. She is passionate about giving students the skills to tackle all aspects of the Human Biology course, in order to achieve maximum success.

MELISSA HASKETT (Year 12 Psychology) Mel Haskett is an engaging and passionate teacher whose students are consistently in the State's top performers for Psychology. With experience as an ATAR examiner and over 20 years of ATAR marking, she delivers lessons that narrow down the broad concepts of the Psychology course into manageable content, together with study strategies and relevant applications.

ANDREW HUBERY (Year 11 Mathematics): An enthusiastic and highly experienced teacher who is focused on providing the best possible outcomes for year 11 and 12 students. Mr Hubery has more than 30 years' teaching experience, of which more than 20 years have been in a dedicated Senior Campus setting. He has participated in writing and marking of WACE Examinations and has taught ATAR revision courses to hundreds of students. He receives excellent feedback from his students many of whom have achieved outstanding results.

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Online Feedback?

"Great, I absolutely loved the smooth transition into online classes"

"It was good, we were able to get just as much done if not more as we would in person"

"It was very nice, good quality, a very nice overall class."

"Very good - able to do most tasks we would do in class (from share screen, ability to share questions and files.)"

"They were fine, the whiteboard was a good idea"

"It was enjoyable and offered the same experience as a physical class."

Why ATAR Master Class?

- ✔ WA's top ATAR teachers
- ✔ In-depth syllabus teaching
- ✔ Academic Extension
- ✔ Weekly coaching
- ✔ Exam preparation & strategies
- ✔ Exam practise questions
- ✔ Interactive classes
- ✔ Online support

Enrol online:

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1. Click on 'Our Programs'
2. Select 'Year 11 and 12 - Master Classes'

ACADEMIC TASK FORCE
Achieve Success at School

2020
ATAR ONLINE
Master Classes

"Be inspired with teaching by top subject experts and maximise your school and exam results."

