



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School
LAWLEY UPDATE 6 Term 4 No. 1 2020

65 Woodsome St, Mount Lawley
Western Australia 6050

MAIN ADMINISTRATION

MIDDLE SCHOOL (YRS 7-8)

SENIOR SCHOOL (YRS 9-12)

www.lawley.wa.edu.au
mountlawley.shs.enquiries@education.wa.edu.au

Principal's Report

It's hard to believe that the 2020 school year is drawing to a close. We have already farewelled our Year 12 cohort with a series of special events in their last week of formal schooling including sporting activities, the Leavers' Lunch and the Formal Dinner. Our last event to acknowledge them is the Award evening to be held on Thursday 19 November at the Perth Convention Centre and I am sure this will be a special night for the one thousand people who have already reserved tickets.

It is pleasing that despite Covid-19 restrictions we have been able to undertake some carnivals, camps and social activities for our students. It has been a very different year and I know our students are keen to be able to access the many extracurricular opportunities that are usually available to them each year. I know the Year 7 students were thrilled to take part in the recent River Cruise and voted it a great night.

The Year 12 Prefects for 2021 have been selected and it was a very difficult decision to choose only 12 students as there are so many worthy young leaders in this cohort. Congratulations to our School Captains **Jack** and **Sarah** and our Prefects **Steven, Noor, Conor, Terry, Sebastian, Victor, Kate, Madeleine, Michael** and **Maria**. I am sure that they, like their predecessors, will do an outstanding job of representing their peers and the school.

There are still a number of important events to be held this year including the final assembly, the Volunteers Thank You event, the last Cadet camp for the Year, Year 7 Orientation Day, Aboriginal Excellence Program AEP Presentation Evening, Tiny Works Drama Production, the Year 11 Special Event and the outdoor Music Concert to mention just a few. I hope to meet up with some students, parents and carers at these events.

Lesley Street, Principal



SuuKy 1102 was placed tenth in the International semi-finals of the World Chinese Bridge (Hanyu Qiao) Chinese Proficiency Competition which was held online due to the COVID-19 restrictions.



Felicity 1203 entered the WA BMX National Championships in October, and finished 1st in the championship class of Jr Elite which makes her the best female rider in WA, and being a Junior this is a remarkable feat.



Joshua 802 represented Mount Lawley Senior High in the recent WA School Sports Triathlon at Champion Lakes. Congratulations Joshua.

"Dear Mount Lawley School Community,
I would like to make you aware that a number of Mount Lawley SHS staff members have created



Mount Lawley SHS Staff Team. This involves teachers raising money for Men's Health, particularly focusing on Mental Health, Men's Cancers and Men's Health Awareness.

To achieve this, Male staff members are growing Moustaches (Mo Bros) and Female Staff are walking 60km or organising their own fundraising event (Mo Sisters).

If your family would like to support our efforts you can follow the link below or go our Mount Lawley SHS Facebook page to follow the post there.

<https://movember.com/t/mount-lawley-shs-staff-team?mc=1>

Your family can donate to the Mount Lawley SHS Staff Team or donate to your favourite teacher within the team.

This **Movember** event is for all the dads, brothers, sons and mates in our lives. We need your family's help. Please donate to support men's health. Thank you, **Mr Stephen Tipping**.



Leah 7M4
Won Year 7
Champion Girl at
the Interschool
Athletics Carnival
B Division.



Luka 8M5
Won Year 8
Champion Girl at
the Interschool
Athletics Carnival B
division.



Hadeen
Won 3rd Runner
up Champion
Boy Year 9 at
the Interschool
Athletics Carnival
B Division



Cassia 8O2 has
been selected to
be part of
the Hockey
WA Under 13
Boys and Girls
State Talent
Development
teams.



Angus 8O1 has
been selected to
be part of Hockey
WA Under 13
Boys and Girls
State Talent
Development
teams.



Judd 9F2
participated
in the School
Sports WA
Ross Meadows
Shield
Mixed Hockey Champion Schools
competition (North) last week and
won the Trent Mitton Medal for
player of the tournament.



**Anneka 7S4, Jayla 7M3,
Ronie 7O5 and Leah 7M4**

At the Interschool Athletics Carnival B Division, Year
7 Girls 4x100m Relay team smashed the old record of
55.38s (2018) with a time of 53.94s



As year-end is fast approaching, payment of compulsory Charges is now overdue. Payments can be made by debit
or credit card using our secure payment facility, Please visit our website www.lawley.wa.edu.au click on

Information tab, scroll to Payments. Alternatively, you can pay in person, by cash, cheque or Eftpos at the front office. Internet
banking is also available using the following bank details: **Mount Lawley Senior High School BSB 066118 Account Number 00900116.**

Please use your child's surname, initial and Form as a reference, for example Smith A F1101.

If you would like to discuss the matter confidentially or set up a payment plan please contact me on 9265 1503, or via email at julie.moxey@education.wa.edu.au. If you have already established a payment plan, thank you and please disregard this reminder.

Julie Moxey, Manager Corporate Services

Mount Lawley Senior High School has signed up for
the City of Stirling's "Container's for Change Project".
The City of Stirling has provided a secure bin to collect
eligible containers. The bin is located outside the "Dee
Caf" on the oval side.

Please help the School raise funds by sending any
eligible containers to the School with your Child/
Children and asking them to place them in the bin
provided.

Donate your containers

Simply quote The **Scheme ID C10280220** at your local refund point if you wish to donate your container
refund to Mount Lawley Senior High School.



PREMIER VISITS MOUNT LAWLEY SHS

This week the school hosted a visit from the Premier, Hon Mark McGowan, and Mount Lawley MLA, Simon Millman. They toured our almost completed STEM building and our future facilities at WAAPA/ECU campus.

Both the students and staff are looking forward to 2021 as the new STEM building will be operational with both mechatronics and engineering workshops as well as two science laboratories and two general classrooms. The new facilities will mean Mount Lawley Senior High School students will have access to the latest technology, including laser printing and 3D CAD opportunities.

Part of the Premier's school visit was to see the school's music students from Years 9 and 10 who were rehearsing at the Geoff Gibbs Theatre, future home for Mount Lawley Senior High School. After the students gave their musical performance, it was the turn of the Premier, Hon Mark McGowan, who took up the percussion with Simon Millman, MLA at the piano, accompanied by Year 9 student Louis Reberio on the Saxophone.



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 women 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



Mental Health Week was held from the 10 – 17 October 2020 – a national week celebrated each year in October kicking off with World Mental Health Day on October 10. This year's Mental Health Week theme was Strengthening Our Community – Live, Learn, Work, Play aiming at increasing mental wellbeing in WA communities.

The Student Wellbeing Committee and staff organized a series of lunchtime activities to celebrate. As an official Act Belong Commit mentally healthy school it was important to promote health and wellbeing to our staff and students.

This kicked off with the Act Belong Commit Wellness Wednesday. Students got involved in the Wheel of Wellbeing game, made pledges on how they would act, belong and commit, and shared resources.

Thursday's Talk and walk-a-thon was a great success! To promote social connection and physical activity we participated in Peer Support Australia's Talk and Walk-a-thon initiative. Students walked laps of the oval and had conversations on a variety of topics whilst earning points for their House competition.

We finished off the week with Feel Good Friday. This included giant lawn games, a chill out craft station and live music from our amazing music students.

It was a great week of activities that was enjoyed by all!
Jade Browning Healthy Active Coordinator



GAT PARENTS ATTEND ASSEMBLY Gifted and Talented Languages (New GAT students and GAT Parent Morning Tea)

At the first Middle School assembly since the COVID-19 restrictions, 15 September, our new 2020 Gifted and Talented students received the school Language badge and certificate. They also had their photographs taken. After the assembly, the GAT Languages parents were invited to a morning tea which provided an opportunity to network with other GAT parents, Languages teachers and the school administration.



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 out 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.



On the 14th of October, Year 10 and 11 Italian students went to Palace Cinemas in Raine Square in the city, to watch *"Il Giorno più Bello del Mondo"* (The most beautiful day in the world), part of the Italian Film Festival that was held in Perth.



Elements of comedy, drama and fantasy set against the backdrop of Naples, the film was quirky and enjoyable and had the theatre laughing more than once. The film allowed us the opportunity to immerse ourselves in the language and experience the Italian culture. It was also a great way to test our vocabulary and pick up new words and phrases that we might not normally cover in class. Overall it was a great experience and I would definitely recommend.

Ella Hansen



On the 3 and 9 September the school hosted the second semester Jazz, Contemporary and Classical concerts at the school's Tricycle Theatre. These performances featured multiple ensembles and covered various repertoire and genres. The ensembles performed with limited audience numbers due to the COVID 19 restrictions. These concerts were recorded and were put on the school's *Vimeo* platform.

Senior School Music Concert including :SVAPA & Faculty Choir, Senior String Orchestra, Senior Classical Guitar Ensemble, Concert Band 1

<https://vimeo.com/channels/lawleylive/471216203>

Contemporary Music Concert includes :Year 7 Contemporary Guitar & Bss Students, Contemporary Ensembles 1, 2 and 3.

<https://vimeo.com/channels/lawleylive/471215103>

Jazz Concert includes: Chamber Jazz, Chamber Jazz 2, Big Band 1 and Big Band 2.

<https://vimeo.com/channels/lawleylive/468820005>



The Gifted and Talented (GAT) students of Year 7 to Year 10 had the opportunity to visit UWA in September.

After lunch on Hackett Lawn, we were taken into a lecture hall by UWA students. We were welcomed by UWA staff and students. A short initial talk provided us with a basic understanding of university; visual timetables, Australian Qualification Rankings, as well as some insight as to what languages they offer. Shortly after a brief Q&A session, we listened to a lecture from a current student completing his PhD. He shared his work and study of language and words. These findings brought forward new ideas and perspectives, which challenged our understanding of language and communication within society. When his lecture concluded, Years 7 to 10 were divided into their respective groups and were assigned to a UWA student.



We toured the university campus. We were in awe of the architecture and the history behind the construction of the university campus. Unfortunately, we only had enough time to tour half of the school, which further reiterated how huge the university campus actually was. Visiting the University of Western Australia was an excellent opportunity for all of us, and I believe that we all learned something during our time there. **Lauren Year 9**



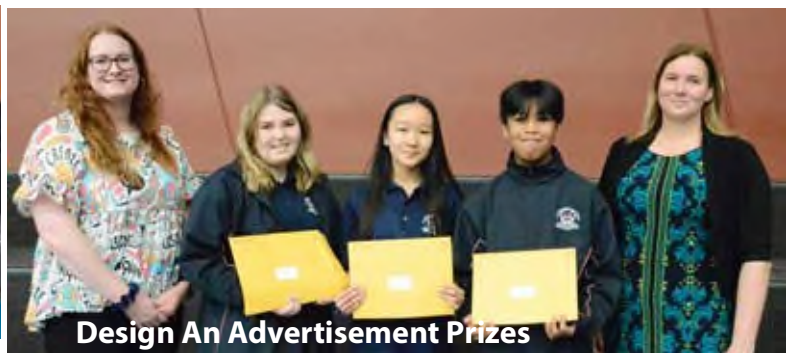


Y8 Telethon Ambassador

Year 7 Certificates Of Excellence



Year 8 Certificates Of Excellence



Design An Advertisement Prizes



The first Middle School Assembly for Years 7 & 8 was held on 15 September where various Academic Achievement Awards were presented and GAT students received their badges and certificates. The school music band also had the opportunity to showcase their talent to the audience.

**GAT Year 9 Membership Certificates****GAT Year 7 Membership Certificates & Badges**



Year 7 Specialist Visual and Performing Arts (SVAPA) students visited the Awesome Festival for *Bright Young Things* at the beginning of this term.



Students participated in a physical theatre workshop with Sam Longley. They watched a stunningly beautiful, funny, melancholy but ultimately uplifting performance of *Valentine* at PICA's performance space. SVAPA students sketched a collection of *May Gibbs'* work at the WA Library and viewed the *Hatched* Exhibition at Perth Institute of Contemporary Art. A wonderful day was had by all!!



On Wednesday 9 September the school's Language Captains, Phoenix (Chinese) and Kaci (Italian) welcomed our new Gifted and Talented students for 2021 and their parents to Mount Lawley Senior High School. It was a busy day with an introduction to the school and staff in the morning followed by a campus tour led by the current Year 10 GAT students. For the rest of the day our GAT teachers conducted Chinese and Italian lessons with students where they were immersed in the culture and language of both countries.





On Tuesday 20 October over 100 student athletes travelled to the State Athletics Centre to represent Mount Lawley Senior High School in the annual Interschool Athletics Carnival. The students were met with a perfect, sunny 26-degree day and spirits were high.

Our goal for the year was to remain in the 'B' division carnival for 2021. The day started well with field and hurdle events and in a tough competition we were able to hold on and remain in the 'B' Division for 2020.

School Point Totals

Duncraig	
Darling Range	1408
Perth Modern	1401
Ellenbrook	
Willetton	
Mount Lawley	1231
Leeming	
Byford	
Canning Vale	791

We would like to acknowledge some fantastic individual performances from the day;

Year 7 Champion Girl	Leah
Year 8 Champion Girl	Luka
Year 9 3rd Runner up Champion Boy	Hadeen

We would also like to acknowledge the Year 7 Girls 4x100m Relay team who smashed the old record of 55.38s (2018) with a time of 53.94s. Congratulations **Anneka, Jayla, Ronia** and **Leah**



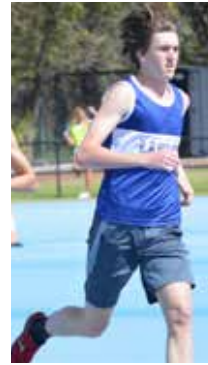
All students were fantastic ambassadors for the school. Health & Physical Education (HPE) would like to specifically congratulate **Hamish** and **Felicity** for being elected Interschool Athletics Captains and

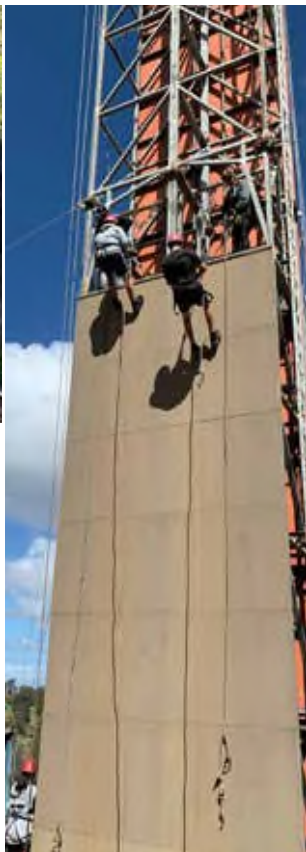
thank all Year 11 and 12 students who took time out of their busy study schedules to represent the school, we would not have achieved this fantastic result without you. Well done to all.

Adam Zen Program Coordinator Health & Physical Education (HPE)

Photographs by Yasmin Bui Year 10









INTERACT CLUB



The Mount Lawley Senior High School Interact Club continues to prosper and increase its membership, students are participating extensively in an exciting range of chosen projects.

Each year, Interact clubs complete at least two community service projects, one of which furthers international understanding and goodwill.

Through these efforts, Interactors develop a network of friendships and learn the importance of:

- Developing leadership skills and personal integrity
- Demonstrating helpfulness and respect for others
- Understanding the value of individual responsibility and hard work
- Advancing international understanding and goodwill

Their fundraising activities this year consisted of:-

- Sausage Sizzles
- Assisting the Rotary Clubs of Morley, Mount Lawley & North Perth with their fundraising activities on the weekends.

Many thanks to all students who participated enthusiastically and to the Rotarians from the Rotary Club of Mount Lawley for their guidance and assistance.

The funds have been directed towards:-

- Providing materials for our sister school in East Timor
- Providing funding to offer a scholarship to support two primary students to attend a High School in East Timor.
- Supporting the "Wheelchairs for Kids Project" conducted by the Rotary Club of Scarborough.

For their major local project the students donated a substantial sum to "PathWA", an organisation supporting the homeless in Perth. Congratulations to all students who participated enthusiastically and to the Rotarians from the Rotary Club of Mount Lawley for their support.

A successful changeover function was held on September 3, 2020 which was attended by members of the Rotary Club of Mount Lawley, the District Governor of Rotary Mr Jon Bilson, Mr Simon Millman MLA, member for Mount Lawley, Ms Jan

Roberts, our link with the East Timor Schools, Principal of Mount Lawley Senior High School Ms Street and Associate Principal Mr Camilleri. Interact is a School Curriculum and Standards Authority School Curriculum and Standards Authority endorsed program and the successful completion of the program contributes points towards completion of the Western Australian Certificate of Education (WACE).



Top L Photo: President of the Rotary Club of Mount Lawley with the retiring board. L-R: Vice President Aleena, Treasurer Leanne, Secretary Veronica and President Harris.

Top R Photo: President Jack C receiving his Badge from Mr Manno.

Left Photo: District Governor Jon Bilson with the Interact Board for 2020-2021.

L-R: Vice President Suu Kyi, Secretary Lina, and Treasurer Aleesha.



Interact Students conducting their sausage sizzle at the House Athletics Carnival



INTERACT CLUB CONT.



During the meetings this Year the Interact Club members were informed of the progress of students supported in East Timor, by Ms Jan Roberts who visits the school each year. We also had our own students giving details of the National Youth Science Forum and the Rotary Youth Program of Enrichment (RYPEN) Camp for Year 10 students. Ms Reggie Lau from Global Hands Charity spoke to the students about the used spectacles project. Brother Ollie Pickett, workshop manager at Wheelchairs for Kids, informed the students about the Wheelchairs for Kids Project. Rotarian Dene Irvin spoke to students on the acting profession and Amir Mansur spoke to students about education being a privilege.



Above: President Harris presenting a cheque to Brother Ollie



Right: Pickett Assembled Wheelchair with Brother Ollie Pickett and volunteer Beppe



Harris presenting a cheque to Ms Jan Roberts



Jack and Reggie Lau from Global Hands Charity



Harris and Mr Dene Irvin



Jack and Dr Amir Mansur



Harris with Emily and Nathan who gave a report on the National Youth Science Forum.



Harris and Jack who gave a report on RYPEN



Members of the Interact Club were welcomed as guests of the Rotary Club of Mount Lawley at their Christmas Function.

Below: Veronica, Zari and Aleena at the Rotary Club of Mount Lawley Christmas Function.

Bottom: Zari and Veronica provided entertainment with appropriate Christmas music.



COMMUNITY SERVICE PROGRAM AND THE INTERACT CLUB : COMMUNITY SERVICE

Students at Mount Lawley Senior High school are continuing to give service to the community, and gain valuable experiences. They willingly volunteer their services by:-

- volunteering to be officials at sporting carnivals and by coaching sporting teams
- assisting at various school activities e.g. Parent nights, Arts Festival, Music performance
- assisting community organisations such as Rotary on the weekends
- undertaking volunteer work in their local organisations.
- being school host



Students assisting at Sausage Sizzles conducted by the Rotary Clubs of Mount Lawley and Morley and the Hyde Park Fair conducted by the Rotary Club of North Perth





With 2020 being such a difficult year, the one shining light was the opportunity for Mount Lawley SHS to participate in a shortened Eagles Cup AFL competition with three quality and exciting games being played. The Middle and Upper School boys played games against Duncraig Senior High School, Churchlands Senior High School and Carine Senior High School. Unfortunately the MLSHS boys did not come away with a win but there were extremely positive signs for the future with the team being made up of primarily underage students. Special thanks go to our expert umpires in Mr Armstrong and prac student Mr Wright and also to assistant coaches Mr Turnbull and our other prac teacher Mr Fernandez. We are positive that 2021 will see success achieved by the Mount Lawley SHS Football teams.

Mr Liam Clarkson, Health & Physical Education



Mount Lawley Senior High School Boys Football Team

Standing L-R: Xavier, Noah, Oscar, Jack, Trent, Cronan, Mitch, Amos, Euan, Oliver, Seb, Josh, Jaxon & Chris.

Kneeling L-R: Mr Fernandez, Mr Wright, Xavier, Tom, Jack, Julian, Kael (sitting), Taig, Jade, Lincoln, Hunter, Owen, Finn, Ryan, Luca, William.



DEPARTMENT OF EDUCATION SECONDARY SCHOOLING SCHOLARSHIPS

Give your child the opportunity to succeed.

We are committed to helping children succeed in school. As part of this commitment, we coordinate a number of financial scholarships, grants and prizes for young people in secondary school so they can focus on achieving their education goals.

All scholarships are awarded in Term 1 each year with funds fully allocated at that time. Applications for most of our scholarships open in late October each year and close in the second week of December.

For more information on how to apply, please find the information below. Further enquiries can be made through contacting:

E: SecondarySchoolingScholarships@education.wa.edu.au

T: (08) 9402 6126

<https://www.education.wa.edu.au/scholarships> (Application process located here)

The following are screen shots from this website, outlining the range of scholarships available:

SCHOLARSHIP APPLICATION PROCESS

<p>Eligibility</p> <ul style="list-style-type: none"> Secondary schooling scholarships are open to students who have Australian citizenship or permanent resident status. In most cases your child must attend a public school to receive one of our scholarships. Each scholarship has different eligibility requirements. These are detailed on the application form. Depending on the individual scholarship, applications are accepted for students who are currently in Years 6 to 11 and will be attending secondary school the following year. 	<p>Assessment</p> <ul style="list-style-type: none"> Scholarships are judged in March by a selection committee after the school enrolment census at the end of February. Applicants are notified of their outcome in March or April, and winners' cheques are mailed at the end of Term 1. Most of our scholarships are for families in financial need, so this is the key criterion. Behaviour, attitude to study, attendance and academic progress are also considered. No information on the progress of submissions can be shared until the process is complete. If your income or contact details change after lodging an application, email the Scholarship Coordinators with your updated details. Please ensure the subject line for the email includes the name of the scholarship.
<p>Application</p> <ul style="list-style-type: none"> Request a reference from the principal. Upload your child's report as one multipage document (not separate pages). This can be provided by your child's school as a PDF. Applications can be lodged by a parent or carer. Parent or carer consent must be given if the application is completed by a teacher or student. The parent or carer must certify that the financial outline information is correct. You will receive an automatic confirmation email once the application is submitted. 	<p>Successful applicants</p> <ul style="list-style-type: none"> All applicants will be notified of the outcome by email. If you applied for more than one scholarship and they are both successful, your child will be awarded the scholarship with the highest value. Funds can be used for any aspect of secondary schooling, such as: <ul style="list-style-type: none"> school excursions equipment text books tutoring school fees uniforms residential college fees. A change of school can affect eligibility if the awarded scholarship is tied to a school or location. In these cases, if a change of school occurs the scholarship is forfeited.
<p>Assessment</p> <ul style="list-style-type: none"> Scholarships are judged in March by a selection committee after the school enrolment census at the end of February. Applicants are notified of their outcome in March or April, and winners' cheques are mailed at the end of Term 1. Most of our scholarships are for families in financial need, so this is the key criterion. Behaviour, attitude to study, attendance and academic progress are also considered. No information on the progress of submissions can be shared until the process is complete. If your income or contact details change after lodging an application, email the Scholarship Coordinators with your updated details. Please ensure the subject line for the email includes the name of the scholarship. 	



DEPARTMENT OF EDUCATION SECONDARY SCHOOLING SCHOLARSHIPS

OUR CURRENT SCHOLARSHIPS, GRANTS AND PRIZES WITH THEIR RESPECTIVE VALUES, ELIGIBILITY REQUIREMENTS AND CLOSING DATES ARE LISTED BELOW.

GO TO : <https://www.education.wa.edu.au/scholarships> (Application process located here)

The following are screen shots from this website, outlining the range of scholarships available:

Elaine Walker Scholarships

- Value: \$1000
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

Applicants must be public school students currently completing Year 10 and continuing towards their Western Australian Certificate of Education. This scholarship may be renewed for a second year provided satisfactory academic and general progress has been made and recipients remain enrolled at a public secondary school in Western Australia.

James A Heron Memorial Prize

- Value: \$1000
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

Applicants must be living in Fremantle, currently completing Year 10 and continuing towards the Western Australian Certificate of Education.

The prize is a one-off payment at the start of Year 11 for study in any recognised public or private secondary school in Western Australia.

James and Rose Coombe Scholarships

- Value: \$1000 (minimum)
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

This scholarship supports attendance at a regional public school in Western Australia. Applicants must attend a Western Australian public secondary school located further than 65 kilometres from Perth. Students currently finishing primary school or attending secondary school can apply.

Maud Zervos Education Grants

- Value: \$750 for Years 7 to 10, \$1000 for Years 11 and 12
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

Applicants must be students with a parent who:

- has a disability (a spinal cord injury resulting in paralysis, or a significant limb loss or limb paralysis)
- is a financial member of the Spine and Limb Foundation (Inc.) or is willing to become a member.

Grants may be renewed in subsequent years, provided satisfactory academic and general progress has been made. Students currently finishing primary school or attending secondary school can apply.

Olive & Lewis Scholarships

These scholarships are available to students who are selected to participate in a [Gifted and Talented Secondary Selective Entrance Academic Program](#) in a public secondary school in Year 7, 8, 9 or 10.

Find out more about this scholarship at the [Gifted and Talented website](#), or contact the Gifted and Talented Selection Unit on 9264 4307 or email gtas@education.wa.edu.au.

Perth Boys Memorial Scholarships

- Value: \$1000
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

Applicants must be:

- male
- attending a public secondary school in Perth
- in Year 10 or Year 11 and under 18 years of age when they apply
- continuing towards their Western Australian Certificate of Education.

These scholarships may be renewed for a second year provided satisfactory academic and general progress has been made and recipients remain enrolled at a Perth public secondary school.

Perth Girls Memorial Scholarships

- Value: \$1000
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

Applicants must be:

- female
- attending a public secondary school in Perth
- in Year 10 or Year 11 and under 18 years of age when they apply
- continuing towards their Western Australian Certificate of Education.

These scholarships may be renewed for a second year provided satisfactory academic and general progress has been made and recipients remain enrolled at a Perth public secondary school.

Roy Grace English Scholarship

- Value: \$2000 over 2 years (\$1000 paid in Year 11 and \$1000 paid in Year 12)
- [Apply now](#) ¹⁷. Applications close 5.30pm Thursday 10 December 2020. No late submissions will be accepted.

This scholarship is a creative writing scholarship. Applicants must be public school students currently completing Year 10 and continuing towards their Western Australian Certificate of Education.

Applicants must demonstrate:

- outstanding creative talent in poetry and/or short story writing
- outstanding academic results in English
- above average academic results in other subjects.

Other scholarships

The following scholarships, while not administered by the Department, are available to Western Australian students to support their secondary education.

Little Friends Scholarships

- Value: Up to \$500.
- Two rounds are advertised each year. Find out more about the [next scholarship round](#) ¹⁸.

Applicants must be:

- students who have faced domestic or family violence.

**CHECK THIS
SCHOLARSHIP**

**Students who are
selected to participate
in the GAT program**



WEEK 35 – REVISING = ACADEMIC GROWTH

Parent Wellbeing: Having hope relies on: goals, which guide your actions, pathways which are ways to achieve your goals and motivation, which activates your pathways. Describe how you are developing each of these hope components.

Acknowledgement: Synder

Extending students' learning beyond the classroom, builds their independence, brain pathways and growth mindsets, and one of these learning environments is at home. Having an area predominantly for study will build patterns for their brains that associate that place with study, thus creating habits and reducing barriers to getting started.

Desirable conditions include well lit, quiet, warm and comfortable, a copy of their Personal Timetable on the wall, well resourced, away from distractions, especially TV and loud music and mobiles on flight mode.

Students need to revisit what they learn in each of their subjects every night, or their brains will "forget". Facts relating to how much the brain retains:

- should notes not be reviewed within 24 hours, 60% to 80% of is forgotten
- after a month with no reviews, only 3% to 4% is remembered
- the brain pathways which were created wither and die
- when 50 minutes of learning is not reviewed regularly, it takes 30 to 40 minutes to relearn it; why learn it in the first place?

Renowned Polish pianist, Ignace Paderewski, once said, "If I miss one day's practice, I notice it. If I miss two day's practice, the critics notice. If I miss three days practice, the audience notices it."

Acknowledgement: Wade & Walsh

"I'm a great believer in luck; I find the harder I work the more of it I have." Woodrow Wilson

WEEK 36 – KIND TO YOURSELF

Parent Wellbeing: For 10 deep breaths, stand up and imagine there is an invisible wire holding your head upright, push your shoulders back and tighten your buttocks. Do this several times daily.

A good question to ask yourself and students is, if you treated other people the way you treat yourself, would you enjoy a respectful relationship? And to be perfectly honest, in many situations, the answer would be no. Research has shown that showing self-kindness and self-compassion results in optimism and hope for the future, better problem solving and critical and creative thinking abilities and less anxiety. Students are their own greatest assets.

Strategies to use with students to build their willingness to be self-kind could include:

- write down achievements they are proud of, how they felt and the strengths they used
- enjoy JOMO and give social media a rest often. Reading other best selves creates uncomfortable social comparisons
- write a positive mantra to live by each week, e.g., I will do five kind acts for others today to build their wellbeing
- use encouraging self-talk and bin the self-put down thoughts
- journal what they are looking forward to and what they are grateful for
- exercise daily, eat healthy, sleep for at least 9 hours and look on the bright side of life
- spend quality time with positive people and nature every day
- Write down their goals and break them up into two week self-expectations.

Acknowledgement: Neff, McGehee & Ford

"I am I said." Neil Diamond

WEEK 35



MIDDLE PLANNER

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SENIOR PLANNER

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ACCOMPLISHMENT + OPTIMISM



REVISING AT HOME

Wellbeing Reality: by revising what you learn every night at home, you will strengthen existing and create new brain pathways. Your brain thrives on looking for patterns and daily revising in the same place and time creates these patterns, making learning better.

Use the intelligent structure of thinking tools to increase your revising effectiveness.

When revising have phone and TV off, low lighting, comfortable seating and quietness.

Acknowledgement: Wade & Walsh

Discuss with a classmate – what do you need to stop doing to revise at home in the same place at the same time daily?

How will revising what you learn every night at home, get you what you want from school?

Last Word – to thrive, there is no shortcut to revising every day.

What things could you do to ensure academic and brain growth will occur from revising at home?

Last Word – ask successful students from last year about their home revising techniques and environment.

With a classmate discuss – your experiences socialising where substances have become a problem. What are three strengths, three positive "I can and I will" self-talk statements and three assertive responses you could use to overcome negative peer pressure to participate or over consume? How would this affect your relationships?

With a classmate discuss – before you go out with friends socialising, always discuss possible issues which could occur and what you all would agree to do. What measures could you take if an emergency happened while out socialising? How would this affect your relationships?

CHARACTER STRENGTH: Use HUMOUR to do SONG STRENGTHS on page 131.

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ACCOMPLISHMENT + OPTIMISM



REVISING = ACADEMIC GROWTH

Wellbeing Reality: through revising your learning at home, using more intelligent approaches, such as thinking tools from the website, you will create and then build stronger and faster brain pathways. This stretches your brain's abilities to ensure your academic growth. Avoid distracting your brain's attention through phones, TV and loud music; no learning will occur. To maximise your efforts when revising, make your home environment positive for brain growth through soft lighting, comfortable seating, warm and well ventilated, quiet, neat and with colourful wall posters of your goals.

Acknowledgement: Wade & Anderson

Discuss with a classmate – what do you currently do at home to revise what you learn and describe your environment there?

What things could you do to ensure academic and brain growth will occur from revising at home?

Last Word – ask successful students from last year about their home revising techniques and environment.

With a classmate discuss – your experiences socialising where substances have become a problem. What are three strengths, three positive "I can and I will" self-talk statements and three assertive responses you could use to overcome negative peer pressure to participate or over consume? How would this affect your relationships?

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WEEK 36



MIDDLE PLANNER

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SENIOR PLANNER

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HEALTH + STRENGTHS



SELF-KINDNESS

Wellbeing Reality: by using your strengths to practise being kind to yourself, you will grow your wellbeing and self-belief.

Self-kindness is when you treat yourself the same way that you would treat a good friend who needed support. Every week write a kind mantra in your journal/planner to live by, such as, I am a person who shows I value others and myself.

Self-kindness multiplies your problem solving and critical and creative thinking abilities.

Acknowledgement: Neff & McGehee

Discuss with a classmate – when are times you have been kind to yourself and how did you feel?

What are three kind things you will do for yourself this week?

Last Word – write a kind message on the mirror to yourself every day.

With a classmate discuss – your experiences socialising where substances have become a problem. What are three strengths, three positive "I can and I will" self-talk statements and three assertive responses you could use to overcome negative peer pressure to participate or over consume? How would this affect your relationships?

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CHARACTER STRENGTH: Use PRUDENCE to do DISCOVERY LEARNING on page 133.

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CHARACTER STRENGTH: Use PRUDENCE to do DISCOVERY LEARNING on page 133.

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HEALTH + STRENGTHS



KIND TO YOURSELF

Wellbeing Reality: through having a trusting and kind relationship with yourself, the positive emotions you will feel will increase your problem solving and critical and creative thinking abilities. Create a self-kind mantra every Sunday night to aspire to for the week, such as, I will challenge my best possible self by seeking help. This will promote positive self-talk to multiply your efforts. You are your most valuable asset. Another self-motivating practice, is to leave yourself a positive self-affirming note every second night on a sticky note on the mirror.

Acknowledgement: Neff & McGehee

Discuss with a classmate – when are times you have treated yourself kindly as you would treat a friend who needed support?

Besides a self-kind mantra, what are other positive things you could do to build your relationship with you?

Last Word – make the person you see in the mirror your best friend.

With a classmate discuss – your experiences socialising where substances have become a problem. What are three strengths, three positive "I can and I will" self-talk statements and three assertive responses you could use to overcome negative peer pressure to participate or over consume? How would this affect your relationships?

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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 33 – PLATINUM WELLBEING REALITY

Parent Wellbeing: A skill of social-emotional resilience is being able to regulate your emotions. Describe a time you have done this and how you could do it more often. Acknowledgement: Rievich & Shatte

The Golden Rule has been shared by generations of parents with their children, namely, treat other people the way that you like to be treated. But what if others want to be treated in a different way to the way that you like to be treated? A key resilience skill is having and showing empathy for others needs and feelings, but the Golden Rule seems to be about your needs and feelings.

The Platinum Rule on the other hand is, treat other people the way that they like to be treated. It embraces the true meaning of showing empathy. Making the effort to discover and understand others' needs and feelings means that your levels of social connectedness are flourishing. As Stephen Covey once said, seek first to understand, before seeking to be understood.

With students, a great respectful relationships building activity, is to set them the task of discovering how each of the people in their family likes to be treated. Doing this will build their social-emotional resilience capabilities. Showing empathy is about students focusing on other people, not themselves. And it's funny how the more they focus of understanding others, the more they begin to understand themselves.

Acknowledgement: Alessandra, Rath & Clifton

"The great gift of human beings is that we all have the power of empathy." Meryl Streep

WEEK 34 – GIVING AND GIVING

Parent Wellbeing: When things don't go your way, you can learn much about yourself. Describe a time you have experienced this, what you learned and how you grew as a person.

We have a biological need to work together and have social interactions with others to feel valued, respected and appreciated. These interactions release the brain chemicals, serotonin and oxytocin, which reduce anxiety and enhance mind and body functioning. Our ancestors lived together in tribes sharing and giving of themselves for each other and did so to survive and feel good. Numerous studies have shown that people who are generous and give their time to help others, are healthier, less depressed and have longer life expectancy.

Unfortunately, the 21st century is moving so fast, and many people see themselves as time poor, volunteering and service organisations are in decline. But if people knew the immense benefits associated with giving of themselves to make others' lives better, they would perhaps make the effort to join service organisations.

To cultivate altruistic attitudes in students about the need to give service to other people, Strengths for Relationships weeks occur in the middle of each term. Every student and class, has the responsibility to focus their efforts on creating activities which show gratitude, teamwork, kindness and leadership. The sowing of these mindsets can bring wonderful personal and community growth.

Acknowledgement: Frankl, Diener & Dutton

"Give that they may grow." Royal Children's Hospital

WEEK 33



MIDDLE PLANNER

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RELATIONSHIPS + EMPATHY



PLATINUM WELLBEING REALITY

Wellbeing Reality: by treating others and yourself with kindness and compassion, you will enable everyone's wellbeing to grow. The platinum rule is a great way to do this.

It is, treat others the way they like to be treated, rather than the golden rule, which is how you like to be treated. Every day treat others and yourself with kindness and give of yourself to show they and you matter. Doing this adds meaning to everyone's life.

Acknowledgement: Alessandra, Rath & Clifton
 Discuss with a classmate – when are times you have tried to learn how others like to be treated?

What things can you do to learn how others like to be treated?

Last Word – kindness is the glue which holds people together.

MINDFULNESS

GIVING: If you had 10 million dollars given to you that you had to spend or you would lose it, what would you spend it on; whose lives could you positively impact?

RESPECTFUL RELATIONSHIPS

With a classmate discuss – should you see some of your friends really feeling anxious and stressed with problems they are having, what are three suggestions that you could make to encourage them to ask for help? When are times this has worked?

CHARACTER STRENGTH: Use JUDGEMENT to do STRENGTHS COLLAGE on page 131.
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RELATIONSHIPS + EMPATHY



GOLDEN AND PLATINUM

Wellbeing Reality: through using both the golden and platinum rules when with other people, you will build and maintain trusting relationships, because they feel you think they matter. Most people use the golden rule of "treating others the way you want to be treated."

But there is another rule that works for you even better. Try the platinum rule of "treating others the way they want to be treated." Nearly everyone feels positive emotions from those around them being kind, generous, grateful and being happy and smiling. Golden and platinum open your heart and others' hearts.

Acknowledgement: Alessandra, Rath & Clifton

Discuss with a classmate – when are times you have deliberately and consciously used the golden and platinum rules?

What things can you do to work out how others want to be treated?

Last Word – you may feel vulnerable opening your heart to others, but it's worth it.

MINDFULNESS

GIVING: If you had 10 million dollars given to you that you had to spend or you would lose it, what would you spend it on; whose lives could you positively impact?

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what are stressors as a senior student that have become more intense since Years 9 & 10? What are three positive coping strategies you have used to reduce your emotions' intensity when you have experienced these stressors?

CHARACTER STRENGTH: Use JUDGEMENT to do STRENGTHS COLLAGE on page 133.
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WEEK 34



MIDDLE PLANNER

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MEANING + PURPOSE



SERVICE TO OTHERS

Wellbeing Reality: by focusing yourself on being generous and kind to others, you will contribute to making your community a great place to live. Giving adds meaning to life and increases your wellbeing and happiness. Giving is contagious and when you do something kind for others, they pay it forward to someone else, which can continue onto many more people.

This sense of service to others, builds your self-belief that what you do really matters.

Acknowledgement: Frankl, Smith & Davidson

Discuss with a classmate – when are times you have been generous to enable your community to thrive?

What are three generous things you could do to make a difference at school?

Last Word – it is impossible to do too much service for others.

MINDFULNESS

SPRINKLERS: Watch a sprinkler spreading precious water over our grass and gardens. Concentrate for five minutes on how it so gently spreads the drops and watch individual drops.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what things could you do if you found out that your friends were texting inappropriate images and putting pressure on you to join in? How could this affect your respectful relationships?

CHARACTER STRENGTH: Use APPRECIATION OF BEAUTY AND EXCELLENCE to do WHAT WENT WELL on page 133.
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MEANING + PURPOSE



GIVING AND GIVING

Wellbeing Reality: through giving of yourself for others, without expecting anything in return, will add real meaning to your life. But in reality, you get something very special back from their responses. You are filled with oxytocin, which celebrates positive relationships. When you receive a kind act, which you then forward to others, you experience more positive emotions through feeling others think you matter which releases serotonin.

You will be and feel at your very best, when you focus on giving service to other people.

Discuss with a classmate – when are times you have been kind, not expecting anything back in return? How did you feel?

What are kind acts you can do often to make others feel that you think they matter?

Last Word – living by giving will enable you to experience a meaningful and fulfilling life.

MINDFULNESS

SPRINKLERS: Watch a sprinkler spreading precious water over our grass and gardens. Concentrate for five minutes on how it so gently spreads the drops and watch individual drops.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – practise self-calming by lying down, closing your eyes, breathing slowly through both your nose and mouth and tensing parts of your body for a count of five starting with your toes, feet, ankles, calves, knees... working upwards. You can work back down from your head as well.

CHARACTER STRENGTH: Use APPRECIATION OF BEAUTY AND EXCELLENCE to do WHAT WENT WELL on page 135.
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WEEK 37 – EMOTIONS AND THINKING

Parent Wellbeing: What is awesome in your work place? How could strengths come alive in your work place? Describe a time you felt really excited at your work place?

Students' thinking is influenced by two competing parts of their brains, the amygdala and the prefrontal cortex.

- The amygdala is the unconscious part which generates emotions. It is well developed in students and causes the fight or flight reactions, depending on the intensity of the positive or negative emotions produced (also called fast track responses).
- The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make better decisions (also called slow track responses). It not fully developed till they reach their early twenties, meaning their responses to what they experience may vary considerably.

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

- practise colouring in using repetition, patterns and control
- initiating discussions about positive, negative, mixed and hidden emotions and their intensity
- helping them create their own positive coping and self-calming strategies to reduce emotional intensity
- exploring common thinking traps each week (see website)
- learning how to use assertive and positive self-talk to combat hijacking
- doing Mindfulness Activities to reconnect with themselves and the moment. (see website)

Acknowledgement: Canon & Cherry

"Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment." Buddha

WEEK 38 – RESILIENT COPING

Parent Wellbeing: When you are not paying attention when listening to others, there can be little wonder and enjoyment in learning new things, and others know you are not interested. Describe what you could do to pay more attention when listening.

There are many stressors which trigger negative emotions in students, which cause anxiety in them about their capabilities to cope with peer issues and study demands. Unfortunately, often they only speak up about not coping when they are about to implode and give up. Having a number of positive coping strategies to reduce these anxious feelings is essential for their wellbeing. Introducing students to new coping pathways provides them with opportunities to adopt growth mindsets to create their own strategies.

Adolescents on the whole are not comfortable with immediately asking for help from adults, therefore, it is important for us to take the initiative and raise the issue, by explaining that positive coping strategies are little positive actions which relieve pressure and they can vary from student to student. For example, colouring in reduces emotional intensity very quickly, restoring their normal functioning level.

Positive coping strategies fall into four main categories:

- Exercise – anything that lifts the heart rate
- Positive self-talk – personal assertive I can and I will statements, which work for the individual
- Personal support – a trusted adult; their champion who will stick with them
- Meditation – mindfully focusing on their breathing and their thoughts; see Why Self-Calming Strategies? (see index)

Acknowledgement: Hassed & Sinek

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

WEEK 37

MIDDLE PLANNER	SENIOR PLANNER
<div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> POSITIVE EMOTIONS + GRATITUDE </div> <div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> EMOTIONS AND THINKING </div> <p>Wellbeing Reality: by understanding how your brain creates and controls your emotions, you will be able to self-regulate their strength. Your brain's amygdala creates your emotions, while your prefrontal cortex controls the strength of them.</p> <p>When your amygdala is in control of your thinking, you tend to make poor decisions, while when your prefrontal cortex is in control you make good decisions. Before you speak or act, let your prefrontal cortex do its job.</p> <p><i>Acknowledgement: Canon & Cherry</i> Discuss with a classmate – when are times your amygdala was in control of your thinking?</p> <hr/> <p>What are three ways you will know if your amygdala or prefrontal cortex is in control of your thinking?</p> <hr/> <p>Last Word – count to five before speaking or acting.</p>	<div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> POSITIVE EMOTIONS + GRATITUDE </div> <div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> EMOTIONAL HIJACKING </div> <p>Wellbeing Reality: through understanding your personal warning signs of when your emotions are starting to hijack your thinking, you will be in a position to STOP, take several deep breaths and enable your prefrontal cortex to stop you reacting with fight, flight or freeze actions.</p> <p>Your teenage brain is a turbulent place, particularly when substances and social media are involved, making rational decision making difficult. To raise your self-awareness, write down your physical and emotional warning signs of when you are beginning to "lose it", in order to self-regulate yourself.</p> <p><i>Acknowledgement: Canon & Cherry</i> Discuss with a classmate – when are times you noticed your emotions starting to hijack your decision making?</p> <hr/> <p>What are your main physical and emotional warning signs for when this is happening?</p> <hr/> <p>Last Word – no one else is responsible for being in control of you, develop your self-awareness to self-regulate.</p>
<div style="background-color: #add8e6; padding: 5px;"> MINDFULNESS </div> <p>COOKING: You are about to cook your favourite meal for your family. What do you need and what are the steps you have to take?</p>	<div style="background-color: #add8e6; padding: 5px;"> MINDFULNESS </div> <p>COOKING: You are about to cook your favourite meal for your family. What do you need and what are the steps you have to take?</p>
<div style="background-color: #90ee90; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – what works best for you when you are feeling anxious? How does you having a number of positive coping strategies to reduce tense feelings protect your respectful relationships?</p>	<div style="background-color: #90ee90; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – what strategies could you use to short circuit possible violent and abusive situations in your friends' and your relationships? When are occasions this has happened and how did these affect your relationships?</p>
<div style="background-color: #90ee90; padding: 5px;"> CHARACTER STRENGTH: Use PERSEVERANCE to do DAILY STRENGTHS PRACTICE on page 131. www.viacharacter.org </div>	<div style="background-color: #90ee90; padding: 5px;"> CHARACTER STRENGTH: Use PERSEVERANCE to do DAILY STRENGTHS PRACTICE on page 133. www.viacharacter.org </div>

WEEK 38

MIDDLE PLANNER	SENIOR PLANNER
<div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> ENGAGEMENT + MINDFULNESS </div> <div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> RESILIENT COPING </div> <p>Wellbeing Reality: by using resilient coping strategies to protect your inner self, you will be able to handle stressful situations much better. These include:</p> <ul style="list-style-type: none"> » Other People – sharing your concerns with others and feeling their empathy. » Exercise – moving to feel happy endorphins. » Positive Self-talk – creating "I can and I will" statements to focus your efforts. » Your Champions – turning to your trusted anchors in stormy weather. » Mindfulness – self-calming using mindfulness activities. » Kind Meditation – thinking of loved ones while deep breathing. <p><i>Acknowledgement: Hassed & Sinek</i> Discuss with a classmate – which of the above resilient coping strategies work well for you and why?</p> <hr/> <p>What are three strengths you need to get you to act and use coping strategies?</p> <hr/> <p>Last Word – don't wait, act immediately you feel pressure building.</p>	<div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> ENGAGEMENT + MINDFULNESS </div> <div style="background-color: #f96; color: white; padding: 5px; text-align: center;"> OFF RAMP FOR COPING </div> <p>Wellbeing Reality: by understanding that anxiety and low moods are side effects of too much social media, you will be self-aware to realise when you need to use coping strategies to refocus yourself. Cortisol causes these feelings and leaves your bloodstream quickly once you have acted to use off ramps to cope. This includes challenging your thoughts with positive self-talk, exercising and laughing to have endorphin hits, sharing with empathetic others to feel oxytocin, doing serotonin building acts of kindness for others, deep loving kind breathing and resetting goals to have a dopamine hit.</p> <p><i>Acknowledgement: Hassed & Sinek</i> Discuss with a classmate – what do you currently do when you feel anxious about coping and do they work for you?</p> <hr/> <p>Which of the above coping off ramps are you going to start with?</p> <hr/> <p>Last Word – it's your call whether you get brain chemicals working for you or against you.</p>
<div style="background-color: #add8e6; padding: 5px;"> MINDFULNESS </div> <p>FAVOURITE ANIMAL: Close your eyes, breathe slowly and deeply and picture your favourite animal. What are five emotions you are feeling?</p>	<div style="background-color: #add8e6; padding: 5px;"> MINDFULNESS </div> <p>FAVOURITE ANIMAL: Close your eyes, breathe slowly and deeply and picture your favourite animal. What are five emotions you are feeling?</p>
<div style="background-color: #90ee90; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – when are times people being aggressive towards you have caused you and others to feel unsafe in your relationships?</p>	<div style="background-color: #90ee90; padding: 5px;"> RESPECTFUL RELATIONSHIPS </div> <p>With a classmate discuss – what do you think are the long term and ongoing consequences of participating in texting inappropriate images? Can you delete them in years to come? How would this affect your long term relationships?</p>
<div style="background-color: #90ee90; padding: 5px;"> CHARACTER STRENGTH: Use SELF-REGULATION to do VALUES LIVING on page 133. www.viacharacter.org </div>	<div style="background-color: #90ee90; padding: 5px;"> CHARACTER STRENGTH: Use SELF-REGULATION to do VALUES LIVING on page 135. www.viacharacter.org </div>



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WEEK 39 – ACCEPTED AND CONNECTED

Parent Wellbeing: Core values are what you stand for, so you can live a good life. Your strengths action your core values. From Character Strengths choose six of your core values and the strengths you could use to action them. (see website)

The single biggest influence in students having a healthy state of wellbeing is to experience positive emotions through having strong feelings of social connectedness; they feel they belong. Strengths for Relationships weeks every term, provide students, parents and teachers with opportunities to share and care with each other. Key ingredients for respectful relationships are:

Connected by sharing and communicating equally and openly to experience positive emotions and oxytocin.

Protected by having optimism and hope that your relationship will protect you physically and emotionally.

Respected by thinking others value all of you including your strengths, shortcomings and feelings, to experience serotonin.

Building wellbeing through frequent little positive actions is the key to the school community looking to the future with hope. These could include: welcoming gestures, smiles, hellos, pats on the back, friendly texts, saying thank you and sorry, asking how they are feeling, giving compliments, doing five minute mindfulness activities, using positive self-talk, doing selfless acts of kindness, sharing their strengths to help someone overcome a challenge, choosing two positive personal descriptors to live by each week, spotting different ways of thinking in themselves and others, monitoring their and others' emotions, using assertive language when they need to and recognising when they need to seek help.

Acknowledgement: Diener, Biswas-Diener & Dutton

"Patience and vision are the answer to any decision." Verka Paunovska

WEEK 40 – DIFFERENCE AND ACCEPTANCE

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

Our country has evolved from the input of many rich cultures. Each has brought its own special mix of traditions, rituals, foods, clothing, languages and many other valuable perspectives. Open-mindedness to accept difference as part of life, is a strength which requires courage to use properly.

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

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

Acknowledgement: Covey & Fredrickson

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

WEEK 39



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RELATIONSHIPS + EMPATHY



ACCEPTED AND CONNECTED

Wellbeing Reality: by feeling accepted and connected to teachers, other people and a number of peer groups, you will thrive and flourish.

Academic growth, wellbeing and resilience increase when you feel a sense of belonging with your teachers and other students.

When with 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 grow.

Acknowledgement: Diener, Biswas-Diener & Dutton

Discuss with a classmate – which are your main peer groups and are you connected well to your teachers?

What are three things you can do to increase your sense of belonging and acceptance?

Last Word – open your heart to others to feel truly alive and safe.

MINDFULNESS

HOLIDAY 2: You are going on a holiday to Iceland, name ten articles of clothing you would take and what you would have to organise.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what are five treasures in your life? Concentrating on each of them one at a time, breathe slowly and deeply for 30 seconds. How did it make you feel?

CHARACTER STRENGTH: Use **FORGIVENESS** to do **EMOTIONAL STRENGTHS** on page 131.
www.viacharacter.org

RELATIONSHIPS + EMPATHY



CONNECTED, PROTECTED AND RESPECTED

Wellbeing Reality: through understanding that feeling connected, protected and respected underpins your ability to have respectful relationships, you will enjoy a healthy sense of belonging and feelings of social connectedness. With family, friends, peer groups and teachers you need to feel:

Connected by sharing and communicating equally and openly to experience positive emotions and oxytocin.

Protected by having optimism and hope that your relationship will protect you physically and emotionally.

Respected by thinking others value all of you including your strengths, shortcomings and feelings, to experience serotonin.

Acknowledgement: Diener, Biswas-Diener & Dutton

Discuss with a classmate – when are times you have and when are times you haven't felt connected, protected and respected in your relationships?

What things could you do to ensure you feel connected, protected and respected in your relationships?

Last Word – there are no shortcuts to nurturing respectful relationships, it's hard work, but very worthwhile.

MINDFULNESS

HOLIDAY 2: You are going on a holiday to Iceland, name ten articles of clothing you would take and what you would have to organise.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – knowing which people have the right skills to help you with different problems and then asking is a positive coping strategy that works. Who would you ask and how would you ask it? 1. Your friend was talking about self-harm? 2. You weren't sleeping because of school stress?

CHARACTER STRENGTH: Use **FORGIVENESS** to do **EMOTIONAL STRENGTHS** on page 133.
www.viacharacter.org

WEEK 40



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MEANING + PURPOSE



DIFFERENCE AND ACCEPTANCE

Wellbeing Reality: by first seeking to understand other people and not judging them, you will feel their warmth and kindness through social connectedness. Communities thrive and flourish when they accept and respect individual and group differences, such as a variety of cultures, disabilities, skills, shapes, sizes and abilities. The great thing is, that we all bring our own special something to share to help our communities to grow, expect it and respect it.

Acknowledgement: Covey & Fredrickson

Discuss with a classmate – what are some of the special things different cultures bring to our communities?

What can you do to give yourself better opportunities to understand and accept others?

Last Word – accept everyone and grow together to flourish.

LEADERSHIP WEEK

This week have fun and make a special difference to other peoples' lives by creating activities to use the strength **LEADERSHIP** to grow relationships with your family, friends and school community.

CHARACTER STRENGTH: Use **LEADERSHIP** to do **LIFE'S TREASURE** on page 133.
www.viacharacter.org

MEANING + PURPOSE



NON-JUDGEMENTAL ACCEPTANCE

Wellbeing Reality: through seeking first to understand other cultures and accepting that all of them have something special to contribute to our multicultural societies, you will appreciate cultural differences. Respectful social connectedness is the glue which holds our communities together. Unfortunately, every day on news services, you seem to see many instances of people being intolerant of cultural difference. These people are missing out on a sense of community belonging through not feeling the benefits of oxytocin togetherness. Life is too short and precious to spend it continually judging others.

Acknowledgement: Covey & Fredrickson

Discuss with a classmate – when are times you have been culturally tolerant and times you haven't been. Which felt better?

What things could you do to non-judgementally accept difference in other people?

Last Word – people who have courage talk about ideas, people who lack courage, talk about other people.

LEADERSHIP WEEK

This week have fun and make a special difference to other peoples' lives by creating activities to use the strength **LEADERSHIP** to grow relationships with your family, friends and school community.

CHARACTER STRENGTH: Use **LEADERSHIP** to do **LIFE'S TREASURE** on page 135.
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WEEK 41 – FIVE E'S OF LEARNING

Parent Wellbeing: With your fingers together, concentrate on your breathing and make them open and close as you breathe in and out for five minutes several times daily.

Encouraging students to follow their curiosity, experiment with and question their learning will assist them to develop resilient, resourceful and reflective lifelong learning habits. Teaching them how to communicate their learning using a report process slows down their thinking to analyse, compare and evaluate what they discovered. This cultivates creative and critical thinking capabilities in them.

The Five E's is such a process:

ENGAGE – 2 days, understand topic, dates in phone, connect with what you know?

EXPLORE – 3 days, plan research, find resources.

EXPLAIN – 5 days, collect information under points. Write TEEL paragraphs.

ELABORATE – 7 days, use feedback to improve.

EVALUATE – 9 days, discuss with family/ friends, complete final.

To clearly and meaningfully communicate to others what they have learnt and how it relates to their worlds, the Habit of Mind, Communicating with Clarity and Precision comes alive. They should tap into their dominant Multiple Intelligences on how they wish to present their investigation, which could include, oral presentations, idea maps, thinking tools such as Learning Jigsaw, role plays, essays, power point presentations, posters, poems, blogs, songs or a combination of them. The main thing is to present what they have learnt and conclusions they made in a coherent and interesting manner.

Acknowledgement: McKnight & Kashdan

"Quality is not an act, it is a habit." Aristotle

WEEK 42 – ASKING FOR HELP

Parent Wellbeing: A skill of social-emotional resilience is having empathy for others' needs and feelings. Describe a time you have done this and how you could do it more often. Acknowledgement: Rievich & Shatte

Students can seek help from peer groups, friends, parents, teachers and outside groups such as Reachout or Kids Helpline. Knowing who is best to ask for different problems, and then asking, is a key skill in maintaining a healthy state of wellbeing. The strengths judgement, trust, courage and hope for the future, will empower students to ask when they need to seek help.

Another key factor for a healthy state of wellbeing is for them to have at least two supportive peer groups which they can share things with. It is inevitable that they will have problems with one of their peer groups, and having another one to turn to for support, will ensure that they will not slide into pessimistic thinking or feel social isolation. Too much electronic leisure time also detracts from their feelings of being connected. We need to encourage students to meet new people in places such as, sports and arts groups, choirs, life saving, debating, church or leisure pursuits.

Healthy peer groups understand shared and clear expectations of each other, to speak up if they don't want to do something and have empathy for each other. Seeking help is a key resilience skill of reaching out for social connectedness.

Acknowledgement: Gulliver, Griffiths & Christensen

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

WEEK 41

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ACCOMPLISHMENT + OPTIMISM



FIVE E's OF LEARNING

Wellbeing Reality: by setting time targets to complete each step of learning tasks using the Five E's of Learning, you will feel confident and in control.

➤ **ENGAGE** – 2 days, understand topic, dates in phone, connect with what you know?

➤ **EXPLORE** – 3 days, plan research, find resources.

➤ **EXPLAIN** – 5 days, collect information under points. Write TEEL paragraphs.

➤ **ELABORATE** – 7 days, use feedback to improve.

➤ **EVALUATE** – 9 days, discuss with family/friends, complete final.

Acknowledgement: McKnight & Kashdan
 Discuss with a classmate – when are times you have set time targets for each learning task step and what happened?

How could you use the Five E's thinking tool on the website to improve?

Last Word – time targets ensure tasks will be completed.

MINDFULNESS

PULSE: Put your fingers on your wrist to count your pulse. For five minutes concentrate on breathing slowly and deeply while counting your pulse. What happened?

RESPECTFUL RELATIONSHIPS

With a classmate discuss – when are times you have felt unsafe in your relationships and what made you feel this way? What did or could you have done to feel safe?

CHARACTER STRENGTH: Use FAIRNESS to do STRENGTHS STOCKTAKE on page 131.
www.viacharacter.org

ACCOMPLISHMENT + OPTIMISM



LEARNING E's

Wellbeing Reality: through using the more intelligent process of Five E's of Learning to set time targets, you will boost your academic growth. There is an interactive Five E's thinking tool on the website to assist you further.

➤ **ENGAGE** – Day 1, record due dates in phone/planner and within 2 days think how does it connect with prior learning.

➤ **EXPLORE** – within 3 days, find resources.

➤ **EXPLAIN** – within 5 days, collect information and use TEEL for paragraphs.

➤ **ELABORATE** – within 7 days seek parent/teacher feedback.

➤ **EVALUATE** – within 9 days complete final.

Acknowledgement: McKnight & Kashdan
 Discuss with a classmate – what do you currently do when you have a tight timeline to complete assignments?

In what ways do you think using the Five E's could assist you to make positive progress?

Last Word – growth comes from doing better things, not more of the same.

MINDFULNESS

PULSE: Put your fingers on your wrist to count your pulse. For five minutes concentrate on breathing slowly and deeply while counting your pulse. What happened?

RESPECTFUL RELATIONSHIPS

With a classmate discuss – when you are in respectful relationships, your wellbeing is healthy and you feel a warm sense of belonging. What are ten Positive Personal Descriptors (see page 137) which would describe you when you felt like this?

CHARACTER STRENGTH: Use FAIRNESS to do STRENGTHS STOCKTAKE on page 133.
www.viacharacter.org

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HEALTH + STRENGTHS



HELP SEEKING

Wellbeing Reality: by using your strengths to ask the right people for help with problems you can't solve, you will protect your wellbeing.

You can seek help from:

➤ **Family:** they love you and make you feel you matter.

➤ **Friends:** they share experiences, laugh and have fun.

➤ **Teachers:** they help you learn, think and grow.

➤ **Year Level Advisors/Counselors:** they help you overcome learning and relationship challenges.

➤ **Outside Organisations:** they help you with more serious emotional health issues.

Acknowledgement: Gulliver, Griffiths & Christensen
 Discuss with a classmate – when are times you asked for help and from whom?

What are problems you have now that you really should ask for help with?

Last Word – act immediately, problems don't go away on their own.

MINDFULNESS

SANDY JAR: Put two tablespoons of sand in a jar of water and shake the jar. Concentrate for five minutes watching individual particles of sand falling to the bottom as the water clears.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – who are trusted adults you could turn to if you felt threatened or unsafe? When are times younger family members or students told you they were feeling unsafe? What did you do?

CHARACTER STRENGTH: Use HOPE to do EVEN BETTER on page 133.
www.viacharacter.org

HEALTH + STRENGTHS



ASKING FOR HELP

Wellbeing Reality: through first recognising that you need help, then knowing who are the right people to ask for what problems and then being prepared to ask, you will protect your state of wellbeing. Thinking traps which prevent senior students from asking for help include, thinking your problems will just go away, waiting too long to ask for help, asking the wrong people who don't have the skills to help you or feeling others won't understand the pressure you are under. The result is cortisol flooding you with anxious feelings.

Acknowledgement: Gulliver, Griffiths & Christensen

Discuss with a classmate – when are times you have needed help and asked the right people? What about the wrong people?

Make a list of potential problems and decide, "who would be the best to ask for each of them?"

Last Word – seeking help from the right people is a sign of strength.

MINDFULNESS

SANDY JAR: Put two tablespoons of sand in a jar of water and shake the jar. Concentrate for five minutes watching individual particles of sand falling to the bottom as the water clears.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – brainstorm ten real problems you have worried about this year. How would you role model sharing these problems while your partner practised listening actively? How would doing this affect your relationships?

CHARACTER STRENGTH: Use HOPE to do EVEN BETTER on page 135.
www.viacharacter.org



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WEEK 43 – GRATITUDE AND CHOICE

Parent Wellbeing: To learn about how gritty you are, do Angela Duckworth's free Grit Scale Score at <http://bit.ly/gritscale>. Describe three things you have done where you believed you showed grit. Acknowledgement: Angela Duckworth

While having choices gives students a sense of autonomy, which is an essential to be self-determined, too many choices can often confuse and frustrate them, leading to procrastination. Also, advertising is forever targeting young people (and us) that more is better; the reality is that this is untrue.

Teaching students to identify the minimum they need to meet their needs, and then choosing that, will enable them to be more decisive and autonomous. They are many things in life where "good enough" is the best fit for everyone. While we are all being encouraged by advertising to be maximisers, and have a world of choices at our finger tips, in most cases, being a satisfier, where our needs are sufficiently met is the best way to go.

The most difficult thing to communicate to students is to know what are their needs and what are their wants. The pressure on them from all sorts of media often smudges the difference between needs and wants. An effective way to clarify things for them is to write down the barest minimum they need to get by, and then choose that. Let's encourage students through our role modelling that less is more.

Acknowledgement: Schwartz & Boniwell

"If it is to be it is up to me." Saying

WEEK 44 – STRENGTHS AND POWER

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

Students know what bullying is, they understand the power bullies can have over them, they know what to do to not engage with them, but many of them still do. Why? It is their addiction to Fear Of Missing Out (FOMO). They open every single electronic communication they receive, including the cruel ones, and then the damage is done. In person bullying, while still severe harassment, is much easier for students to overcome or not engage with than electronic bullying.

Following some approaches to not engage with bullies:

- Make up ten assertive language statements with the body language to match. The structure is, say what concerns them, how they feel and what they want to happen
- Listening to and giving others time is the greatest respect they can give a person. They don't respect bullies, so witch off and don't give them any attention
- Use Joy Of Missing Out (JOMO)
- Think about what are five strengths bullies overuse, underuse or misuse and how they do
- Make up ten positive I can and I will self-talk statements to stop them engaging with bullies
- For each of their top strengths, write down one thought, one word and one action they could use not to engage.

Acknowledgement: Mihaly Csikszentmihalyi & Hunter

"I've got two reasons for my success; I'm standing on both of them." Betty Grable

WEEK 43

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POSITIVE EMOTIONS + GRATITUDE



GRATITUDE AND CHOICE

Wellbeing Reality: by being grateful for what you have and realising that less is often more, you will not be overwhelmed by having too many choices. Your wellbeing benefits when you understand it is fine to accept good enough and think about the minimum you need to have to be satisfied.

Make your choices on what you want for yourself, not what others want for you. Start by journaling three little things you are grateful for every day.

Acknowledgement: Schwartz & Boniwell
 Discuss with a classmate – when are times you have accepted, "less is more", and being happy with the outcome?

What are three things you want but really don't need?

Last Word – don't get your wants mixed up with your needs.

MINDFULNESS

COUNTRY NAMES. There are about 200 different nations in the world. For five minutes write down as many of them that you can think of.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what are five different things you could say to ask for help if you were feeling unsafe in your relationships and who would you ask?

CHARACTER STRENGTH: Use **TEAMWORK** to co CLASSROOM STRENGTHS on page 131.
www.viacharacter.org

POSITIVE EMOTIONS + GRATITUDE



GRATEFUL FOR LESS CHOICES

Wellbeing Reality: through understanding that good decision making is adversely affected when your wants get mixed up with your needs, you will be grateful for less choices. You are targeted with never ending advertising that more is better. The reality though, is that life is much more enjoyable and manageable when you restrict yourself to simple choices. Ask yourself, what is the minimum you need and make that your first choice. Every night journal three little things you were grateful for and three you are looking forward to tomorrow.

Acknowledgement: Schwartz & Boniwell
 Discuss with a classmate – when are times your choices were based on your minimum needs and times they were based on your wants?

In what areas of your life do you think your wants far exceed your minimum needs and why?

Last Word – ignore the power of peer group and advertising to simplify.

MINDFULNESS

COUNTRY NAMES. There are about 200 different nations in the world. For five minutes write down as many of them that you can think of.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – try these self-calming activities.
 1. Write down five things you treasure in your life and spend 30 seconds breathing deeply thinking about each one in turn;
 2. For five minutes, start writing anything that comes into your head;
 3. Write down three things you are grateful for every day.

CHARACTER STRENGTH: Use **TEAMWORK** to co CLASSROOM STRENGTHS on page 133.
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WEEK 44

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ENGAGEMENT + MINDFULNESS



ATTENTION AND BULLYING

Wellbeing Reality: by building your resilience not to engage with those who choose to bully, you will take away any power they may have. They are cowards, who misuse, overuse or underuse their strengths. These people don't deserve your attention, so use JOMO to not engage when on social media.

If bullied in person, use your strengths, assertive body language, make eye contact and confidently tell the bully that you refuse to accept it.
 Acknowledgement: Mihaly Csikszentmihalyi & Hunter
 Discuss with a classmate – when are times you have not engaged with people who choose to bully?

What are three strengths these cowards misuse, overuse or underuse and how?

Last Word – there is no chance, it is your choice to engage or not.

MINDFULNESS

HAND LINES. For five minutes concentrate on one of your palms and count as many lines as you can as they crisscross your palm.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – what things could you do if a friend told you they were in an unsafe relationship, but made you promise to keep it secret? Is their safety more important to you than the secret and why?

CHARACTER STRENGTH: Use **FORGIVENESS** to do FORGIVENESS LETTER on page 133.
www.viacharacter.org

ENGAGEMENT + MINDFULNESS



STRENGTHS AND POWER

Wellbeing Reality: through understanding that a social media addiction to open every post exposes you to emotional danger, you will hopefully use your strengths not to.

Acting like a mindless robot online, threatens your power to be an individual, because you have given it to others. People who are weak enough to bully, seize on this transfer of power and make life miserable. Make the choice to be discerning with what you access so you don't engage with cowards online. Choosing to choose is the first choice you have, choose JOMO.
 Acknowledgement: Mihaly Csikszentmihalyi & Hunter
 Discuss with a classmate – when are times you have been strong and not engaged and times you have weakened to engage?

What could you do to be strong to not engage with cowards online?

Last Word – it's your choice to be either an eagle or a pigeon.

MINDFULNESS

HAND LINES. For five minutes concentrate on one of your palms and count as many lines as you can as they crisscross your palm.

RESPECTFUL RELATIONSHIPS

With a classmate discuss – for many Gen Z students your age, social media and gaming have become severe addictions like smoking and drinking once were. What are ten dangers Gen Z students need to be aware of in these spaces to keep their friends and themselves safe and protect respectful relationships?

CHARACTER STRENGTH: Use **FORGIVENESS** to do FORGIVENESS LETTER on page 135.
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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.

Beach Bash Summer Series 2020

Where: Floreat Beach Volleyball Courts, City Beach WA 6015

When: 10-12am, Nov 1st, Dec 6th, Jan 3rd & Feb 7th! Register from 9am!

What: 5 a side Beach Wrestling!

Who: Open to ages 5-55+! Register as a team of 5 or as an individual and we will hook you up with a team on day 1!

Why: Prize for the "Sand groper" on the day and an overall pennant for the winning team at the end of the final session!

Cost: \$220/Team
\$50/Individual

**IT'S FAST!
IT'S FUN!
IT'S SIMPLE & SAFE!**

www.basedwrestling.org
Or find us on social media "BASED wrestling"

B1SED
YOUTH OUTREACH WRESTLING PROGRAM

Beach Bash – Summer Series

Starts: November Beach Bash and finishes at the February Beach Bash. (4 competitions)

Teams: 5 person teams, (So get 4 friends or you can register as a solo and become a team!)

Divisions: Seniors (>16 years), Youth (<16 years) and combined (3 Youth and 2 Seniors)

Scoring:

- Initial scores of individuals in the team are recorded and the average calculated.
- At the end of each Beach Bash – Summer Series event each teams average score is recalculated and the difference used to determine the position on the Leaderboard.
- At the end of each Beach Bash – Summer Series event the Leaderboard will be updated.
- The final leaderboard positions will determine the winners of each division.



Example: Team Alpha is all new players with a team average of 1876 points before the first "Summer Series" event.

Team Bravo has some veterans and 1 new player, their team average before the Summer series is 4624 points.

Now normally it would take almost a year for Team Alpha to have a hope of winning, if they ever could. So this is what happens.

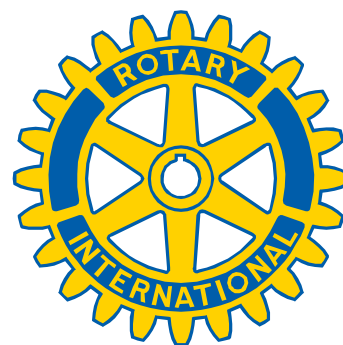
At the end of the first Summer Series match Team Alpha has a team average of 2637 and team Bravo has a team average of 4893. So Team Alpha earned 751 points, Team Bravo earned 269 points. So this would place Team Alpha in a higher position than Team Bravo!

The same occurs at the following match, there is no advantage held from the previous event. So in Event 2, Team Alpha earns 136 points and Team Bravo earns 578. These are combined so Team Alpha has 887 and Team Bravo has 847. As such the rankings are now a lot closer.

So the keys to winning/placing well;

- Compete in as many matches as you can.
- Make sure all your team members compete at all events.
- Balance your team and support each other.
- Use other events like "Freestyling" to practice moves for the next "Summer Series" event!
- Have a coach/manager to watch, record and support your team!

ROTARIANS FROM CRAWLEY AND PERTH ROTARY CLUBS BRAVE SHAVE



Losing our hair will not be heartbreaking; however, watching those we love lose theirs because of chemo and radiation is.

This is why Rotarians from Crawley and Perth Rotary Clubs have joined together and committed to the Brave Shave. We all know someone who has been affected by cancer in some way. We want to challenge ourselves and you, to make a difference.

Through the Bald and The Beautiful Brave Shave, we invite you to participate in a positive action that might just be the difference needed in getting the next research project across the line. Help us reach our collective goal of \$100,000 for cancer research right here in Western Australia at the Harry Perkins Institute of Medical Research.

Join us for an evening of food, drinks and fundraising on November 28 at The Duxton Hotel Perth, and be apart of making a difference for our friends and family facing cancer. As a community champion, you are helping us to keep families together for longer.

Bring on the Brave Shave and show your support today!

NOTE: Event tickets and donations are made via separate webpages. Please see information below ticketing and donation links.

1 - Show your Support

Donate to the Team: <https://community.perkins.org.au/>

2 - Attend the Event

The Bald & The Beautiful Brave Shave

**Thursday 28th November, 6:00pm
The Duxton Hotel Perth
1 St Georges Terrace, Perth WA 6000**

Ticket includes complimentary drink on arrival and canapés.
Cash bar available.

Tickets \$40 at <https://www.trybooking.com/BMFXO>

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.

Our Courses



Face-to-Face

Please find below our parenting education courses for Oct-Dec 2020.

- [Emotion Coaching your Child](#)
- [Partners to Parents](#)
- [Parent Child Connection](#)
- [Parent Teen Connection](#)
- [Understanding Stepfamily Relationships](#)
- [Mums Raising Teen Boys](#)
- [Dads and Daughters](#)
- [Dads and Sons](#)

You can find out more info on our website.

<https://www.relationshipswa.org.au/>

EMAIL : education@relationshipswa.org.au
Phone : 6164 0200

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AUSTRALIA

**ATAR EXAM FOCUS &
MIDDLE SCHOOL PROGRAM**

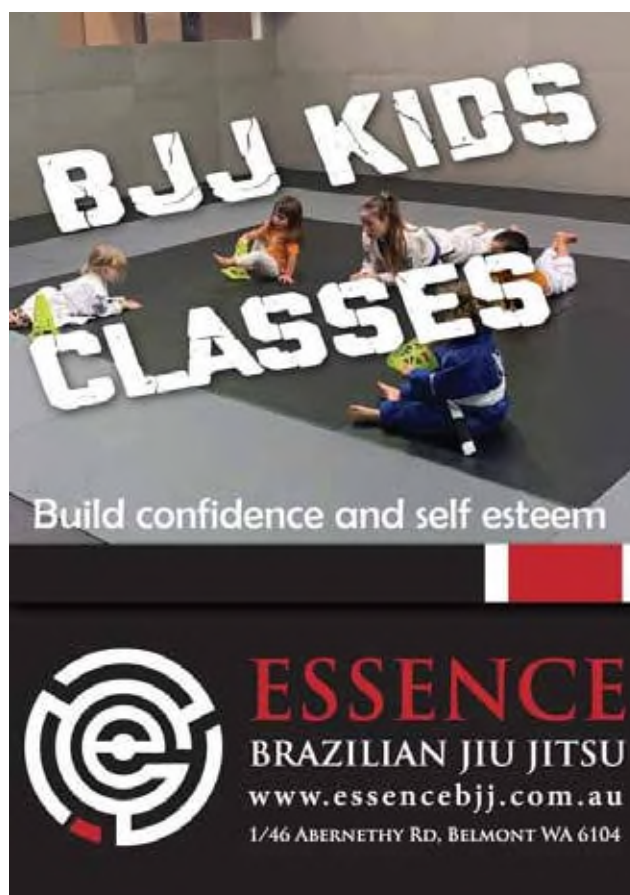
Tuition for all students Year 7 to 12

Exam Focus Program for Year 11 & 12 students
- Last intense program before final exams.
Master Class Program for Year 7 to 10 students
- Weekly tutorial classes held throughout the school term.

Classes held at Christ Church Grammar School

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

Mount Lawley Senior High School P&C Assoc. Languages Parent Support Group FESTIVE SEASON WINE SALE

We support all languages programs available at the school and funds raised benefit all languages students at MLSHS.

Please support this “contact free” fundraising effort by the P&C.



Mad Bay wines from WA are made by the makers of Howard Park and MadFish wines. Enjoy them with confidence!

2019 Mad Bay Sauvignon Blanc Semillon

The classic WA blend. Lively, fresh, crisp and tropical

2018 Mad Bay Unwooded Chardonnay

GOLD Medal winner! Enjoy with flavours of Italy, Greece or Asia

2017 Mad Bay Shiraz

From Great Southern and Margaret River, a multi-medal winner

2018 Mad Bay Cabernet Merlot

A blend of Margaret River and Great Southern fruit

Cases of 12 (\$130 each)	Cases of 6 (\$70 each)	\$ Subtotal

This special pricing does not allow us to offer mixed or part cases.

This offer is only for adults 18yrs and over. Enjoy wine in moderation.

TOTAL \$

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Email: _____ Phone: _____

Payment by: (circle one) MasterCard Visa AMEX

Cardholder Name: _____ Signature: _____

Card No: _____ Expiry: _____/_____/_____

All payments are processed by Howard Park Wines. For fundraising enquiries please contact us on 9336 9600

How to Order: SCAN and EMAIL your completed order form or just EMAIL your order and credit card details to Terena at terena@hht.com.au

Direct Delivery: Wine will be delivered direct to customers in the MLSHS catchment area on the w/end of 5th/6th December. If you would like direct delivery, please supply your delivery address here:

Delivery Address: _____ Postcode: _____

Optional Pickup: If you prefer to pickup your order, please contact Terena on 0409 293 253 to arrange pickup time.

ORDERS MUST BE PLACED BY SUNDAY 22 NOVEMBER 2020

For all enquiries, please call Terena on 0409 293 253

Thank you for your support!

