



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

PRINCIPAL'S REPORT

On Wednesday 23 August the annual Honours Society Assembly was held. Witnessed by their parents, special guests, staff and students we inducted 20 students into this prestigious society. This is the 41st year of the society which was formed to recognise individual students for their outstanding academic achievement, hard work and consistent application. So far 802 students have been inducted.

This term, the Music ensembles participated in 7-weekend festivals and nine concerts at the Tricycle Theatre for our Music Concert series. Thanks to Dijon Summers, Shahna Gallagher and Jocelyn Scaturro for their untiring efforts. We appreciate the time they gave up away from their own families. The student's exemplary performance ability was evident, and they made our school proud.

The Korean War Memorial Unveiling Ceremony, organised by The Korean War Memorial Committee, was held in Kings Park on the 27th of July. Our school was invited to participate in the event as we are the only secondary school in WA offering students the opportunity to study Korean Language. Our students actively participated in the event and played a crucial role as ushers, helping to ensure the event ran smoothly.

I hope everyone has a safe and happy break, and I look forward to welcoming students back on Tuesday, 10 October.
Lesley Street, Principal

OVERDUE ACCOUNTS- REMINDER

As year-end is fast approaching, payment of Compulsory Charges is now overdue. Please note all voluntary contributions will remain on your account unless you have contacted the school to indicate you wish to have these items removed.

Payments can be made by debit or credit card using our secure payment facility, BPOINT. Please visit our website www.lawley.wa.edu.au click on Information tab, scroll to Payments.

Alternatively, you can pay by phone or in person using EFTPOS at the Main Administration 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 made payment or set up a payment plan, thank you and please disregard this reminder.

Julie Moxey, Manager Corporate Services

STUDENT SUCCESS



Gordon 12F1, Tia 11S1, James 9F1 Hayden 7H5 & Romeo 7F1 have been selected to represent Western Australia in the National Karate Championships held in Perth during August.

Timothy 7O5 represented WA at the National Judo Championship on the Gold Coast last term. Tim won a Bronze Medal in the Senior Boys (under 13years) in the 50kg category. He trains with the UWA Judo Club.



Erina 12H2 has won 4 consecutive Perth golf tournaments in July: Gosnells Junior Open, Drummond Golf Junior Amateur Championship of WA (Back-to-back state champion), Royal Perth Junior Open and the Mosman Park Junior Classic. Erina's results were four wins out of 5 Match games as a No1 Player of the WA team this month at the School Sports WA U18 Golf Championship. The team came 3rd. Erina will compete in the "Jack Newton International Junior Classic" in NSW in September.



Riana 10H3 recently travelled to Sydney for the Asia & Oceania Tennis Championships and to Jakarta, to compete in an International Tennis Tournament.



Megan (11F2) was selected to participate in the Youth Programme for the FIFA Women's World Cup at Stadium Australia in Sydney. She participated in the final match, England v Spain as ballgirl.



DATES FOR TERM 4

Students start Term 4 Tuesday 10 October 2023

| | |
|---------------------------------------|--------------------------------|
| 9 Oct Monday | SD Day Staff Only |
| 18 Oct, 1 Nov, 15 Nov, 29 Nov, 13 Dec | Wednesdays |
| | Coffee Club 8.45-10.15am |
| 18 Oct Wednesday | Interschool Athletics Carnival |
| 19 Oct Thursday | Y12 Final Assembly |
| 19 Oct Thursday | Y12 Dinner |
| 13 Nov Monday | School Board Meeting |
| 20 Nov Monday | P & C Meeting 5.30pm-7.30pm |
| 11 Dec Monday | Volunteers Morning Tea |
| 14 Dec Thursday | Last Day for Students |

Refer to online school calendar for updated details www.lawley.wa.edu.au

NEW LAWLEY LEGENDS

After a few years of pandemic induced delay, the school was finally able to induct our next cohort of Lawley Legends.

The Lawley Legends program is a way for the school to honour and celebrate the members of our school alumni who have excelled in their field, or who have made a significant contribution to society since they left school. Through it we also acknowledge those who have worked with and supported the school over an extended period of time.

These individuals are remembered through our Walk of Fame, a series of bricks embedded in the paving outside the Café, as well as through large profile posters placed around the school and on the Alumni section of the school website.

We hope that their stories inspire the current student body, and believe that the opportunity to celebrate their success and achievements fits very well with the Lawley Alumni ethos of "remembering the past, advancing the future".

This year's induction was held on Friday 16 June in the staff room, and was attended by our school executive and representatives of the School Board. We were joined by a number of previous inductees, including Tammy Solonec (Class of 1993), Frank Van der Worm (Class of 1969), Gary Marocchi (Class of 1972), Vince Garreffa (Class of 1968), Rod Randall (Class of 1977), Natalie Locke (Class of 1986), and Lynette Chester (Class of 1964).

We were able to acknowledge the attendance of two previous inductees, Trevor Jenkins (Class of 1962) and Warwick Hemsley (Class of 1972), who had been unable to attend their own inductions.

However, the night was dedicated to the induction of 5 new Lawley Legends. The event was hosted by our School Chaplain, Andrew Paul, with speeches from our Principal, Lesley Street, and one of our School Captains, Laura Tran. A Welcome to Country was conducted by new inductee

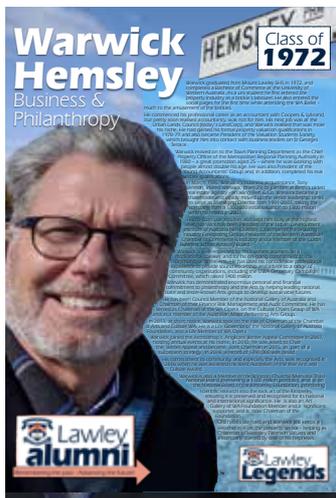
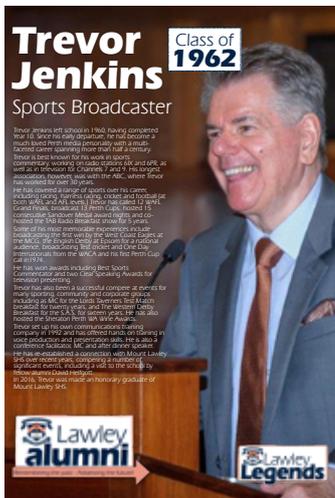


Two Lawley Legends who were absent last induction ceremony in 2019 were presented with their posters, Warwick Hemsley & Trevor Jenkins

and Elder, **Walter McGuire**. We then proceeded to acknowledge our new inductees. **Jade Dolman** (Class of 2012) was present, and spoke fondly of her time at school and the influence it had on her. **Jesse Li** (Class of 2003) sent a video message from his home in Melbourne. **Kristina Krstic** (Class of 2011) was competing in the National Championships in Queensland and was represented by her Mother, **Donna Trajkovic**, who read a message from Kristina. We had a message of thanks from **Luke Steele**, who was touring overseas, and were joined by Walter McGuire (Class of 1981) who spoke eloquently of his experiences at the school as an Aboriginal boy in the 1980's. Walter's Year 12 Coordinator from 1981, **Janet Lim**, also said a few words.

Jade Dolman (2012) - First Nations Artist

Jade is a Whadjuk Ballardong Noongar (Mother's side), Eastern Arrernte (Father's side) woman. She was a Prefect at school, and the face of the school's promotional video. While at university she started her own business, 'J.D.Penengke', and she has shared Aboriginal culture, language and art in over 80 schools. Jade expanded into murals, creating works at schools, businesses and commercial locations. She has murals at UWA, in city laneways, the walkway between the Perth Airport Train Station and the Terminals, & Bendat Basketball Stadium. She has art work displayed in the Boola Bardip WA Museum, has painted an entire basketball/netball court in Bentley and designed the mens and women's jerseys for the Perth Scorchers. Jade mentors First Nations artists and has a passion for sharing her culture.



Jesse Li (2003) - Medical Practitioner / COVID Doctor
 Jesse was Head Boy and Dux in Year 12. He then went on to study medicine at UWA and Harvard University. He was working as an Emergency Room Doctor in Sydney when the COVID-19 pandemic hit Australia's shores. As residents of one of Sydney's Aged Care Homes started to die, and their medical staff were isolated with COVID, Jesse volunteered to work there. Subsequently, he was tasked to head up the Hotel Quarantine system in NSW, and was the doctor chosen to give the Prime Minister, Scott Morrison, his first COVID-19 vaccine. Jesse gave a powerful address to our school Honours Society assembly in 2021 via video while in quarantine in Sydney.



Kristina Krstic (2011) - Commonwealth Games Gold Medallist

Kristina took up lawn bowls at the age of nine. By the time she was in high school, she was competing in National Championships. In Year 12, she was both a Perfect and the Australian Singles Champion. The following year she was named Australian Junior Bowler of the Year. Along with multiple state and national titles, Kristina has over 80 caps for Australia, culminating on her selection in the 2022 Australian Team at the Birmingham Commonwealth Games. She played Women's Fours, as well as the Women's Pairs, where she won a Gold Medal in a match that went to a thrilling extra end. In 2022, Kristina was a finalist in the WA Sports Star of the Year.

Jade Dolman
 First Nations Artist
 Class of 2012

Lawley alumni Legends

Kristina Krstic
 Commonwealth Games Gold Medallist
 Class of 2011

Lawley alumni Legends

Walter McGuire (1981) - Nyoongar Elder & Cultural Tourism

After leaving school, Walter worked in the public service across Indigenous health, housing, education and justice. In 1995 he entered Curtin University as a mature aged student, graduating with a Bachelor of Applied Science (Aboriginal Community Management & Development). In 2016 he launched 'Go Cultural Aboriginal Tours and Experiences' providing authentic cultural walking tours and experiences in Elizabeth Quay, Kings Park, Yagan Square and Rottne Island. Since then, 'Go Cultural' has won multiple state and national tourism awards, including membership of the WA Tourism Hall of Fame in 2021. Walter won the Individual Excellence in Aboriginal Tourism Award in 2023.



Jesse Li
 COVID Doctor
 Class of 2003

Lawley alumni Legends

Walter McGuire
 Nyoongar Elder & Cultural Tourism
 Class of 1981

Lawley alumni Legends



NEW LAWLEY LEGENDS CONT.

Luke Steele (1996) - Musician

Luke pre-dates the schools SVAPA program, but has exemplified its four focal area of visual art, drama, media and music throughout his career. He has had success with his bands 'The Sleepy Jackson', 'Empire of the Sun', and 'DREAMS' and released a solo album in 2022. In 2009, 'Empire of the Sun' won 4 ARIA Awards including album of the year, best pop release, single of the year and best group. Luke has scored for the film 'Dumb & Dumber 2', and also recorded with Silverchair, Pnau, Jay-Z and Usher, and written and produced songs for Beyoncé. In 2018, along with his siblings, one of our music rooms was named in honour of the Steele family.

Luke Steele

Musician

Class of
1996

Luke was not a music student at Mount Lawley SHS, but loved his time studying drama at the school.
Soon after leaving Mount Lawley, Luke formed his own Band, 'The Sleepy Jackson'.
From a musical family, Luke's brothers Jake and Jesse both played in 'The Sleepy Jackson', his sister, Katie is a singer in her own right, and his father, Rick, an accomplished Blues musician.
'The Sleepy Jackson' met with some national and international success, but Luke's next collaborative project, 'Empire of the Sun' catapulted his career to another level.
Their first album contained the singles 'Walking on a Dream', 'We Are the People' and 'Standing on the Shore' helping the band to international success.
In 2009 'Empire of the Sun' took home 4 ARIA Awards from 6 nominations, including album of the year, best pop release, single of the year and best group.
'Empire of the Sun' mixes music, art, drama and fashion into a stylish mix of live performance and stunning visuals.
In 2018 Luke established another band, DREAMS, with Daniel Johns, releasing a single and an album.
He released a solo album, 'Listen to the Water' in 2022.
During his career to this point, Luke has also recorded with Silverchair, Pnau, Jay-Z and Usher, and written and produced for Beyoncé. He also scored the film 'Dumb and Dumber 2'.
In honour of their achievements and involvement in the school, one of our Music rooms honours the Steele Family.



LEADERSHIP CAMP

On Wednesday, 2 August, Forty-Seven Year 10 students, including House Captains and Councillors arrived at Bickley Outdoor Recreation Camp. During camp, the students took part in lots of fun activities, including crate climb, vertical challenge, the military-style 'search and rescue', raft building, canoeing, mountain biking, trust activities, survivor games, sports games, and of course, the quiz night organised by the councillors, which saw the teachers miss out on a win by half a point.

The camp ran smoothly except for breakfast after the first night when the cook didn't turn up. Luckily, Mr Newbound's fast problem-solving skills and the help of some of the cadet kids saved us from an empty stomach that morning.

With the help of Ms Hill and the other staff members, everyone discovered their leadership style throughout the camp and learned what qualities make them good leaders. All the students left with big smiles and a memorable high school experience. If you are invited to a leadership camp in the future, we recommend you go. It was a great experience!

Tyson and Amy (Y10 Councillors)



KOREAN WAR MEMORIAL

The Korean War Memorial Unveiling Ceremony, organised by The Korean War Memorial Committee and Mrs. Fay Duda, the Honorary Consul of Korea in WA, was held in Kings Park on the 27 July. This date is significant as it is the date that the armistice was signed 70 years ago. Distinguished guests at the ceremony included the Hon Roger Cook MLA, Premier of Western Australia, His Excellency Mr Kim Wan-joong, the Ambassador of Korea and representatives from federal and state governments large group of veterans and their families.

Our school was invited to participate in the event as we are the only secondary school in WA offering students the opportunity to study Korean Language. In a show of support and respect, Mount Lawley Senior High School Year 11 ATAR Korean Language student and their teacher Mr Jaeik Jeong actively participated in the event. They played a crucial role as ushers helping to ensure the event ran smoothly.

The ceremony was a solemn remembrance of the past and a reminder of the enduring ties between Australia and Korea. It provided an opportunity for Veterans and their families to reflect on their experiences and for others to learn about the historical significance of the Korean War and the sacrifices made by Australian soldiers in the defence of the people of Korea.

We are proud of our students' active involvement in such a worthwhile event, and we commend those involved in organising this significant ceremony which will become an annual event in the school's calendar. We look forward to continuing our support for events such as these that foster cultural understanding and friendship between nations.



NAIDOC WEEK

NAIDOC week is an opportunity for learning, connection and community. It allows First Nations and non-Indigenous people to celebrate and connect as a community. It's a significant week in our calendar, and seeing all departments and staff embracing the event was so gratifying. Wednesday was a huge example of our community supporting our Indigenous cohort.

The school assembly was an opportunity to showcase our students, and we saw how confident and proud they were when they delivered their speeches. It was a privilege to have Noongar Elder Dr Noel Nannup as our guest speaker; he is so inspirational and always brings communities together in reconciliation. The highlight of the assembly were the dancing & didgeridoo performances by the Wesley College Moorditj Mob.

The activities throughout the day highlighted Aboriginal culture: from trays of sausage rolls and lemon myrtle cheesecake prepared by our wonderful Year 12 Hospitality students and the Food Technology Department to our tree blankets knitted by Anne-Marie's Middle School Knitting Club. Students could taste crocodile, emu and kangaroo sausages, make a bracelet, paint their faces, or design an Indigenous mug.

Our special guests were all amazed by the students and staff in our community, with special thanks to Technologies teacher Megan Jones, who worked with our Aboriginal students to design and create an *Acknowledgement to Country* plaque as a gift for the school, displayed outside the Student Services Office.



JAPANESE VISITORS



On 3 August Mount Lawley Senior High School hosted two Japanese educators, Hidenori Yamaguchi, Director and Chihiro Takegawa, Manager of International Education from Shimeikan Elementary School. Principal Lesley Street and Associate Principal Michael Camilleri discussed the Western Australian Education system and then presented the history of Mount Lawley Senior High School and its vision. Later they were given a tour of the school grounds, which allowed the visitors to explore the school's facilities, witness the integration of technologies and observe some teachers in action.

YEAR 10 COUNSELLING

Last term, with exams over, the Year 10 students enjoyed hearing about their Senior School Year 11-course options at the ECU Lecture Theatre through various presentations the Learning Areas Coordinators provided ahead of the exciting subject selection process in Week 2 of Term 3. Parents/Carers met with teachers upstairs in the Main Administration Staff Room, where there were informative discussions with students regarding their subject choices and the pathways available.



Liked by farco0308 and others
kyzer_therapydog Listening carefull
ECU for my subject choices... more

YEAR 9 CAREERS

AV MINDFLIGHT 7

As part of our Upper School 'On Track' career exploration initiative, all Year 9 students were recently treated to a virtual reality experience during their Science lesson. Year 9 students had a lot of fun experiencing the reality of what it might be like to work in a particular field without leaving the classroom. These virtual windows on work took students on a mental and physical journey into exciting worlds they might otherwise never consider or get a chance to experience to help assist them with subject-based learning, subject selection and more focused, relevant career choices. Thanks to Science and VET for partnering to make this possible for our students.

Renae Hill Associate Principal Upper School





ECU PARTNERSHIP TRIAL

Mount Lawley Senior High School recently hosted 20 ECU students to observe and learn from teaching experts in the field in an environment away from formal practicum for a week. Our HASS teachers volunteered to be involved in this trial. The Pre-Service teachers were final-year HASS students and attended with 2 ECU Course Coordinators. Their visit aimed to observe outstanding teachers in action, followed by discussing what makes an exceptional teacher. They also had a session with some of our 'newish' teachers, where they discussed the best strategies to prepare for their first year as graduate teachers and strategies used to overcome the challenges of starting full-time employment in a school. The final session is with Principal Lesley Street and Associate Principal Michael Camilleri, where they looked at employment in the Public School System.



ROTARY 4WAY COMPETITION

On 24 July, two Year 10 students – Aliyah and Vanessa – competed against Perth College in the Mount Lawley final of the Rotary Four Way Test Speaking Competition at the Mt Lawley Golf Club.

Both students did the school proud by presenting engaging, passionate and polished speeches. The speeches were first presented in their Year 10 English Academic Extension class and carefully edited to match the exacting Rotary Four Way Test requirements.

Aliyah won the Club Final for her speech on the limitations of 9-5 work culture and Vanessa spoke on the pressures placed on young people to select careers.

Aliyah progressed to the District Final on 7 August at the Woodvale Tavern and hopefully onto the State Final after that!

Denis O'Donovan, English Department



GAT CLUB T2

GAT PUPILS PERUSE THE PRECIPICE OF NEW TECHNOLOGY

Drones have been flying off the shelves in recent years, with industries worldwide embracing the ground-breaking technology, utilising it to its full potential. On Friday 23 June, our Gifted and Talented students explored the possibilities of such hardware while also investigating the software that programs it.

Live demonstrations, artificial intelligence and exclamations of amazement echoed through the Mount Lawley Staff Room, with teachers and pupils alike marvelling at the miraculous machinery. These amazing gadgets can do flips and fly just about anywhere and are utilised for all sorts of fields, including farming, festivities and filming a range of events.

The GAT students were given the opportunity to not only fly the drones but program the machines themselves. Our pupils showed an intricate knowledge of mathematics and angles which informed the bulk of the coding. Founded in Perth, *AICODE Australia* is the dealer of DJI Education (a world-leading drone company) and the FIRST DJI Education programming institution in Western Australia. These presenters were pleased and impressed with the cohort's programming abilities, with a student correcting one of the expert's mathematical workings at one stage. Thank you to AICODE for sharing your knowledge with our students, who we may one day, see becoming expert drone pilots!

Matthew Farsalas, Italian Teacher



YEAR 10 GAT CHINESE

MUSICAL INSTRUMENTS

Students in the Year 10 GAT Chinese class had the opportunity to play the Chinese traditional instruments Liuqing 柳琴, Zhongruan 中阮 and Dizi 笛子. Chinese teacher Ms Liu showed the class videos of professional musicians playing Chinese music with these instruments and then taught the class how to read Chinese music notes. **George** (10O3) and **Angus** (10F3) who are also Music Students, took these Chinese instruments home to practice and performed with them in front of the class.



FRENCH EXCURSION

CHEZ PIERRE – FRENCH RESTAURANT FOR SENIOR SCHOOL

On Thursday, 20 July, the Year 11 and 12 ATAR French students attended dinner at 'Chez Pierre' in Nedlands. It was an incredible night filled with great company and delicious food.

For the year 12's, it was a memorable night having our last ever French class dinner in high school, and for the Year 11's, it was an exciting experience to show off their new skills. Even though it can be a little nerve-racking, speaking to the French wait staff is always a fun and exciting experience!

We could choose from a set menu of French cuisine, including; French onion soup, creamy mushroom chicken and creme brûlée! The food was 'incroyable' in my and everyone's opinion, and we hope to visit 'Chez Pierre' again soon!

Thank you to our wonderful teacher, Madame Lucas, and Language Coordinator, Madame Chapman, for organising this dinner for us. **Faith**



OPUS CONCERT

PERTH CONCERT HALL

The Chamber Jazz Combo 1, from Mount Lawley Senior High School, was invited to perform at OPUS 2023, a prestigious concert organised by IMSS (*Instrumental Music School Services*), held at the Concert Hall showcasing the top ensembles in the state.

The Jazz Combo captivated the audience, fellow students, and teachers alike with their dynamic and polished renditions of Jazz Standards and progressive compositions. The ensemble comprised of **Isabelle Cranley** on Saxophone, **Oliver** on violin, **Ella** on vocals, **Ryan** on Electric Bass, and **Milos** on Drums and **Louis** on Piano. Their remarkable performances have already received numerous accolades, and they are set to deliver many more notable showcases in the upcoming semester. They exemplified the utmost professionalism as ambassadors of the Mount Lawley Senior High School Music Program.

Dijon Summers TIC Music



WINTER CONFERENCE

The school's Concert Band 4, consisting of Year 7 students, received a special invitation to showcase their musical talents at the esteemed IMSS (*Instrumental Music School Services*) Winter Conference, hosted by the West Australian Academy of Performing Arts (WAAPA).

Marking their debut public performance, Concert Band 4 delivered an exceptional performance, serving as exemplary representatives of our school. Witnessing such a level of professionalism exhibited by these young musicians reassures us that the future of music at Mount Lawley Senior High School rests securely in these capable hands. We extend our gratitude to Conductor Mrs Wendy Tait, whose exceptional training has been integral to the outstanding achievements of these students.

Dijon Summers TIC Music



MUSIC CAMP

We were thrilled to celebrate the success of our 2023 Music Camp late in June last term. Ninety-two Music Students travelled to Woodman Point, where they displayed outstanding performances and substantial musical growth. This camp has been an unforgettable experience for all. Our talented students immersed themselves in a world of music, surrounded by passionate peers, expert IMSS (*Instrumental Music School Services*) teachers, and guest industry professionals. The finale concert showcased awe-inspiring performances across various genres, while workshops and Master Classes provided invaluable instruction. The camp fostered camaraderie, lifelong friendships, and essential life skills thanks to dedicated staff and supportive families. We are so delighted with the talent and commitment of our wonderful students; they make our school and community proud.

Dijon Summers TIC Music



CAREERS EXPO

The Mount Lawley Senior High School's Careers Expo was held in conjunction with the Semester One Parent Reporting Night on 29 June and was located in the Middle School's Community Three area from 3.30-6.30pm

Parents and students from all year groups were invited to attend the Expo and speak with representatives from over twenty organisations representing higher education, training and employment.



HASS POLITICAL & LEGAL

The Year 11 Politics and Law Class have been learning about electoral systems in Australia. Students used their knowledge and theories to conduct an in-class election by applying their understanding of preferential voting and handing out the roles of Australian Electoral Commission vote counters, booth staff, and Political Party Scrutineers. Then they fulfilled the role of everyday Australian citizens and their voting rights.

All class members participated and voted in order of preference of whom they wanted as their representative. Princess Diana came out on top with a simple majority of votes. Year 11 Politics and Law discusses the different types of representation and election styles used in the House of Representatives and the Senate. Students then applied their knowledge in a hands-on, super fun activity.
Kate Goldsmith Year 11



HASS FISHERIES

On 20 July, the GAT and AE HASS Year 9 classes went to the Department of Fisheries, now called the Department of Primary Industries and Regional Development, for an excursion to learn about sustainable fishing. This was linked to our Term 2 topic of Geography, which covered food security and sustainable farming. For one half of the day, we learned about bag and size limits, the different fishing licenses and legal and illegal fishing methods through a range of activities. Learning about the various reasons these regulations have been implemented to prevent overfishing was fascinating. The other half of the day, we got to do a fish dissection on a Yellowfin Whiting to learn how to age a fish using their otoliths (ear bones) and learn about the Department's Fish Frame program. Although it was pretty smelly, it was a great experience, and we even got to keep the ear bones at the end!

Quotes From Students:

"It was a great day, and I learnt so much! We also couldn't stop making 'What do you call a fish with no eyes (I's)' joke."

"Learning about all the different fishing regulations helped me

understand how diverse Western Australia's marine life is. The educators were great, and the overall experience was engaging especially the fish dissection."

"The excursion was enjoyable; I learnt a lot that I didn't know about the fish. Dissecting the fish was the best part. I loved finding out how to tell a fish's age."

Aja



Proud to deliver



Mount Lawley Senior High School is an Award Centre for the Duke of Edinburgh's International Award. The Award is an internationally recognised youth development program that we invite our Year 9 students to commence. During their time achieving the Award, a student will develop new skills and interests, meet new friends whilst strengthening current friendships, set goals and be rewarded for achieving them. Students select activities in four sections - *Physical Recreation, Skills, Service and an Adventurous Journey*.



We were very pleased to recognise two students recently for completing the Award. **Elizabeth** was awarded her Bronze Award, and **Luka** was awarded her Silver Award. The students completed various activities such as dance, running, guitar, debating, hiking and volunteering for charity. Congratulations, Elizabeth and Luka!

Jade Browning, Award Leader



MUSIC FESTIVAL

The first round of Western Australian Schools Music Festivals kicked off on 5 August weekend, featuring Senior Concert Bands and Senior String Orchestras. Mount Lawley Senior High School had 3 ensembles participating in this festival- Senior Concert Band 1, Concert Band 2, and Senior String Orchestra.

I am pleased to announce that Senior Concert Band 1 has received an 'Outstanding' placement in the A Division. This top placement truly is an 'outstanding' result, as we perform alongside competitive schools such as Churchlands, John Curtin, Shenton and Rossmoyne. We are still awaiting the results from Concert Band 2 and Senior String Orchestra.

A special acknowledgment goes to **Mr Lee Stanley**, who leads and conducts our Senior Concert Bands with exceptional expertise. His commitment to excellence consistently brings out the best in our bands, inspiring students to reach their full potential. His energy and passion are infectious, making him a beloved figure among both Mount Lawley staff and students. He is undeniably an invaluable asset to our Music Department.

Ms Jade Martin conducted our String Orchestra whose performance was exceptional, and a highlight of the String Division. The students professionalism and exemplary performance ability was highly evident, and they make our school proud.

Dijon Summers, TIC Music



YEAR 11 BREAKFAST

On Wednesday, 3 August, the annual Year Eleven High Achiever's Breakfast was held. This year it consisted of the high achievers across all ATAR, general and Vocational Education & Training (VET) subjects, with it being extra special as our peers, the Year Eleven Hospitality students, cooked up a delicious variety of foods for us to enjoy. This year's guest speaker was **Izaak Wesson** from the graduating **Class of 2015**. Izaak shared his story with us, emphasising the importance of taking opportunities. Izaak participated in the WAAPA band during high school, resulting in him finding his passion for music. Izaak continued to study music at university, taking up conducting along the way. Yet, he found that no one wanted to hire him as a conductor, as traditionally is a more senior position. To overcome this, Izaak created his own band, recruiting friends and classmates, creating a now very successful band that showcases minority composers whilst raising money for charity. Izaak is currently pursuing his passions by working part-time at UWA and cataloguing music for private companies. It is always a privilege to hear from graduates and learn about all of their pursuits after high school.

Amy



BUON APPETITO!

On a Monday night, many Year Ten students took the opportunity to taste some authentic Italian fare, trying out their language skills at Siena’s “ristorante” in Leederville. Students were given a plethora of penne and pizzas, hands gesturing wildly, with calls for parmesan and prosciutto echoing throughout the eatery.

The evening dinner built a sense of camaraderie, with the overall aim of putting theory into practice. Students carefully recited their rehearsed lines to the waiter, avoiding faux pas of pronunciation like labelling “spaghetti” as “spag-eddy” or “bolognese” as “bolog-nayyyyse”.

A couple of courses later, you would have been forgiven for thinking you were in Florence. Our Mount Lawley Language students showed superb Italian accents, rolling their r’s better than someone straight out of Tuscany. The pupil’s behaviour overall – was exquisite and exemplary, their use of the language - indisputably impeccable!

Matthew Farsalas, Italian Teacher



FRENCH EXCURSION

In a culturally enlightening experience, the Year Ten French students embarked on an excursion to a distinguished restaurant, Chez Pierre. We were immersed in the charming ambience and were served delicious traditional food such as Crème Brûlée, Soupe à L’oignon, and Confit de Canard. We were privileged to experience such an authentic taste of France. Still, beyond the culinary delicacies, the restaurant also provided an enchanting ambience as we were warmly greeted by the staff, who graciously conversed with us in French. We were also given the opportunity to place our dinner order in French and partake in polite exchanges with the servers.

Meticulously planned, this excursion complemented our language learning experience. We had been studying the intricacies of French conversation when ordering, cultural expectations, and cuisine for months. The trip to Chez Pierre was the perfect opportunity to put this knowledge into practice in a low-pressure environment while allowing us to speak French professionally. This experience, while educational, was also lively and engaging and was one that left us with a deeper, constructive understanding of French conversation and cuisine.

Freda



HASS ECONOMICS Y12

STUDENT ECONOMIC FORUM

In the first week of August this year, the Chamber of Commerce and Industry WA (CCIWA), Curtin University and the Economics Teachers Association of Western Australia (ETAWA) invited select top Year 12 students for its annual Student Economic Forum. It is a highly anticipated event by all students of ATAR Economics across the state. This event provides year 12 Economics students with a unique opportunity to meet and interact with the best economists in WA and to gain useful insights to tackle the WACE Economics exam.

This year, six Mount Lawley SHS students, **Amana, Indigo, Sarah, Tatjana, Aseemveer and Cronan**, participated in this event. Sam Collins, Senior Economist at CCIWA, presented a comprehensive update on the state of the Australian and WA economies. He outlined how the economy is recovering well and the possible developments in the WA economy.

CCIWA also introduced young undergraduate and graduate students at CCIWA, who shared their journey from school to university and workplace and why they chose Economics in high school. Students were curious to know more about their job profile and their experience, and, of course, the salary expectations. The interactive session was followed by morning tea, and students got the opportunity to discuss their personal career pathways with the young economists.

Another highlight of the day was the invaluable insights regarding the imminent ATAR exams presented by Mr. Steven Kemp, Chief Marker for Economics. He outlined useful strategies that students could employ when tackling the upcoming WACE exam. Every student in the room frantically noted the all-important advice.

Later in the day, the students got the opportunity to demonstrate their skills as budding economists. Each table, represented by different schools, was presented with a current ongoing economic issue. They were given the challenge to interpret the issue and provide meaningful reflections. Students found the exercise highly stimulating as it allowed them to use classroom knowledge in the real world and engage with other bright economics students from other schools. The students presented an in-depth understanding of the current economic state, and the audience appreciated our students' responses.



PERTH SKILLSWEST CAREERS & EMPLOYMENT EXPO



The Career and Enterprise Years 11 & 12 students attended the 2023 SkillsWest Career and Employments Expo held at the Perth Convention Centre on 28 July. There were over 130 organisations and employers who were able to discuss career opportunities with the students. Students could also obtain free career advice, learn how to write a winning resume, discover jobs of the future and the most popular 'hands on' section, 'Try a Skill Zone'.

Akhil Year 11 - "My experience at the Career Expo was very insightful and gave me a real indication of what is required to get started within these career options. When I talked to one of the presenters from Royal Hill, they presented me with career options based on what I spoke to them about, more specifically, Railway Infrastructure/ Maintenance Work on a mine site."

Noah Year 11 - "A job which surprised me was St John, a sector of work I had not previously considered. Especially in the ambulance and medical sectors, the man I talked with was very down-to-earth and easy to talk to. He had explained the procedures to everyone who worked for them. The Career Expo gave me useful knowledge about the workforce and possible future careers"

Marlon, Year 11 - "At the Isuzu Mechanics booth, I spoke to someone about the skills required to be a mechanic. They gave me some good advice such as good hand/eye coordination is required. Also the man kindly gave me a trucker cap. I spoke to officers at the WA Police Force booth who gave me a run-down of the criteria needed to be a police officer. They gave me useful information, such as you need to be sporty and good with communication"

Elektra Year 12 - "The Expo has helped me broaden my knowledge with the careers I already had in mind as well as helped me find other potential career choices. I think the Expo is very beneficial to anyone and everyone as it helps gain knowledge on careers and helps find things you are interested in, which can lead to future career pathways"

Oscar Year 12 - "The VR welding devices showed us how to improve our skills because it indicates when we are doing well or what is wrong, and the machine grades our ability and welds. I want to go to the South Metro TAFE as they have these devices, which can help me improve my welding abilities. By trying South Metro's tools they have shown what I would be doing in the course, and what various jobs are available to us."

Adnan Year 12 - "The Expo in the city helped me learn more about border security and how they work within WA and made me think of working as a border officer to protect our state."

ZOO VISIT YEAR 12

On 22 June, the Year 12 ATAR Biology class ventured across the river to the wild world of the zoo. Led by the wonderful Mr Payne and Miss Salpietro, the class attended a lecture on thermoregulation and homeostasis within animals - where they had the opportunity to meet a kangaroo - and even feel the scales of a snake! After the talk, the class got lunch at one of the many food trucks and had free roam of the zoo. Some highlights included seeing the red panda climbing a tree, spotting ludicrously small mice in the nocturnal house, and meeting a dingo for a walk around the zoo. Aside from seeing the animals, the class also tried their hands at photography and browsed the gift shop. Thank you to Mr Payne, Miss Salpietro, and Perth Zoo for organising such a wonderful excursion.

Nicola



LANGUAGES WEEK

During Week Three of Term Three, Mount Lawley Senior High School enthusiastically celebrated Languages Week. The school organised a range of special activities dedicated to language students, providing them with unique and cultural experiences.

ITALIAN FOOD

Food is one of the most important aspects of Italian culture. During Languages Week Year 7 – 10 Italian students were treated to delicious Italian sweets and treats including Italian nougat in a range of flavours, chocolates, Cedrinca lollies and MixMax snacks, proving to be a hit with all students.

Year 11 and 12 Italian students enjoyed pizza, meat and vegetable arancini and a variety of Italian ‘dolci’ including tiramisù, profiteroles, cannoli, fruit tarts and sfogliatelle. *Che buono!*

FRENCH FOOD

All Year 7 – 12 French students enjoyed eating vanilla and chocolate tartelettes filled with chocolate and strawberry or raspberry jam. In France, tarts are found in small sizes which are called “tartelettes”. They are the most sold desserts in French pâtisseries ahead of the “éclair” and the “mille-feuille”. There is a great range of tartelettes: strawberries, raspberries, apples but also lemon, caramel and chocolate.

**Mrs Louise Chapman Program Coordinator Languages
& Ms Desa Lucas French Teacher**



LANGUAGES WEEK

CHINESE JIANZI

For Languages Week students celebrated Chinese culture through the traditional sport of *Jianzi*. In English this is commonly referred to as Chinese Hacky Sack. The key difference in the Chinese version is that *Jianzi* uses a small shuttlecock. Students initially struggled to adapt to the differences of *Jianzi*, but once the uniqueness of the shuttlecock was understood, they could maintain the shuttlecock in the air for a substantial amount of time. Teams that could achieve over 20 strikes in the air received traditional Chinese snacks, such as *Xue Bing*, or "snow cakes".

Mr Rafie Dobbs, Chinese Teacher

CHINESE TAICHI

八段锦 (Bā duàn jǐn)

The Year 8 Chinese students practiced *Baduanjin* with Chinese assistant teacher Molly. *Baduanjin* is one of the most practiced *Qigong* in China. *Qigong* is popular in China for exercise, recreation, relaxation, preventative medicine, and physical and mental healing. Plus, it's even employed in martial arts training. Year 8 students found this practice quite difficult, despite it's a slow moving, low impact *Qigong*, and many students had muscle aches the second day.

Mrs Lesley Liu, Chinese Teacher



JAPANESE

Year 7 students wrote a wish for the school year and folded it into an origami star to celebrate *Tanabata*. Also known as the Japanese star festival, *Tanabata* occurs from July to August. We then organised a display in which students attached their wishes to a bamboo tree, as is customary in Japan. In Year 8 Japanese, we made Japanese *soba*. This involved cooking Japanese buckwheat noodles, which are then cooled down and served cold. Added to the noodles are chopped-up spring onions, *nori* (dried seaweed), *soba* dipping sauce and *wasabi* (optional). Home Economics kindly allowed us to use their Food 3 Demountable, which enabled the students to see and get involved in all aspects of meal preparation. Most, if not all, of the students, were trying the dish for the first time and were enthusiastic about trying something new from Japan. The students were well-behaved and enjoyed the experience and free food. However, only a few were brave enough to add wasabi to their dish.

Miss Clare Martis & Mr Stuart Fox, Japanese Teachers



LANGUAGES WEEK-BOCCE

Language Week rolled out at Mount Lawley Senior High School during Week Three this term, where students did their part by rolling out the Bocce sets to soak up some Italian Culture. Language classes across Year 7 loved the Lawn Bowls derivative – students competing for bragging rights and some prized Italian chocolates.

The game, invented in eighteenth-century Italy, whose aims are quite simple - roll your ball closest to the smaller white ball. The activity complemented the current curriculum focus on sport in Italy, with students learning about the soccer-mad nation and all their other national interests.

Matthew Farsalas, Italian Teacher



LANGUAGES WEEK

KOREAN BBQ DAY

The Korean Language students had a delightful time as they were treated to an authentic Korean BBQ. It was a delicious meal and an opportunity for the students to understand the cultural significance. They had the chance to learn how to prepare and enjoy the barbecue in the traditional Korean style, making it a truly enriching experience for all.



JAPANESE ZARU SOBA DAY

The Senior Japanese Language students had their share of cultural delights with a traditional 'zaru soba' celebration. The students relished the taste of soba noodles. They were also taught the art of slurping noodles in an authentic Japanese manner. This hands-on experience allowed them to appreciate this cherished Japanese dish's cultural nuances and customs.

Languages Week at Mount Lawley Senior High School fostered a deeper understanding of different cultures and created a sense of unity among Language students. These engaging activities allowed them to embrace the diversity of languages and traditions, promoting cultural appreciation and respect within the school community.

We thank the Language teachers who worked tirelessly to make Languages Week a memorable and meaningful experience for all Language students. Such events are crucial in nurturing global citizens and encouraging an inclusive and culturally aware environment at our school. We look forward to more enriching experiences in the future as we continue to celebrate the beauty of languages and cultures at Mount Lawley Senior High School.

Mr Jaeik Jeong, Korean & Japanese Teacher



LANGUAGES WEEK

LIBRARY

During Languages Week this year the Library hosted a number of activities which kept the students entertained and immersed in the five languages studied at the school. There was an Italian themed jigsaw puzzle of the Mona Lisa which kept our resident puzzlers busy and language themed word searches and colouring. By far the most popular activity though was the interactive Languages Week Quiz. The display featured 3D models of various buildings from the five different cultures and twenty questions which led to many heated debates amongst students.

Ainsley Bakitc, Teacher Librarian



LANGUAGES WEEK: SPELLING BEE

The Inter-House Spelling Bee has been run and won for another year. It is a challenging contest for our students who score House points for each correctly spelt word. Every House competes to spell a series of words in English. The challenge is then to also translate each of these words into each of the five languages taught here at Mount Lawley - Chinese, French, Italian, Japanese and Korean. Middle School, Upper School and Senior School students competed and had a lot of fun doing so. Well done to all participants and thank you to Mr Andrew Paul, the school's Chaplain for running the event.

Louise Chapman, Program Coordinator Languages



PLANT DONATION



BMD's Environmental Manager, Yossarian Taylor, paid the school a visit with a donation of up to 100 native shrubs, handed to Tasmyne Bean, AIEO/SSO, and Joshua Carnovale, AEP Coordinator, for students of the Aboriginal Excellence Program to plant as part of an ongoing project to assist in the school's native revegetation program. These plants are kindly donated from the Mitchell Freeway Extension Project by BMD Construction, celebrating July 30th National Tree Day.

Tasmyne Bean, SSO/AIEO

DRY ICE ACTIVITIES

In Community 4, we participated in a cool science experiment using dry ice. We participated in multiple experiments, but my favourite was putting a piece of dry ice in a mixture of food colouring water and dish soap. The gas released from the dry ice would get trapped in little bubbles from the soap, and we could see water vapour fog escape when the bubbles burst. We learnt that dry ice is made from solid carbon dioxide and turns directly into a gas – called sublimation!

We also did two other experiments. The first was with metal spoons, which made a squeaking sound when pressed against the dry ice. The other experiment was filling a bottle of water and then dropping a piece of dry ice into it, capturing the carbon dioxide gas by filling a balloon. We then tested it against a regular balloon full of air. We then tested it against a regular balloon full of air, and the one filled with carbon dioxide was heavier! I enjoyed the experiments a lot. I think it was a great experience, and I can't wait until we do another!

Chloe



THE POP TEST

A couple of weeks ago, the Year Eight students in Community 4 did a science experiment called the pop test. This experiment involved water, test tubes and electricity. First, we would pass electricity through salty water, breaking some water particles into hydrogen and oxygen gas. These gasses got trapped in the test tubes. After we collected enough gasses, we would light a match and put it under the two tubes. The oxygen in the test tube would make the flame glow brighter, and the hydrogen in the tube would make a pop sound, which made everyone jump. This experiment was extremely fun and exciting and helped me understand the basics of Chemistry. **Calum**



YEAR 10 VISUAL ARTS

GENERAL CREATIVE ARTS

During the Year 10 Art lessons students made a series of black and white functional ceramic pieces. The project continued on from the botanical inspired skate decks the students created at the start of the semester, with students converting their colourful designs into graphic black and white images. These simplified botanical images were then painted onto the forms that they constructed which were fired, glazed and then fired for a final time.

Charles Warren, Art Teacher



EXCHANGE STUDENTS



Mount Lawley Senior High School welcomed five Year 11 exchange students to our school community for a cultural and academic adventure this term. Three students are in Rotary Exchange programs, and two are from the Western Australian Association of Teachers of Italian (WAATI) and AFS Intercultura exchange programs.

The Rotary Club of Heirisson supports **Emilia Navarria** from Italy. **Katrine Pedersen** is from Denmark and is sponsored by the Rotary Club of North Perth. **Matilda Riiali** is from Finland, sponsored by the Perth City East Rotary Club.

WAATI exchange students **Teresa Danese** and **Slivia Albera** from Italy are at school for nine weeks until 18 August. In November, two of our Year 11 Italian Language students, **Chloe** and **Nayonika** will travel on exchange to Italy, staying with host families and attending local schools until January next year.



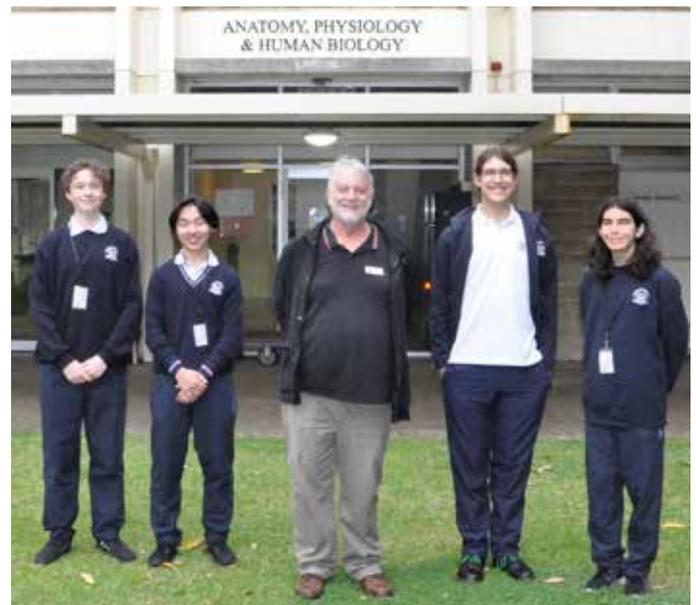
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BRAIN BEE CHALLENGE

Four Year 10 AE science students attended the UWA School of Human Biology and Anatomy early this term for the 'Brain Bee Challenge', the only neuroscience competition for high school students. We started the morning with a brief introduction to the program and commenced round two of the Brain Bee challenge. After this, groups toured the UWA laboratories. We visited an anatomy museum, where we handled plasticised human remains using a preservation technique to keep bodies stable for study. We held model heads and brains, carefully taking the models apart to view each individual structure. We also viewed and experimented with the Transcranial Magnetic Stimulation machine, which uses electromagnetism to stimulate parts of the brain. The group measured the electrical activity in disembodied insect legs after electrical stimulation. We ended the day with some university student talks and interactive games. It was an awesome experience, and we would like to thank Mr Costa, Dr Bailey, Mr Lennon and Mr Winter for allowing us to participate.

From the pen of **Rex** (other participants were **Darcy Bullen, Angus** and **Michael**)



FIRST AID TRAINING:STAFF

On Saturday 22 July, some Mount Lawley Staff obtained essential skills in cardiopulmonary resuscitation (CPR), first aid, and essential emergency life support. Through engaging in role play and simulated emergency scenarios, they honed their crisis management abilities, stepping into the shoes of skilled staff/rescuers ready to tackle any challenge.

With determination and passion, they practised the art of bandaging, mastering techniques to support and aid those in need effectively. The session also delved into allergic reactions and anaphylaxis, equipping our staff to understand better and address critical emergencies.

This opportunity gave participating staff an additional qualification, with a 'Senior First Aid Certificate' added to their professional development portfolios for this year. St John Ambulance (WA) provided this training, which is now required by Work Health & Safety Legislation for 'first aiders' in our workplace and is also suitable for everyday emergencies.

Lauren McGrath



PREFECTS QUIZ NIGHT



After months of planning, the Year 12 Prefects hosted the annual quiz night on August 9 to raise money for their graduation gift. It is safe to say, that the students, parents, and staff that attended had a blast in guessing the answers and playing games that the Prefects had created. There were quizzes ranging from Science, Aussie Sport, Pop Culture, Aboriginal Culture to History, Movies, and Gaming.

The Prefects would like to thank all of the sponsors and donations we received that made up the winning teams award, the best dressed table as well as the silent auction and the winners of the games.

Bakers Delight, Knutsford Gourmet, West Coast Eagles, 3 Monkeys AV, The Rosemount Hotel, Post Code Honey, and many more sponsors contributed to the night and the Prefects couldn't be more grateful! We hope all who attended had a wonderful time and congratulations to the English Teachers table for winning the evening.

Kate, School Prefect.







YEAR 8 SVAPA PRODUCTION

In this year's performance of *A Midsummer Night's Dreamboat*, we enjoyed becoming closer as a class and learning all the techniques to make an amazing show. Some of the best parts of preparing to perform were before and after school rehearsals, where we watched the show progress and improve as we got more comfortable with our characters.

One of the most memorable moments was when we finished the opening night and celebrated our success. It felt surreal that we could perform all our hard work in front of an audience. Another one of my favourite moments was when the cast list was put up, and we all ran to the Trike Theatre to see our parts. The dress and tech rehearsal were some of the best days of this experience, as we got to see the final product of what we had been working on, which was such a memorable experience for the whole cast. Some of our favourite parts of the many weeks of rehearsal and performing were when the Seniors created a macarena ritual on the final night, the Mechanicals performed the play within a play, and at the end of the first half. Our director, Ms. Diggins, made the show successful and fun for everyone involved. We appreciate her hard work so much. If we could go back and do it all again, we would.

By Sadie and Emily



CERT II CREATIVE INDUSTRIES (LIVE PRODUCTION)

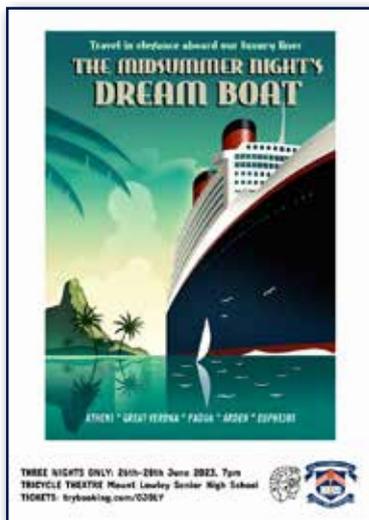
The course of true love never did run smoothly... and nor did the 2023 Year 8 SVAPA production of A Midsummer Night's Dreamboat! From the set to the props, the lighting to the sound, the Cert Crew sure had a lot on their hands... but that didn't stop us from putting on an amazing show. We couldn't have done it without the help of the amazing Captain Natalie Diggins. She solely directed and produced the entire show - an impressive feat.

This performance was not our maiden voyage for many crew members. A handful of us ex-SVAPAs acted in our own Midsummers, myself included. I can remember being a little Year 8 on tech day: I was standing backstage in my stripey blue-and-white leotard with a floral swimming cap and a nose plug, waiting to go onstage as a synchronised swimmer (don't ask) when I noticed all the big Year 12's standing around me with their walkie-talkies and their fancy crew shirts. At that moment, I instantly knew that whatever they were doing - I wanted to do it, too.

And now, here I am! And what an experience it's been. Putting on this year's Midsummer production and the Year 11 Cert Crew has been one of the most rewarding experiences. It's allowed us to try different things, like dreaming up and creating costumes for all the different characters, designing and painting the nautical-themed set and props, operating the stage lighting and the audio - and maybe playing the foghorn sound effect one too many times. We've made new friends within the crew, danced the macarena, feasted on pizza, laughed and cried - it's been the best time.

Suppose any of this sounds exciting or even interesting. In that case, consider doing Cert II in Creative Industries in Years 11 and 12! This performance is just a snippet of one of the many experiences you'll have in the course, and it's genuinely the most fun you'll have. We want to give the most enormous thank you to Ms. Diggins, who has made Midsummer special. She worked so unbelievably hard to pull the whole thing together; we couldn't be more grateful to have her.

Bon Voyage!
Sabrina

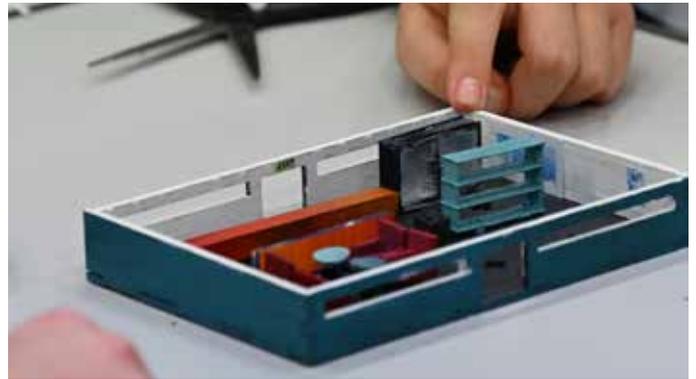


Y10 PRODUCT DESIGN

The school's Administration challenged the Year 10 Technology Students in Product Design to improve the internal workings of the physical space within the *Decafe* building. They first had to identify what didn't work in the area and brainstorm how it could be arranged better.

They used CAD/CAM systems (integration of Computer-aided design and Computer-aided manufacturing) to develop a scale model of the building and its internal components. Students used *AutodeskFusion360* (commercial computer-aided design, computer-aided manufacturing, computer-aided engineering and printed circuit board design software application) to create parts for the 3D printer and a laser cutting machine to rearrange the various components to find the best solution to the challenge. The groups then presented their concepts to Associate Principal Mr Camilleri for discussion.

Nickie Summers, Design & Technology Teacher





LITERACY ACTIVITIES

On the last day of Semester One in English, Mrs. Johnson taught Community Two classes some fun English games.

Different games were spread across the classroom, including entertaining grammar, syllables, sentence structure and word part meanings. We all had a fantastic time and enjoyed one of the best English lessons.

Later that day, the Year 7's watched movies, played card games or had free time on their laptops. We were all allowed to bring in snacks which made the day even better than it already was.

Jessica



GEOGRAPHY 12

On Tuesday, 25 July, our Year 12 General Geography class took an excursion to multiple McDonald's restaurants and Guilford Hotel to compare the globalisation of the same franchise.

The day's first trip involved catching a bus to Tuart Hill McDonald's restaurant. It was an interesting experience as the environment of McDonald's was quite delightful. The atmosphere was clean and well put together. There were many seating arrangements fit for a business meeting, including at least one charging station at each table. This store showed us that this McDonald's franchise intended to be more of a café for sitting and talking than a fast-food takeaway restaurant.

We then took the bus to the following location, Maylands McDonald's restaurant. Our first impression of this McDonald's store was a very different vibe to the café-esque Tuart Hill McDonald's. It had bright colours and balloons everywhere, which was a family-orientated location on first impression. It had a playground, and the seating was more central, creating a sense of community. Another thing we noticed was that this restaurant's aim was not for sitting and talking, but more for getting food and then leaving, hence more carpark space.

Grace 12F1



ENGLISH & LITERATURE CONFERENCE YEAR 12 ATAR

On June 19, Mount Lawley Senior High School Year 12 ATAR English and Literature students attended the Curtin English and Literature Conference at Curtin University. Students were given a glimpse into university life and had the opportunity to attend four lectures spread across the campus, covering topics from 'Comprehending: Analysis and Short Answers' to 'Composing: Creative Non-fiction and Reading film as a multimodal text'. Literature students were also able to gain rich insight into Unpacking Australian Historical Fiction, Understanding Perspective and Transformation: Adaptation and Intertextuality. Overall, the day was helpful in preparing students for the upcoming mock and WACE exams.

Rebecca Davis, English Program Coordinator

Quote of the day, "The thesis is the solution, and the other stuff is the working out". **Oliver**

My highlights of the Curtin English and Literature Conference were the 'Unpacking Australian Historical Fiction' and the 'Drama' lectures as they were engaging and relevant to the Literature syllabus. I left the lectures with a better understanding of how to approach both drama and the historical fiction genre. Other lectures were also able to give us tips and techniques for our upcoming exams. The conference allowed students to explore the Curtin university and discover the amenities that the campus provides - giving us an insight into university life. **Mariko**

The perspectives lecture helped me to better understand the different components that make up one's perspective. **Shae**

My highlight of my Curtin English and Literature Conference was the lecture on Understanding Perspective. I found it really enlightening finding out how context can inform perspective, and how it can assist

in creating meaning in the essay. It informed how I will address perspective in the future, and the elements I can focus on (the who, what and the why). I also appreciated how it was linked to *The Secret River*, which was useful for me as a Literature student. **Maya**

The Curtin lectures were highly engaging (at least the majority I watched), The perspectives was interesting and useful giving me a new understanding of what is happening and different ways to interpret questions about perspective. The speculative fiction was also useful in showing the relationship between *Frankenstein* and *Ex-Machina*. **Ash**

I enjoyed walking through the campus and being able to somewhat experience a day in the life as a university student. **Alexio**

The best part of the Curtin lectures was the film lecture, I liked having the examples of the films clips as well as the presenter being good enough to miraculously hold my attention. Also the math analogy about the thesis being the solution and the rest of it being working out helped my understanding of how to structure responses. **Jack**

My highlight of the Curtin English and Literature Conference was the insight I gained into texts we have studied, through a different approach. Particularly, the 'Analysing Drama' presentation focused on dramatic elements often overlooked. The presenter's use of activities and visuals was an engaging and entertaining, developing my understanding of applying dramatic conventions in an interesting way. Further, the 'Australian Historical Fiction' lecture formed links between Australia's evolving identity and colonial ideologies of Australia, focusing on the perspective of the past; a perspective I had not previously considered, deepening my understanding of studied texts. **Indigo MacRae**



YEAR 11 ANCIENT HISTORY



On the 16 August, Year Eleven General and ATAR Ancient History students went to the WA Museum Boola Bardip to see the Ancient Egypt Exhibition. Before the exhibit, the staff gave an introductory talk on Ancient Egypt, where we could hold and smell mummified cane toads just as the Ancient Egyptians would have created. We saw jewellery, charms, art pieces, reliefs, sarcophagi and even mummies. We saw pages from the Book of the Dead and a bizarre headrest the Egyptians used instead of a pillow. There was even a mummy of a 16-year-old girl and a mummified cat! Overall, it was a fun day, and our understanding of Ancient Egypt enriched our experience and helped us to understand the items we saw.

Molly



EXCHANGE STUDENTS

WAATI Italian Exchange Program

WAATI (Western Australian Association of Teachers of Italian)

I have been in Australia for two months, and it has been a beautiful experience. I have had many good times with my host family - the Burns family - and seen places and animals that I would have never been able to see in Italy or anywhere else.

The Australian school system is so different to the Italian one! First of all, people do not stay in the same room with the same people for the whole day. In Italy, teachers walk from one class to another. I really like this because it makes everything so dynamic and you don't get too bored because every hour you get to walk around and have a small break. This helped me get to know more people. The school is very big, too! I come from a small town, so my school is much smaller than this one, and it consists of only one building, whereas this one is so big that it took me two weeks to remember where my classes were.

The school has a friendly environment, with especially the teachers creating this environment. In Italy, not many teachers are this close to us, we rarely talk to them about things that aren't related to the lesson, whereas here everyone is free to talk, even to say a joke, and it makes the atmosphere much more relaxed. Also, students don't have many subjects to study, and it seems less stressful than in Italy, where, depending on the type of school you're attending, you have to study 10 to 13 subjects, and you get less time to work and study at school, so you have to do most of the work at home.

It has been a positive experience overall, and if I had stayed here for longer, everything would have gotten even better, but I miss my country, so it is time to return to Italy.

Silvia Albera, 2023 WAATI Italian Exchange Student

WAATI Italian Exchange Program

WAATI (Western Australian Association of Teachers of Italian)

Hi, my name is Teresa. I'm an exchange student from Italy, and I have lived in Perth for the last two months (from June to August) here in Australia.

This experience will always remain in my heart. I was grateful to be hosted by the Nishi and Padmanabhan families.

Thanks to them, I was able to learn more about Indian and Australian cultures. I was lucky enough to be able to attend Indian festivals and try typical Indian food. In a positive light, I will remember my host family, the car rides, the ocean, the sunsets, the nature, which is very different when compared to Italy, animals like kangaroos and koalas, and the Australian people.

School here is very different from the one I attend in Italy, in my city. The first big difference I noticed is that here students only study 6 subjects, not at least 13 subjects, as we do in Italy. Also, for each subject, classmates and classes change here, unlike in Italy. This means that you get to know more people whilst forming closer bonds with many students in the school.

Another thing is that here, the schools are not made up of a single building as in Italy, but of many, moreover, all well-equipped and cared for. Here, teachers are kinder and more patient with students, and consequently, the relationship between the two seems closer and not superficial.

This experience was not as easy as some may think, because it was the first time I was away from home alone for an extended period of time.

I advise anyone who can have a similar experience to do it and not be afraid. This, for me was the craziest adventure ever and definitely one that made me grow a lot.

Teresa Danese, 2023 WAATI Italian Exchange Student



L-R:
Nayonika Nishi, Teresa Danese, Silvia Albera, and Chloe Burns.

Mount Lawley students Chloe and Nayonika will be travelling on exchange to Italy later in the year.

On 10 August, **Nikita** 12F3, achieved a remarkable feat by being selected as one of the three finalists in the prestigious Young Women in Public Affairs Award sponsored by ZONTA. This organisation supports and promotes young women in business and public affairs. This award recognises young women, ages 16-19, who have demonstrated leadership skills and commitment to public service and civic causes. It encourages them to continue their participation in public and political life. Nikita's accomplishments reflect her dedication and hard work and highlight our young students' incredible potential.

Nikita's journey as a finalist in the ZONTA competition is a shining example of her passion, commitment, and determination. As an amazing ambassador for our school, Nikita spoke passionately about her aspirations to become a human rights lawyer and/or a diplomat and a deep desire to make a meaningful impact on the world.

During the award ceremony and dinner, Nikita delivered a powerful speech that resonated with everyone present. She shared her admiration for Sam Kerr, the nation's favourite and the woman who inspired her the most. She drew parallels between Sam's ground-breaking career and her own experiences. Nikita's choice reflects her resilience in the face of adversity, much like Sam Kerr's journey in the world of football. Unsurprisingly, Nikita's passion for football and determination to overcome challenges have made her a guiding light for younger players as a coach. Her commitment to making a difference in this field is truly inspiring.

I must also acknowledge Nikita's incredible support from her parents, who have played an instrumental role in nurturing her dreams and aspirations. Their love and pride in Nikita's achievement shone through their eyes.

Sunila Singh, HASS Teacher

Year 9 Mount Lawley Senior High School student Matthew's vision is to play cricket for Australia. **Matthew** 9O1 met with former Australian Cricketer Brad Hogg, who allowed Matthew to wear the baggy green cap, and they went out for a hit and a bowl at Hamer Park. Brad handed Matthew an autographed biography at the session's end. Brad Hogg was also a guest speaker and shared his inspirational story with a group of Year 9 and 10 students at the Term 2 2023 Insain Workshop.

Tasmyne Bean, AIEO/Student Support Officer



Nikita Van Waaijenburg with Dr Demelza Ireland, MC



Back L-R: City of Wanneroo Councillors Natalie Herridge and James Rowe, City of Stirling Councillors Teresa Olow and Lisa Thornton, and City of Joondalup Councillor Nige Jones

Middle L-R: City of Stirling Councillor Elizabeth Re and Member for North Metropolitan Region the Hon. Ayor Makur Chao MLC

Bottom L-R: Zonta Area 3 Director Pauline Vukelic, YWPA Finalist Nikita van Waaijenburg, YWPA Winner Amalea Halls Finalist Fatima Merchant and Member for Vasse Libby Mettam MLA



MUSIC CONCERTS

Term 3 has been a busy and rewarding term for the music students at Mount Lawley Senior High School. The ensembles participated in 7-weekend festivals and nine concerts at the Tricycle Theatre for our concert series. It is a privilege to see our highly professional and talented students perform and watch them transform, mature and progress from week to week.

Our Senior Concert Band, led by Lee Stanley, won an 'Outstanding' result for the ABODA Concert Band Festival, one of the few schools in the state to receive this coveted award. The Jazz Festival resulted in many of our students being selected for citations as outstanding soloists, the prize being one-on-one lessons with WAAPA Instrumental Staff. Our Contemporary Ensemble 1 achieved an 'Outstanding' in their festival, one of three schools to receive this result. Our students held their own, shone in every external festival, and captivated audiences in the internal concert series.

Seeing such strength of musicians across all year groups is so pleasing. The future of music at Mount Lawley Senior High School is very safe in the hands of such exemplary students. Thank you to the staff, parents and Executive team, who have come to support and witness these remarkable performances and transformations. We look forward to the musical journeys ahead as our talented musicians continue to inspire.

D. Summers





JAPANESE VISIT

Fifteen Japanese exchange students from 'Dalton Tokyo College' visited Mount Lawley SHS from Monday, August 28 to Wednesday, September 6. Their visit aimed to immerse themselves in the Australian school life experience and improve their English language skills.

Our Year Ten and Eleven Japanese Language students warmly welcomed and hosted the exchange students during their stay in Perth. The exchange students participated in their host students' regular classes throughout their visit. Also, they had the unique opportunity to attend Ms. Edwards's renowned particular media class.

To bid farewell to our Japanese guests, Associate Principal Mr. Camilleri attended a farewell party where he presented each student with a certificate of participation and unique school gifts.

It was heartwarming to hear that all the students found their time at Mount Lawley Senior High to be a truly unforgettable and meaningful experience.

Mr Jaeik Jong, Japanese & Korean Teacher



AEP PLANT REVEGETATION

At the start of the year, we planted native South Western Australian plants in the school gardens near the Upper School building, and at the back of the Media Rooms.

Throughout the year we have been maintaining this area, and just recently on the 9th August we revisited the beautiful gardens, and added some new plants, including Kangaroo Paws that are new for the spring to come. We hope that when you walk past you enjoy our garden.

Cyanne – Year 7



AEP ART GALLERY WORKSHOP

The Aboriginal Excellence Program went on an excursion to the Art Gallery of Western Australia, where we were greeted and guided by Clothilde Bullen. Clothilde led us through First Nation's Art Exhibits while connecting Songlines to the various artworks.

After the tour, the AEP students participated in an Art Workshop where Gerri Hayden told us about Songline stories and her own experiences.

Indi – Year 7



YEAR 12 BREAKFAST

Sixty-five General, Vocational Education and Training (VET) and ATAR students were invited to the final Year 12 High Achievers' Breakfast for 2023. Our guest speaker was **Ella Dickie**, who graduated from Mount Lawley Senior High School in 2020. Ella is currently studying at UWA. She provided some tips on surviving the final weeks of high school and studying for exams.

Ella spoke to the students about making the most of any opportunity that may present itself. She encouraged students to step out of their comfort zone and not be afraid to take risks as they embark on their journey from school to study to work.

Following her presentation, Ella joined the students and staff to enjoy the delicious breakfast prepared for them by the Year 11 Certificate II in Hospitality students.

Catherine Smith



WOMENS HEALTH WEEK

We held an event for our Year 9, 10 & 11 female student leaders, Wellbeing Committee members, and ATAR Health Studies students to celebrate Women's Health Week. To kick things off, students enjoyed a workshop run by 'We Are Womxn', focussing on empowering themselves and those around them. We Are Womxn works to empower young women through education and honest conversation. The workshop was followed by a healthy morning tea and a fun, self-care activity of making their own essential oil roller bottle to take away. The students were also given a Women's Health Week gift bag with goodies and resources. The event was a great success, and we look forward to more of these!

Jade Browning, Healthy Active Coordinator



OUTDOOR EDUCATION

Year 12 Outdoor Education has offered us so many opportunities this year that have helped us step out of our comfort zone and try new things. We've participated in snorkelling, fishing, surfing, and kayaking, which have all been unique experiences. Outdoor Education has helped us learn many new skills and allowed us to step outside the classroom and connect with nature, and it has been a great bonding experience.

For our last camp at Mount Lawley SHS, we went to Walyunga National Park for a kayaking expedition, travelling along the Avon River to the Swan River at Bells Rapids. It was a two-day camp, where we spent the night at Lake Leschenaultia campsite. On the first day of our expedition, we were apprehensive about going down the rapids at Walyunga Pool. However, we were eased into it by learning a progression of new skills to help us on the white water. By the second day, it was time to go down the river on moving water and over many rapids. It seemed scary at first. However, the staff were very professional and guided us through one at a time to ensure we were all safe. We paddled through many little rapids and then 'The Terminator,' which was tricky to navigate. After that, we went through the main chute at Bells Rapids, which was also quite a challenge, but once we did it, it was rewarding. The camp was a great way to finish Outdoor Education, and my classmates are very grateful for all our experiences this year.

Daisy Year 12



MIDDLE SCHOOL ASSEMBLY TERM 3



Community Champion Award Community 2
 Back Row L-R: **Anthony, Chase, Olive, Francesco, Nelly**

Front Row L-R: **Maxwell, Tamika, Athena, Zachery, Bogdan, Scarlett**



Community Champion Award Community 1
 Back Row L-R: **Hannah, Sum, Andy**

Front Row L-R: **Thomas, Hanna, Tristan, Saxon, Francesca**



Have Sum Fun Centro Metro Math Competition Y 7-8
 Back Row L-R: **Pulai, Cindy (Xinran), Zali, Teo, Derek, Nicholas**

Front Row L-R: **Ishaan, Alex, Arrav, Minh (Hoang), Lara, Max**



Year 7 Top Award Semester 1
 L-R: **Ruby - HASS**
Luke - Science
Lex - Mathematics
Lucy (Absent) - English



Community Champion Award Community 5
 Back Row L-R: **Ishaan, Chloe, Ruby, Abhishek, Aden, Eleanor**
 Middle Row L-R: **Dylan, Kevin, Aqillo, Lara, Esther, Ben, Rachel**
 Front Row L-R: **Liam, Arabella, Kalani, Joshua, Fujiko, Raghavi, Priyanka, Deakin, Pulai**

ROTARY INTERACT

The Mount Lawley Senior High School Interact Club has had a busy term with some exciting activities. Rotary Youth Program of Enrichment (RYPEN) is a weekend residential experience for students designed to develop skills that will assist them in transitioning to adulthood. Participants are involved in various workshops and activities, which allow them to personally develop, gain self-confidence and communication skills, challenge themselves, build friendships, and develop skills.

Four students, sponsored by the Rotary Club of Mount Lawley, attended the RYPEN camp in May this year. They reported their experience to the Interact Club. The general feeling was that RYPEN was a weekend full of laughter and interactive activities, and everyone made some lifelong friends. They attended lectures and presentations and were involved in many activities which taught them countless lifelong skills.

The Interact students conducted a successful sausage sizzle at the Athletics Carnival to raise funds for their projects. Not only did they raise a substantial sum, but they also had some fun doing it

Congratulations to all students who participated enthusiastically and the Rotarians from the Rotary Club of Mount Lawley for their support.

A successful changeover function, with lunch provided, was held on August 31, 2023, and was attended by Mr Ian Murray and Mr Ray Swincicky from The Rotary Club of Mount Lawley. The Associate Principal of Mount Lawley Senior High School, Mr. Camilleri, was the special guest. It was also an opportunity to farewell the Year 12 members and wish them well for their future endeavours.

Mr Larry Manno Interact Coordinator



President Maya with the RYPEN attendees (L-R) Lottie, Sophie, Aliyah and Lorena

Sausage Sizzle at the House Athletics Carnival



Mr Manno and Associate Principal Mr Camilleri with the Interact Committee for 2023-2024. From Left President Shirin, Secretary Viana, Vice President Tommy and Treasurer Betty. Below: Interact Group at the Interact Changeover in August



Merit Certificate Community 3

Back Row L-R: **Jakub, Radar, Amelie**

Front Row L-R: **Xziva, Alex, Kaitlin, Noah, Matteo**



Community Champion Award Community 4

Back Row L-R: **Calum, Niamh, Chloe**

Front Row L-R: **Jacob, Cordelia, Jamie, Georgia**



Year 8 Top Award Semester 1

L-R: **Akshaya - HASS**
Minh - Mathematics

Dash - Science
Evangline - English



Mr Manno and Associate Principal Mr Camilleri with the retiring committee. From Left President Maya, Vice Presidents Diya and Rosie, Secretary Kristy and Treasurer Isabelle.



SSWA VOLLEYBALL

SCHOOL SPORT WA CARNIVAL. Y10-12

Mount Lawley Senior High School faced some tough opponents, including multiple volleyball specialist schools. With incredible skill and passion, Mount Lawley Senior High School finished 2nd and 3rd across all five divisions, an incredible achievement.

What shone out amongst the students was the burning passion for this sport. Although we didn't win, the determination, resilience, and love for volleyball were evident throughout the day. Congratulations to everyone who participated. You have made your school very proud.

Miss Henry



OUTDOOR EDUCATION

Students have spent the last four weeks of last term, learning how to surf. This week saw some epic conditions with some equally epic surfing from all! Big thanks to the team from GoSurf, who deliver an outstanding experience every year.

David Turnbull HPE



YEAR 9 CARNIVAL

On Wednesday, 21 June, the Year Nine cohort participated in the NERPEA Lightning Carnivals. One hundred and eighty Year 9 students and forty-two Year 11 Sport Coaching students represented Mount Lawley Senior High School in Soccer, Basketball, Volleyball, AFL, Netball and Floorball.

As ambassadors for the school in the community, students' behaviour and attitude were fantastic, with many accolades from coordinating teachers about our students.

The Year 11 Certificate II Sport Coaching students were assigned teams on the day to apply their knowledge of coaching and officiating in an industry situation. All students, once again, represented the school well and positively affected the Upper School students they were coaching.

Well done to Mr. Tipping and Mr Leithead for coordinating the day, and a big thank you to all staff, students and support staff for their assistance with the day; the day does not work without you.

Adam Zen, HPE Coordinator



YEAR 8 CARNIVAL

On Tuesday, 8 August, the Year Eight cohort participated in the NERPEA Lightning Carnival. Two hundred and ninety-six Year 8 students represented Mount Lawley Senior High School in Soccer, Basketball, Volleyball, AFL, Netball and Floorball.

The competition was tough from opposing schools, including; John Forrest, Eastern Hills, Averly, Governor Stirling, Kiara, Hampton, and Ellenbrook. Student behaviour and attitude were fantastic, with many accolades from coordinating teachers about our students.

Sixty Year 10 volunteers and Year 11 Certificate II Sport and Coaching students managed the carnival by coaching and officiating games. All students, once again, represented the school well and positively affected the Middle School students they were coaching.

Well done, and a big thank you to all staff, students and support staff for their assistance with the day; the day only works with you all.

**Jamie Castleden, Teacher
Health and Physical Education**



YEAR 8 CARNIVAL



SSWA NETBALL

On the 16 June, a group of Year 9/10 girls went to the SSWA Champion Schools Netball Elimination Day as they won their zone carnival in the High School Cup earlier in the year. The rain held out for the girls in all four of their games, where they were able to show off excellent sportsmanship and skills. The team ended up finishing 3rd in their zone. Congratulations to the girls who competed on the day.

Hannah Piesse, Health & Physical Education Teacher



HOUSE ATHLETICS

The 2023 Aussie Sporting Teams-themed House Athletics Carnival has been run and won for another year. A chilly morning, it turned into a perfect 19-degree day. Student spirit and enthusiasm were high, with awesome costumes and records being broken throughout the day.

Health & Physical Education staff thank students, staff, parents and the community for supporting the House Athletics Carnival. Congratulations to the individual champions event winners, and a big congratulations to Murdoch for completing a clean sweep of all four shields available for the day.

| YEAR | CHAMPION | RUNNER-UP |
|-----------|-----------|-----------|
| 7 Female | Hannah | Jessica |
| 7 Male | Liam | Tim |
| 8 Female | Jasmine | Asha |
| 8 Male | Anda | Marco |
| 9 Female | Tayla | Scarlet |
| 9 Male | Riley | Jarvis |
| 10 Female | Ronia | Addison |
| 10 Male | Tyson | Kaihua |
| 11 Female | Sophie | Luka |
| 11 Male | Harry | Sebastian |
| 12 Female | Mackenzie | Kate |
| 12 Male | Alexio | Judd |

| Middle School | Upper School |
|---------------|---------------|
| Murdoch 1956 | Murdoch 1604 |
| Forrest 1687 | Forrest 1319 |
| O'Connor 1458 | Hackett 1174 |
| Hackett 1350 | O'Connor 1142 |

| Senior School | Overall |
|---------------|---------------|
| Murdoch 1632 | Murdoch 5192 |
| O'Connor 1099 | Forrest 3901 |
| Forrest 895 | O'Connor 3699 |
| Hackett 471 | Hackett 2963 |





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POSITIVE EMOTIONS + GRATITUDE



SAVOURING GOOD TIMES

WHY: by having enjoyable thoughts about good times you have had, are having now or planning for the future, you will create positive emotions in yourself to build your wellbeing. This is called savouring.

HOW: capture your positive feelings about your special experiences by taking pics, journaling and recording your thoughts on your phone, drawing pictures, and planning things that you are looking forward to. When you feel a little flat, look at the above to get positive emotions flowing again in yourself.

Acknowledgement: Bryant & Veroff

DO: what is a special past experience that fills you with positive feelings when you think of it?

.....

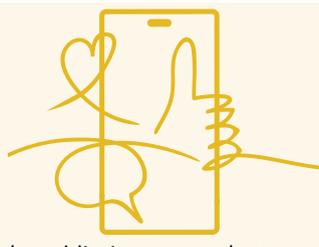
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What is something good happening now that you are feeling happy about?

ENGAGEMENT + MINDFULNESS



FOMO AND JOMO

WHY: by understanding the addictive power that the pleasurable brain chemical, dopamine has on your thinking, you will be more aware if social media FOMO (Fear Of Missing Out) is creeping up on you.

HOW: choose to use JOMO (Joy Of Missing Out) to avoid being addicted to the constant dopamine hits which comes from opening every social media post. JOMO is about being happy in your real world and being joyful to miss out on much of social media's pretend world.

Acknowledgement: Losada & Fredrickson

DO: when is a time that you could have suffered from FOMO and how did you feel?

.....

.....

.....

.....

What could be a benefit to your wellbeing from being strong enough to choose to use JOMO often to disconnect?

WEEK 25 PARENT WELLBEING : *being able to control your impulses is an important resilience skill to develop in yourself, to avoid reacting to the frequent things that trigger your emotions. When you are calm, write what these triggers are and what self-calming activities you will use immediately that you notice the triggers appear. Respond well rather than react poorly*

The frenetic pace at which the world is moving today means that often special events we experience are quickly forgotten. We don't have time to maintain the joy and positive emotions we enjoyed at the time. There is so much more to life than increasing speed, and relishing the journey is what it should be about.

Teaching students how to prolong and relive the positive feelings from magic moments and look forward to upcoming events, are effective ways to build their wellbeing. Being able to do this is called savouring.

There are tried and proven ways to savour, including, when the moment is happening, take photos and record your feelings on your phone, then listen to the recording and look at the photos to relive the event. Or, after the experience, write down the positive emotions and feelings you had, then read your story to enjoy the experience again.

When things are not going as well as they could for students and they are despondent, encourage them to relive their special moments, by asking them to tell you their story about a special event that happened in their lives. Then use active constructive responding to ask them to tell you more several times. They will soon bounce back to be more positive.

Acknowledgement: Bryant & Veroff

WEEK 26 PARENT WELLBEING: *it is the frequency of positive emotions which is the best builder of your wellbeing. A great way to feel positive, is when someone does something kind for you, go out of your way to pay it forward to at least three other people. They will probably pay it forward to feel good also, sending never ending ripples of kindness out.*

Addictions are associated with feeling anxious and experiencing low moods. Many of the addictive behaviours from a decade ago, such as underage drinking, smoking and sexual experimentation have nearly halved, but anxiety and depression have more than doubled. What has occurred is that new more powerful addictions have been created, those being social media and gaming. The other issue is that many parents are attempting to assist their children with these new addictive behaviours, using strategies that aren't effective for them.

It was once said, doing the same things and expecting different results is insanity. Fear Of Missing Out (FOMO) has become a powerful 24/7 addiction to not miss out on what is happening in their peer group, because they experience an instant gratification burst of dopamine every time they receive or send a communication.

A strategy well worth trying is discussing with students the value of Joy Of Missing Out (JOMO). Essentially, it is about feeling joyful because they choose to not be immersed in the pretend world of social media, where much of what is posted and communicated is about how people would like to be, not how they actually are. JOMO enables students to break the mindless social media addiction through experiencing positive emotions because they are missing out on the fake stuff.

Acknowledgement: Losada & Fredrickson

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RELATIONSHIPS + EMPATHY



FEELING YOU BELONG

WHY: by learning how your ancestors relied on working together in tribes to survive, you will understand how you are hard-wired to want to feel that you belong to groups of people.

HOW: turn off your phone often and make the effort to have fun hanging out with groups of friends. When you feel that you belong to your own tribes, serotonin and oxytocin will ensure that you feel valued and cared about, which are long lasting natural highs.

Acknowledgement: Dutton, Diener & Biswas-Diener

DO: when is a time that you felt a strong sense of belonging to a group of people?

.....
.....
.....
.....

What is another group that you would like to feel a sense of belonging to?

MEANING + PURPOSE



LISTEN TO YOUR MIND

WHY: by using your strengths to listen to and do what your mind tells you is the right thing for you to do, you will live a good life that matters. This is called ethical living.

HOW: be honest with and rely on the person who you see in the mirror, be prepared to listen to your mind to say no to your friends when you need to, give of yourself to be kind, and smile to spread positivity wherever you go.

Acknowledgement: Kabat Zinn & Sinek

DO: who is someone you know who lives in an ethical way and how do they show it?

.....
.....
.....
.....

When has your mind told you to say no to your friends about doing something risky, and you did?

WEEK 27 PARENT WELLBEING : your core values are what you stand for as a person, so you can live a good life with a sense of purpose. Your top character strengths bring your core values to life. Write down what you believe three of your core values are and which of your strengths you could use to action them.

The single biggest influence in students and ourselves having a healthy state of wellbeing, is to experience frequent positive emotions through having strong feelings of social connectedness; feeling a sense of belonging. Strengths Weeks, provide students, parents and teachers with opportunities to share and care with each other combining their strengths. 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 a positive personal descriptor 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.

WEEK 28 PARENT WELLBEING : Gilbert Chesterton once said, "there are no uninteresting things, only uninterested people." To develop interest in yourself to be appreciative of the normal and sometimes boring things in your life, pause, take notice, be curious, and pay attention to the present moment. Do boring in an interested and mindful way adds stimulating sparks to your life.

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

For over a decade, teachers and school leaders have been forced into the relentless pursuit of literacy and numeracy through standardised testing. Unfortunately, in many schools, this has seen insufficient time devoted to building students' social-emotional resilience, wellbeing, ethical mindsets and the capacity to nurture respectful relationships. This has seen a huge escalation in student mental health and relationship issues. It's time to put wellbeing ahead of data collection. In fact, when we get the person right, the data looks after itself.

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



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ACCOMPLISHMENT + OPTIMISM



GROWTH MINDSET AND GRIT

WHY: by stretching your efforts to persist and to achieve something that you are really passionate about, you will grow your brain's abilities and your state of wellbeing.

HOW: grit is about maintaining a sustained effort to push through challenges to achieve what you set out to do; it's about efforts that no-one else sees. Growth mindset is a belief that through deliberate practice your brain will respond by developing faster pathways to improve how you do things.

Acknowledgement: Duckworth & Dweck

DO: what is something that you are passionate about and prepared to put your best efforts into achieving?

.....

When have you believed that by deliberately practising something that you would improve, and you did?

HEALTH + STRENGTHS



KIND TO YOU

WHY: by treating yourself with kindness, you will be calmer and have greater problem solving abilities to welcome tackling more difficult tasks.

HOW: the most important relationship that you have is the one with yourself. To grow it use your strengths to practise kind self-talk, use JOMO to have frequent breaks from social media, do each of the Big Five really well, give to add meaning to your life, smile, have fun and laugh and savour your proudest achievements often.

Acknowledgement: Neff & McGehee

DO: what is something that you love doing that you should do more often to be kind to yourself?

.....

Who is someone that you enjoy being with who brings out the best in you?

WEEK 29 PARENT WELLBEING: the gold standard way to feel uplifting positive emotions is sharing time with other people and feeling a strong sense of belonging. You need to keep your evolutionary tribal needs satisfied to experience the wonderful natural highs you experience from the powerful brain chemicals, serotonin and oxytocin. Choosing to be socially connected is a great choice.

Students' mindsets are the keys to them showing a preparedness to stretch themselves by practising more difficult concepts around what they are learning. When they do, they will probably make mistakes, which they can fix through seeking feedback and learning new more intelligent approaches to correct them. This is when students' brains' abilities grow. Their mindsets are on a continuum, ranging from fixed/avoidant, through growth to resilient/gritty.

Students who possess fixed/avoidant either feel that there is nothing they can do to develop themselves or they avoid challenges for fear of failure. They can move towards growth through encouragement to try things and learn from mistakes. When they learn to accept that mistakes are really stepping stones, they are on the way.

Students who possess mindsets in the growth to resilient/gritty range, accept that their brains rewire themselves after every experience, and as such, they view mistakes as opportunities to grow their brains. In short, they fail well. At the top end of the range, students tap into an amazing personal quality called grit. Grit = passion + long term persistence + self-regulation. It is that X-factor of resilience which enables them to push through when they think they can't. Grit and social-connectedness are the two most powerful predictors of student success.

Acknowledgement: Duckworth, Dweck & Ericsson

WEEK 30 PARENT WELLBEING: your breathing is the key ingredient in you feeling calm and confident. Try this to feel great. For 10 deep breaths, inhaling through your nose and exhaling through your mouth, 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.

Good questions to ask yourself and students are, "do you treat yourself as well as you treat other people?" and, "when you say yes to other people, are you really saying no to yourself?" Being kind to yourself isn't being selfish, it's valuing your greatest asset, you. 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. Impress upon students that they are their own greatest assets.

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

- Write down achievements that they are proud of, how they felt and the strengths they used.
- Enjoy JOMO and give social media a rest often. Reading others' fake messages often creates uncomfortable social comparisons.
- Write a positive mantra to live by each week, eg. I will do five kind acts for others today to build their wellbeing.
- Use encouraging self-talk and bin the unhelpful 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, drink over a litre of water 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

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POSITIVE EMOTIONS + GRATITUDE



POSITIVE "I STATEMENTS"

WHY: by having optimistic and hopeful thoughts about what you are doing every day, you will directly influence how positive you will feel and how well you are working towards becoming your best self.

HOW: create positive routines to follow to look on the bright side of life, such as, saying "I statements" to yourself often, e.g. "I choose to ...", "I am ...", "I can ...", "I believe ...", "I will ...", when you wake up, at school and at bedtime.

Acknowledgement: Boniwell & Diener

DO: what is an example of this type of self-talk that you can use often?

.....

.....

.....

.....

What is something that you want to feel more positive about and what can you say to yourself?

WEEK 31 PARENT WELLBEING : understanding and accepting yourself, understanding the world around you and understanding where you fit within the world and with others, provides you with a reason to get out of bed each morning and do what you do with passion. What are your understandings of these things? What is your sense of purpose in life?

Encouraging students to look at life optimistically and search for what is good and right about what they are doing generates positive emotions in them to believe that they can influence their own futures. Happy people enjoy better health, stronger immune systems, are more likely to achieve what they set out to do and welcome challenges.

When we teach our students about the amazing benefits of adopting optimistic outlooks in their lives and introduce them to the little positive actions that they can do often, such as saying positive I statements, they shine. Their preparedness to adopt growth and resilient/gritty mindsets to learn and try new and more difficult approaches will ensure their personal and academic growth.

The alternative is to look at life pessimistically and search for what is wrong with things. And guess what, people who adopt this negative way of thinking find plenty of things that they perceive to be not right, because that is all they are on the lookout for. Encourage them to challenge these negative unhelpful thoughts when they begin to notice themselves thinking this way, with positive self-talk, so they can enjoy feelings of gratitude and appreciation.

The zest of optimistic thinkers is contagious and rubs off on those around them. Unfortunately, this is also true for negative thinkers. Mix with positive people.

Acknowledgement: Boniwell & Diener

ENGAGEMENT + MINDFULNESS



ASSERTIVE LANGUAGE

WHY: by realising that there will be times when you don't want to join in risky activities with your friends, you will be prepared to speak clearly and firmly to get your intentions across to them.

HOW: assertive language is the way to do this, and its structure is: say what concerns you, how you feel and what you want to happen. Don't hesitate to use it when your mind tells you it is the right thing for you to do.

Acknowledgement: Seligman & Griffin

DO: what is an activity with your friends that you think you should use assertive language for?

.....

.....

.....

.....

What would you say to speak assertively to them about it?

WEEK 32 PARENT WELLBEING : having optimism and hope for the future is much more than just feeling positive in your own environment. It is about believing that through your own efforts that you can directly influence your own future. It is your private behind the scenes little things that you do that make the difference and matter.

Risk taking is part of adolescence and students need to learn how to say no if they don't want to participate. Working against them having the strength to say no is their overwhelming need to stay socially connected to their group of peers and friends. Many teenagers often much prefer loyalty to the group over what they know is the safe and right thing to do, meaning they may not be prepared to stand up to their group. The consequences of this in risk taking situations are often serious and sometimes life threatening.

An effective strategy is to teach students how to use their strengths to speak assertively, to say what concerns them and what they want to happen in a clear, firm and respectful way, so others are in no doubt of what they mean and intend to do.

The following is a guide of how to use assertive language which wins peer attention and respect:

- say what concerns you – "I think someone could get hurt doing this."
- say how you feel – "I feel very unsafe being involved in this."
- say what you want to happen – "I am not doing this and don't want any of you to do it either."

Two types of language which don't work in these situations are aggressive/threatening and submissive/timid.

Acknowledgement: Seligman & Griffin



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RELATIONSHIPS
+ EMPATHY

JOMO

ADDICTED TO SOCIAL MEDIA

WHY: by understanding that excessive social media use is addictive from the frequent dopamine hits, and can adversely affect your mental health, you will be more likely to use JOMO to reduce your usage.

HOW: ask a trusted adult to monitor your moods and anxiety, support your sensible social media use, and inform you if you start withdrawing from in person friends to only those online. Social media addiction rewires your brain, to create many unhelpful thoughts and thus unwanted negative feelings.

Acknowledgement: Greenfield & Hased

DO: what could be a benefit if you used your strengths and JOMO to disconnect from social media every second day?

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When have you become tired and frustrated from being connected 24/7?

WEEK 33 PARENT WELLBEING: you can become much more optimistic and connected to yourself when you write down your thoughts. Buy a diary and every morning before you start the day write down things that you are looking forward to most for the day. Every night, write down three good things which happened that you were grateful for.

How often do you see groups of people with their heads buried in their phones and not engaged in conversation? They are addicted and missing out on the wonder and warmth of human interaction. Students in particular, crave social media acceptance from their peers. They thrive or feel down depending on the number of hits they receive on their posts and often spend stay up far too late gaming. The consequences to both their mental and physical health, are often very serious.

Ask them in 30 words to write down the type of person they wish to become. Then, they have to describe what explicit actions and behaviours that they would need to show if they were to be that person. Ask, will some of these actions include boring things such as cooking food, cleaning their home, being on time for school, asking for help and so on. Then ask them how social media is going to help them to carry out these actions to become the type of person who they want to become.

Fear Of Missing Out (FOMO) has become an incredibly powerful addiction for many students on social media. Is it going to help them to become who they want to be? Joy Of Missing Out (JOMO) on social media will benefit them considerably. It's a choice to live or be a techno slave.

Acknowledgement: Greenfield & Hased

MEANING
+ PURPOSE



SHARING FEEDBACK

WHY: by sharing your thoughts and listening to others' views, ideas and outlooks together, you will broaden your perspectives about the world.

HOW: the most difficult part of feedback is listening to learn from someone, not listening to your own thoughts to reply to them. Give of yourself to show empathy for others' thoughts, and process them to take something worthwhile away. Feedback provides opportunities to combine your and others' strengths, multiple intelligences and emotional intelligences to gain better views of issues.

Acknowledgement: Diener, Ericsson & Anderson

DO: when is a time that you learned something special from giving and receiving feedback with others?

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When has someone showed that they valued the feedback that you shared with them?

WEEK 34 PARENT WELLBEING: grit is much more than just making an effort. It is your long-term passion, persistence and self-regulation to accomplish something that you really want to achieve. It is also much more important than intelligence and natural talent in determining whether or not you will be successful. Reflect on a time you have shown grit to accomplish something?

Learning how to give and receive feedback is an essential lifelong skill for students to develop. They don't know what they don't know and developmental feedback enables them to consider other perspectives. Quality feedback builds social connectedness through others feeling that they matter, and broadens and builds students' engagement with others and themselves. When giving or receiving feedback, students are forced to slow down their thinking to be in the moment and think hard to consider, compare, evaluate and analyse what is being said.

Positive learning and teaching communities rely on feedback to build open, trusting and respectful communication lines, which in turn strengthen the wellbeing of everyone. The key is to welcome feedback as positive encouragement rather than negative criticism, even if it is advice that we don't want to hear.

The purposes of feedback include listening to ideas and concerns to improve a situation, suggesting alternative approaches and strategies, monitoring attitudes, behaviours and performance.

When giving and receiving feedback, it is apparent when others aren't listening with their eyes, ears and hearts, but rather listening to their own thoughts. Is it that they are not interested or that they have never been taught how to mindfully use feedback? Effective feedback is reliant on both parties listening empathetically and attentively, and this needs to be role modelled; respectful relationships rely on it.

Acknowledgement: Ericsson & Anderson

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ACCOMPLISHMENT + OPTIMISM



SUBJECT ASSIGNMENTS

WHY: by using a smarter process to research and complete subject assignments, you will produce higher quality pieces of work and achieve better learning outcomes.

HOW: Try this more intelligent process: Define - write topic in your words, break it into smaller pieces and create time targets for each one. Locate - ask library teachers and use the internet to find information. Select - check accuracy of collected data. Organise - write a draft using main points and parent/teacher feedback. Present - finish project with a bibliography.

Acknowledgement: Anderson & Ericsson

DO: what could be benefits for you of using this process?

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When is a time that you completed a high quality subject assignment that you were proud of?

HEALTH + STRENGTHS



PURPOSEFUL BREATHING

WHY: by using deep and purposeful breathing to connect with and calm yourself, you will effectively look after your healthy state of wellbeing.

HOW: this three breaths technique focuses your attention and energy just on you: 1. Deep breath focusing on the present moment and nothing else. 2. Deep breath focusing on your purpose for the day. 3. Deep breath focusing on something you are grateful for today. Use five seconds for each of inhale, hold and exhale. Repeat five times.

Acknowledgement: Crum & Hofmann

DO: what is your purpose for today and something that you are grateful for?

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When have you noticed the emotions that you were feeling while doing purposeful breathing?

WEEK 35 PARENT WELLBEING : there are many wonderful ways that you can self-calm yourself. Try the following: Spend 30 seconds breathing deeply to prepare yourself. With your knees slightly bent, sway forward till your heels leave the ground and then sway back till your toes leave the ground. Feel your weight transferring and finding your balance for five minutes.

The main thing students will be doing in their lives in the 21st century is learning, and to do this successfully, they need to slow down enough to be in the moment to think hard about what they looking at. Google in some ways has taken the emphasis away from looking beyond first impressions; everything seems to be instant these days; gaining knowledge without processing what they are learning.

Teaching students to follow an intelligent research process, enables them to slow down to think hard about each step that they are doing. To support this process, you can ask them to describe how they are thinking using Habits of Mind. Also, using the brain pathway building structure of Thinking Tools, provides opportunities for them to analyse, evaluate and predict at an executive level of thinking.

Adopting these approaches cultivates effective research habits, which include knowing what to do when they don't know what to do, relating how what they learn connects to their world and identifying and finding the information they need to learn more about. For senior students, it is their responsibility to be clear on what the assessment task criteria are.

Acknowledgement: Anderson & Ericsson

WEEK 36 PARENT WELLBEING : in the busyness of the 21st century, everyone needs timeout to emotionally transition between home and work and vice versa. Finding a place to do this for 15 minutes every day will benefit your wellbeing. In recent times such places have come to be name your Third Space. Brainstorm three places that could work for you.

At times, all students experience tense feelings and anxious thoughts about their progress, their workload, maintaining their study performances and peer group issues. Their bodies often respond with distress signals. These include tension in their necks and backs, quickened and shallow breathing, hot facial flushes and disrupted sleep patterns.

Teaching them emotional "off ramps," self-calming breathing and other coping strategies, enables students to reduce the intensity of such negative feelings, which boosts their wellbeing and social-emotional resilience. An effective technique for achieving this is deep breathing while concentrating on purposeful, kind and loving things. They can do it anywhere and anytime they have a spare five minutes.

Teenagers often don't act immediately when they feel their emotions strengthening, and as a consequence, find themselves extremely stressed and anxious. Prevention in these circumstances is much better then cure, so suggest acting immediately with them when they are calm and relaxed.

There are two techniques for breathing described in students' planners which will very quickly relax them and prompt more optimistic mindsets. Try them yourselves. Thinking about people and things close to their hearts will distract their amygdala from their pressing issues and put their rational minds in charge of their thinking. It also increases their oxygen intake and blood flow to the brain which promote clarity of thought.

Acknowledgement: Hofmann, Grossman & Hinton

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POSITIVE EMOTIONS + GRATITUDE

THINKING TRAPS



WHY: by recognising when your emotions are starting to hijack your logical thinking, you will be able to avoid Thinking Traps.

HOW: write down your warning signs and see website for 50 thinking traps that you can fall into. Some include: Catastrophising - a few things wrong and you think that everything is wrong. Mind-reading - you assume you know what someone else is thinking about you. Ignoring the Positives - you don't appreciate the good things and believe only the bad things matter.

Acknowledgement: Canon & Cherry

DO: when is a time that you recognised that your thinking was being hijacked by your emotions?

.....

What were your body's warning signals that alerted you that this was happening?

ENGAGEMENT + MINDFULNESS

TAKE OFF FIVE



WHY: by understanding that about 70% of students procrastinate on doing what they need to do, and know that they are, you will be more aware to avoid doing likewise.

HOW: Take Off Five involves you just starting the task for five minutes, and not thinking about how well you are doing it. Then repeat it again and again. Then go back and tidy up the quality of what you did. A draft can be improved, ideas in your head can't be.

Acknowledgement: Pink & Radel

DO: when is a time that you knew that you were delaying doing something that you needed to do?

.....

What thoughts stopped you from starting?

WEEK 37 PARENT WELLBEING: what is awesome in your work place or at home? How could your strengths come alive in your work place or at home? Describe a time you felt really excited at your work place or at home? Looking for awesome things rewires your brain to seek out things which will generate positive emotions in you.

Adolescence can be an emotionally turbulent time in students lives and it will benefit them to understand what affects their thinking, which 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 positive or negative emotions produced (called fast track responses).
- The prefrontal cortex is the conscious rational part which controls the intensity of their emotions to make better decisions (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 amygdala is 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: Wentzell & Caldwell

WEEK 38 PARENT WELLBEING: being able to think flexibly, means that you can adapt your thinking to best suit the situations that you find yourself in. In your son/daughters' planner, look at the index to locate Habits of Mind. They are 16 different ways people change their thinking when confronted with circumstances where they need to think clearly and sensibly.

70% of people admit that they procrastinate. Most students know when they are procrastinating, but don't have positive coping strategies to overcome it. An effective keystone habit which overcomes putting things off is Takeoff Five. It works like this. Students make a list of tasks they regularly put off doing, choose one and apply themselves solidly for five minutes with no interruptions. Then repeat the process.

Using positive self-talk, setting self-expectations and the strength bravery will also assist their efforts. Trying to do too many things at once, uses up all of the data that their brains can process at one time, also causing procrastination.

Causes of procrastination include:

- Social Media Addiction – unable to put down their phone.
- Perfection – wanting to produce the “perfect” piece of work; obsessed with detail
- Organisation – wanting to be totally prepared and not getting started or lacking the necessary study and research skills to perform the task.
- Self Doubts – lacking self-confidence to tackle the task.
- Prioritising – being unable to prioritise their activities to get the things done that they have to do.
- Motivation – lacking a purpose for being at school; “having to” rather than “wanting to.”
- Over Choice – having too many choices, and not choosing one to start on. Procrastination will not go away by ignoring it.

Acknowledgement: Pink & Radel

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RELATIONSHIPS + EMPATHY



POSITIVE LISTENING AND RESPONDING

WHY: by using the body language which shows that you are really interested in listening to someone share their story with you, you will receive warm responses from them.

HOW: have open posture, make eye contact, listen to their words, not your own thoughts, don't interrupt and ask them to Tell You More when they run out of words. This is the only way of listening which creates positive emotions and feelings of being valued. Practise doing this often when listening.

Acknowledgement: Gable, Gonzaga & Strachman

DO: who is someone that is a great listener and why?

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When is a time that you felt valued because someone was interested in listening to you share your story?

WEEK 39 PARENT WELLBEING : your son/daughter will benefit considerably when you role model that you are prepared to take measured risks to try new things and experiences, such as, failing well, accepting that mistakes are part of life, forgiving yourself for making them and seeking feedback to learn new approaches to correct them. These are valuable skills to develop.

Respectful relationships are underpinned by enjoying open and trusting face-to-face conversations with others. This involves listening intently and enthusiastically to others tell you their story, without interrupting. Because of teenagers' addiction to communicating electronically, this often means they haven't mastered the essential interpersonal skills, such as welcoming body language with eye contact, open posture, interested and positive facial expressions, an inquiring tone of voice and nodding with points raised. These all contribute to being there for others. Do you know when others are genuinely interested in your story?

To develop students' self-awareness of how to show empathy and build respectful relationships, they need to be provided with numerous opportunities to practise using active constructive responding in their face to face conversations with others. Simply asking another person to tell you more about a story they are sharing, fills both of you with uplifting spirals of positive emotions, which benefit your and their wellbeing. Another important aspect to emphasise with students, is to aim to say five positives for every negative when having a conversation.

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

- passive constructive: listening quietly, without any interest or enthusiasm.
- passive destructive: showing disregard to learn about their story.
- active destructive: dismissing their story with disrespectful body language and changing the subject. Acknowledgement: Gable, Gonzaga & Strachman

MEANING + PURPOSE



RELATIONSHIP PROBLEM SOLVING

WHY: by solving problems fairly and quickly, which threaten your respectful relationships, you and the other person will continue to feel connected, protected and respected.

HOW: firstly, consider, what did you do or say? What were you thinking then? What have you thought since? Who has been affected and how? What could you have done or said differently? What would you do and say now? How would things change? What should you say and do to make things right?

Acknowledgement: Peterson & Gable

DO: when is a time that you sorted out a relationship problem with someone fairly and quickly?

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.....

What is a problem that you should start sorting out today?

WEEK 40 PARENT WELLBEING : role-modelling having self-belief in your self-worth as a person who matters and self-acceptance of who you are, will benefit the wellbeing of your child. Young people have not always listened to adults, but they have never failed to imitate them. Doing this, will also fill you with frequent positive emotions, which are the best builders of wellbeing.

To build the wellbeing of the whole school community there needs to be a shift in our thinking from what school rule was broken, why did it happen and what are the consequences, to this was a violation of our school community's trust, which affected and threatened respectful relationships. Then ask students how can they use their strengths to make things right for others and to act more positively. This approach promotes school wide growth mindsets to ensure that the wellbeing of everyone is valued and matters.

This shift is about moving from external control by adults to showing students how they can use their top strengths to build their own internal control to understand what has to happen to make things right and how will it be done. Asking students who do the wrong thing to complete Restoring Esteem and Focus (see Individual Resources on website) will assist them to have empathy for others.

Reflecting on the following questions focuses students on using their strengths to make changes themselves:

- who has been affected by what happened and how?
- what could I have done or said differently?
- what would I now do and say?
- what do I have to do to make things right?
- How can I use my top strengths to achieve this?

Acknowledgement: McQuaid & Kern



COMMUNITY NOTICES

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



FREE FEMININE HYGIENE PRODUCTS

All relevant facilities at the school site have these dispensers available for student use.

Students can also see the staff at Student Services for products and assistance.

The poster features a pink banner with the title, an illustration of three people with their arms raised, and a photograph of a white wall-mounted dispenser with several packs of feminine hygiene products below it.

Our school now provides access to free period products for all secondary students, as part of the Western Australian Government rollout across all public secondary schools.

Period products are a fundamental health necessity and having a period should not be a barrier to participating in school. Providing access to free products at school is designed to enable students to stay engaged in their studies and ease some cost-of-living pressure for families.

Dispensers have been installed in all toilets and all accessible toilets, where students will be able to take what they need, when they need. Both single-pack Libra-branded pads and multipack tampons are available. Libra products are Australian manufactured and made to Australian Standards.

Our school is committed to providing period health education to all students. This will include discussing the purpose of the dispenser and the safe and hygienic use of period products.

Information available from the following websites may assist you to have conversations about menstrual health and hygiene at home:

- <https://www.getthefacts.health.wa.gov.au/our-bodies/periods>
- <https://www.healthdirect.gov.au/menstruation>



Rotary  **rotary youth exchange**

HOST AN EXCHANGE STUDENT

BE A PART OF SOMETHING GREAT



Currently three exchange students from Denmark, Finland and Italy are attending Mount Lawley Senior High School. We are looking for local families to host an exchange student.

"We've hosted Rotary Exchange Students many times and have made lifelong friends with the students and their families. It's a very rewarding experience that I would thoroughly recommend."

Jackie, Host Mum

Hosting a Rotary International high school exchange student is a life-enhancing experience for you and your entire extended family.

It's a unique opportunity to get new perspectives, explore new customs, and share Australian culture.

Best of all, you'll build special friendships and connections that often last a lifetime.

QUICK INFO

- Most families host an exchange student for 3 to 4 months.
- Students bring their own spending money and medical insurance.
- Couples, families with children, single people, Rotarians and non-Rotarians can all make excellent hosts.
- You will receive lots of support from Rotary.



For more information contact Rochelle Lampard rochelle.lampard@gmail.com
Website: www.exchangestudentwa.org.au



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