



MOUNT LAWLEY SENIOR HIGH SCHOOL

An Independent Public School

LAWLEY UPDATE 14 Term 4 No. 1 2015

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Welcome back to the final term of the 2015 school year. Year 12 students exit the school this week and commence WACE examinations shortly. Year 10 and 11 students commence their examinations this week and then advance a year in the Early Start initiative. Middle School students continue with their study program, although Year 9 students take part in their Year 10 transition program towards the end of term. Given the significance of examinations to this term, a set of exam tips for parents are attached.

The final day for Year 12 students was held on Thursday, 22 October 2015. The day followed the traditional approach of a breakfast, assembly and the year photograph. Congratulations are extended to the following students for being acknowledged at the assembly:

Sagitte Yom-Tov Award - (Principal's Art Prize) Jamie
Andrew Davis Memorial Music Award - Hannah
Andrew Davis Memorial Art Award - Isobel

The Principal's Art Prize has been named recognising a former student of the school, the late Sagitte Yom-Tov, who made a contribution to Australian anthropology and Indigenous culture. As a student she loved both music and art. The award made to Jamie, recognises the best piece of art work produced by a final year student. The award was presented by Sagitte's parents.

The Andrew Davis Memorial Award recognises students who have made the most significant contribution to Art and Music. They need not be the top academic student in the subject, however, they have shown leadership and enthusiasm. Both Hannah (Music) and Isobel (Art) have shown these qualities. The award honours Andrew Davis, who enjoyed greatly Art and Music. He tragically died playing soccer when he was in Year 10. His parents presented the award.

The assembly acknowledged a number of Year 12 students, saw the 2015 House competition announced and inducted the 2016 Prefect group. Due to the agenda, it is a long event and whilst some liberties are given to the graduating class, it is an endurance for the school's younger students and they persevered well. Their behaviour was excellent and a tribute to family and school Values.

Unfortunately, some individuals of the exiting class committed some acts of vandalism, which thanks to the school's cleaning and gardening staff was dealt with quickly. The contracted security guards were not able to apprehend a perpetrator. However, the most serious act of vandalism was the destruction of the climbing tree in the school's fitness course and this will be out of commission for several weeks as replacement parts need to be ordered. This is unfortunate as the fitness course is popular with many students at recess and lunch breaks.

Year 12 students were also provided with a Statement of Results. If they believe that there is an error in either a grade or mark, please contact the relevant Level 3 curriculum leader and this will be reviewed. As a number of Certificates are finalised after outside bodies have reviewed results, all final student results could

CONGRATULATIONS



Angus 10M1 has been selected to represent WA in the 'Northern Thunder' State Lacrosse Team who will be playing in Melbourne for the national championships.



Ben 8F4 has been selected for the U13 WA State Soccer team to play in the National Championships held in NSW later this month. Ben also plays for the Perth Glory U14 team.



Ruth 10H2 has been selected to participate in the Southern Cross Cultural Exchange program to Italy for 3 months from the end of October until end of January. She will live with a host family and attend the local school.



Annelise 9.2.3 has been selected to represent WA in the National Waterpolo competitions held in Perth. Congratulations Annelise.



Baily 8H4 has been selected to represent WA in the U14 National Basketball Championships to be held in Perth. Baily plays for the 'Joondalup Wolves' Basketball Club.



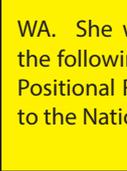
Elysse 11H3 has been selected to represent WA in the U17 National Volleyball Championships in Canberra. Congratulations Elysse.



Finn 10F1 has been selected to represent WA in the U17 Australian Junior Volleyball Competition in Canberra. Congratulations Finn.



Eamon 11F3 has been awarded a scholarship from Woodside Energy and Minderoo Foundation to sail aboard the Leeuwin for a week. Congratulations Eamon.



Teri 9.2. won THREE 2nd place medals in the State Scoped 3 Positional & Field Rifle Championships held at Nyabing, WA. She won 2nd place U15 State Junior in the following 3 categories, Field Rifle Rimfire, 3 Positional Rimfire and 2 Gun event. Teri will go to the Nationals next year to represent WA.



A THOUGHT

Education is the movement from darkness to light.. *Allan Bloom*

Please support our Green initiative by reading the rest of this Update online at P & C Website <http://mlshspc.org.au> or on school website www.lawley.wa.edu.au



not be provided on the statement.

The final event for the Graduating class was the Year 12 Dinner, held on Friday night at the Italian Club. Thanks to Mr Lazarov for managing the event and to the many staff for attending and sharing time with the students. The highlight of the night is the then and now montage of photographs put together by the School Chaplain, Mr Andrew Paul. He uses as his source the school photographs of each student - first year at the school and the one from this year. The best wishes of all members of the school community are extended to the Year 12 students who will shortly undertake WACE examinations. Good luck to all.

The 'A' Division inter-school Athletics Carnival was also conducted this week. Whilst the school will drop to 'B' Division for next year a highlight of the Carnival for Mount Lawley SHS was Year 12 student, David Battista, winning the Senior Boys Championship. Congratulations are extended to David.

The 2015 House competition was also finalised. The winning Houses are:

Middle School: Murdoch
Senior School: Hackett
Overall: Murdoch

The 2016 Prefect group has also been announced. The handover took place at the Year 12 Assembly. Congratulations are extended to:

Molly	Jessica
Aisha	Nicole
Dimity	Kirsten
Matthew	Bryce
Hannah	Victor

In 2016 the Head Boy is William and Head Girl, Mikayla. This is a significant role in the school and best wishes to them. William is currently in China representing Australia at the International Chinese Bridge Competition.

The final Music concert for the year is scheduled for Monday, 9 November 2015. These are outstanding events and recommended to all parents. Seats can be hard to get and early booking is advised. There will be a concert rehearsal for the large Senior ensembles, the Concert Band and String Orchestra, (students are currently completing examinations) on the Monday afternoon. Music staff will advise students and inform them of what they need to bring. The concert itself is being held in the Perth Modern School music Auditorium.

Congratulations are also extended to the Year 12 Mock Trial team. The core team sought to be the first ever to win the competition three years in a row, however, they lost the Grand Final by 3 points. Olivia, Chaz, Jadviga, (Year 12) and Year 11 students, Sophia, Luisa, Shaun and Aisha represented the school. Well done to the team members over the last three years for a great result. Earlier in the year, the Chief Justice of Australia, the Hon Robert French, AC met with them and discussed a number of legal and life pointers. Over the three years the students did exceptionally well in a demanding and high stakes competition.

Milton Butcher, Principal

PARENT GUIDE TO EXAMINATIONS

STUDYING

- Set up a dedicated study space and help them keep books and notes tidy and organised.
- Provide a steady supply of healthy snacks and drinks of water. The brain works better!
- Plan a short break between chunks of study, to refresh both the brain and the body.
- Help map out a study programme that leads up sensibly to each subject exam.
- Television, devices and loud music do not help revision, but quiet background music might.
- Encourage them to explain something to you. If you can understand their explanation, then they will be able to produce a good answer in the exam.
- Stay positive and reassuring to build their confidence and calm any nerves.

EXAM TIME

- Go over the exam timetable thoroughly so you both know exactly when and where each exam is scheduled.
- Organise transport.
- Make sure the rest of the family gives them space and peace while they work.
- Emphasise the need for plenty of sleep, especially the night before an exam.

ON THE DAY OF THE EXAM

- Get them up on time and at the venue in plenty of time before the exam is due to start.
- Check they have everything they need.
- Check what is banned from the exam room and make sure devices are left at home if they are not needed.
- Afterwards, forget about that exam and focus on the next one.

GOOD LUCK!

Source: *Principals' Digests (Volume 21 Number 49)*

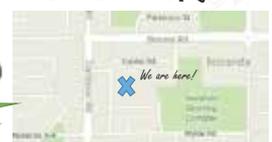


Saturday 31st of October

10am - 3pm

Rides, Food & Drinks, Games,
Stalls, Animal Farm, Raffle!

Entertainment For the Whole Family!





REMAINING 2016 SCHOLARSHIP APPLICATIONS AVAILABLE

Application forms for the remaining scholarships available for students in 2016 are now available for download.

These applications are due by 3:30pm on Friday, 6 November 2015. Families are encouraged to submit their applications.

MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

2016 SCHOLARSHIPS

The Scholarship Advantage

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

The following scholarships are available for students attending Mount Lawley Senior High School in 2016:

Peter Sparbier Perpetual Mathematics Scholarship (Year 11)
Valued at \$2,000

Anne Griffiths Scholarship for Vocational Education & Training (Year 11)
Valued at \$500

Science Scholarships (one in each of Years 7, 10 and 11)
Value depends on Year

Academic and Financial Equity Scholarships (one in each of Years 7 to 10)
Value depends on Year

Michael Sutherland, MLA Scholarship for Humanities (Years 7 and 11)
Valued at \$100

Music Scholarship (Year 11)
Valued up to \$900 over Year 11/12

Students interested in applying are to submit:

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

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

For more information visit
www.lawley.wa.edu.au or phone 9471 0300.

CLOSING
3:30pm Friday, 6 November 2015



CONGRATULATIONS

Mia 8 F4

has just won a GOLD Medal at the Westling Australia National Youth Championships representing WA in the 12-13 years 57 kg weight division . She has been wrestling for six years in both Freestyle and Greco-Roman wrestling styles and is aspiring to become a member of the Olympic Team. Congratulations Mia.



Gar-Hou (Max) 10M1

competed in United Nations Youth Association's 'Voice', which is WA's largest speaking competition. All the competitors were given four challenges to propose a solution to, and write a five minute speech. The speech is presented to a panel of three judges who question the candidate. The results will be announced in October.



Aimee 9F1.2

has been selected as Captain for the Under 15s WA 'Stars' Lacrosse Team, which will be competing in Victoria at the upcoming National Championships. Congratulations Aimee.



Kes 12H1 and Elouise 12H1 both gained second prize at Year 12 level Dante Alighieri examinations which are a combined speaking and written exam. The awards will be presented in a ceremony during October.



Kexin 11O2 and Zhen 12F1 won at State Chinese Writing Competition organised by the Chinese Language Teachers Association WA (CLTAWA), Kexin and Zhen were the winners of the First and Second Prizes in Category E4 (Level 9 - Advanced)



Josephine 10H3 and Ben 9.1.2. won at State Chinese Writing Competition organised by the Chinese Language Teachers Association WA (CLTAWA), Josephine Year 10 GAT, and Ben Year 9 GAT, won as Chinese Second Language learners, third and fifth prizes respectively in Category D (Year 9 & 10).



Melissa 10F3 Melissa qualified to compete at the 2015 Short Course Age & Open Swimming Championships in the following events.

- Womens Open 50 Breaststroke - Open Age Group Qual Time ending in 36th place with a small personal best
- Girls 15 years 100 Breaststroke ending in 7th place
- Girls 15 years 100 Backstroke ending in 18th place
- Girls 15 years 200 Breaststroke ending in 7th place
- Girls 15 years 200 Medley ending in 18th place

CONGRATULATIONS

Isabella 8H3 has won two prestigious Arts Awards.



Isabella is the winner of WA Portrait 'The Black Swan Youth Portraiture' Years 7- 9 school's category.

First place went to Isabella Kitching for her delicate and technically outstanding self-portrait.



Also Isabella entered the City of Bayswater Arts Awards recently and is the winner in the Best Youth entrant 12 -25 years. "Roman Bust", skilfully executed painting in which the artist has confidently demonstrate an understanding of contemporary art in an historical context and taken the overall presentation of the work into account.



Parent Newsletter Article **SUPPORTING SCHOOL DIARY**,
With the **DIARY EXTRACT FOR THAT WEEK**
Funded by School P & C. Source : *The Learning Curve*

WEEK 36 – PREPARING FOR TESTS/EXAMS

Wellbeing Element – Engagement and Achievement
Character Strength – Self-Regulation

While a number of students may believe that they need good luck to perform well on tests/exams, the reality is that it has nothing to do with luck; it's all about their degree of internal control. The necessary ingredients are a growth mindset, a sound preparation and effective test/exam techniques and using their signature strengths to look for good things they are doing to build their grit.

This week's wellbeing builder is on teaching students how to build a sound preparation. Very few students are naturally aware in this area.

When observing elite performers in any pursuit in life, their preparation is always meticulous - 80% of the pursuit is over before it begins.

There is absolutely no doubt that poor preparation equates to poor performance. Therefore, students need to be taught how to be effective, efficient and precise in their preparation, which in turn will enable them to deliver personal best efforts.

Adopting these strategies will enable them to strive, thrive and flourish.

STUDY TECHNIQUES & APPROACHES

WEEK
36
The Learning Curve

- LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:**
- Wellbeing Bank: to build students' Character Strength *Self-regulation* and wellbeing element *Engagement and Achievement* through using an effective revision approach for assessment tasks and tests/exams.
 - A preparedness to be resourceful and resilient in preparing thoroughly for assessment tasks and tests/exams by adopting their growth mindsets and signature character strengths.
 - Actions: What are two things they will start doing for this Wellbeing Builder?
 - To develop their thinking capabilities through *Striving for Accuracy and Responding with Wonderment and Awe Habits of Mind* and the *Exploring Habits of Mind and Plan, Do, Reflect Thinking Tools*.

MIDDLE STUDENT PLANNER PAGE 100

PREPARING FOR TESTS
Wellbeing Bank: to build your wellbeing element *Engagement and Achievement* by preparing for tests in an organised way

Performing well in any area of life requires **preparation**

- this includes tests; there is no luck involved at all
- your results depend totally on your efforts
- building growth mindsets and grit bring success
- draw on your wellbeing bank to meet the challenge

To prepare well

- store what you learn in your memory in an organised way to easily retrieve it
- revise daily/weekly to build understanding
- use the Cornell note taking process effectively
- use Thinking tools to organise what you learn
- they create clear brain thinking pathways
- use lists, posters of headings, key words, main points
- create step by step plans for Maths/Science problems
- make recordings of topics on your ipod/mobile
- test your understanding with family and friends by discussing, justifying, explaining concepts and questioning each other
- see gaps in your knowledge and then filling them
- you will be confident when you know you are ready.

ACTIONS
What are two things I will start doing to prepare and perform well on tests?

1. _____
2. _____

"People do not decide to become extraordinary. They decide to accomplish extraordinary things." Sir Edmund Hillary.

MINIFULNESS ACTIVITY:
36. Crossword magic – from a book of crosswords, do as much of a crossword that you can. Tomorrow, go back to it and push hard to do more. Repeat for two more days. Persist and you'll feel fulfilled.

VOCABULARY BUILDER

cultural	grimace	official
concrete	basinastic	escalator
upholster	charm	pertinent

SENIOR STUDENT PLANNER PAGE 100

PREPARING FOR EXAMS/ASSESSMENT
Wellbeing Bank: to build your wellbeing element *Engagement and Achievement* through using an effective revision approach.

A high quality exam performance relies on three things:

- consistent reviewing and revising throughout the year
- thorough preparation in the lead up
- positive growth mindsets of can do and want to.

Learn from the experience of those before you

- ask to **students** who studied your subjects last year
- compare your techniques with them; they'll be flattered
- handsight is a powerful tool, tap into their observations.

Ask your **teachers** for their advice on the best way to prepare for their subjects

- their insights on what the exams will cover and the types of questions are invaluable; multiple choice, short answers, essays, how many questions
- ask them for past exam papers; most subject exam content doesn't vary much each year.

To prepare thoroughly

- put a copy of the exam timetable in a prominent place in your room and on the fridge
- to gain a clear understanding of exam questioning, read *Glossary of Key Words*
- in your room put up key points, formulae, quotes, examples of answers
- recite them aloud at least **once** daily
- do **past** exam papers under exam conditions
- identify areas of weakness and address them
- work at exam pace; your timing is critical
- study in time blocks equal to the duration of the exams.
- complete an *Examination Preparation Checklist* for each of your subjects.

ACTIONS!
What two things will I start doing this week to improve my focus on preparing for exams/assessments?

1. _____
2. _____

"Life is like a landscape. You live in the midst of it, but can only describe it from a vantage point of distance." Charles Lindbergh.

VOCABULARY BUILDER

dressing	joyful
ephemerally	hindrance
femininity	illuminate
	labyrinth
	maladroit

WEEK 37 – EXAM/TEST QUESTIONING CONFIDENCE
Wellbeing Element – Engagement and Achievement
Character Strength – Curiosity

In every pursuit in life there are practices and methods which reap more benefits than others; effective reading, test and exam revision and preparation are no different. Explicitly teaching best practice in these areas will cultivate in our students resourceful habits to strive, thrive and flourish on assessment tasks, including tests and exams. The secret to success is being able to see how the knowledge they have learned relates to what they already know and how they can apply it to extend their knowledge further. Performing well in tests and exams relies on being able to understand what is being asked, retrieving the relevant information from the brain and shaping an appropriate answer.

Often students answer the question they think is being asked rather than the actual question being asked. It is essential for students to be able to understand and use exam terminology accurately. Studying the Exam Terminology: Glossary of Key Words is an excellent way to achieve this. To retrieve knowledge from the brain easily, it must be stored in the memory in an organised fashion in the first place. When students say, "I freeze in tests and have a mental block," it basically means that they perhaps don't understand the question being asked, are unable to use the learned knowledge, aren't comfortable with their preparation and have difficulty retrieving information from their memory. If they can say, "I understand what I'm being asked to do, I know how to apply the knowledge, I've prepared well and therefore I'll do well," a sound performance will result.

RESEARCH & OPERATIONAL SKILLS

WEEK
37
The Learning Curve

- LEARNING INTENTIONS/GOALS. AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:**
- Wellbeing Bank: to boost students' Character Strength *Curiosity* and wellbeing element *Engagement and Achievement* through confidently understanding what ending of what they are being asked to answer through knowing exam terminology.
 - Actions: What are two things they will start doing for this Wellbeing Builder?
 - To develop their thinking capabilities through *Questioning and Posing Problems and Applying Past Knowledge to New Situations Habits of Mind* and the *Exploring of Habits of Mind, Intersections and Points of the Compass Thinking Tools*.

MIDDLE STUDENT PLANNER PAGE 102

TEST QUESTIONING CONFIDENCE
Wellbeing Bank: to boost your wellbeing element *Engagement and Achievement* through you confidently understanding what test questions are asking.

Test questions are phrased in your teachers' language, **not** yours.

- often students answer what they think is being asked rather than what teachers intended
- their language must be converted into your own words
- look at Test Wording for ideas
- wording that opens your memory storage tanks
- read the questions carefully and think.
- what am I being asked to do?
- what area of the course is it from?
- what do I do first?
- begin with the questions you can do immediately
- doing this will give you confidence.

Picture the **steps** you have to take

- I will do this first, then that...
- I need to be careful not to leave out...
- This point leads onto...
- always be positive with can do and want to growth mindsets.
- they will stimulate your memory
- if you lose focus use Square Breathing to breathe slowly and deeply to regain your attention.

ACTIONS
What are two things I will start doing to build my test questioning confidence?

1. _____
2. _____

"Readers are Leaders." Saying.

MINIFULNESS ACTIVITY:
37. Character strengths charade – describe two things you could do for each of these character strengths – zest, curiosity, leadership.

SENIOR STUDENT PLANNER PAGE 102

EXAM/ASSESSMENT QUESTIONING CONFIDENCE
Wellbeing Bank: to boost your wellbeing element *Engagement and Achievement* through you confidently understanding what exam/assessment questions are asking.

Exam questions are phrased in the examiners' language, **not** yours.

- often students answer what they think is being asked rather than what the examiners intended.

In order to trigger responses in your mind to **retrieve** information

- their language must be converted into your own words
- wording that stimulates your memory storage tanks.
- this is why past papers are so important in your preparation
- after reading each question, write down what it means to you in your own words.
- What am I being asked to do?
- What area of the course is it from?
- What do I do first?

Picture the **steps** you have to take

- then attempt the question to see if your knowledge and understanding are up to standard
- consult your notes and tests to fill in gaps in areas you are lacking in
- "I should have done this..."
- "I left this aspect out"
- "This point leads onto..."
- tip into your teachers' expertise to fine tune your understanding.

ACTIONS!
What two things will I start doing this week to improve my confidence on exam/assessment questioning?

1. _____
2. _____

Examiners **cannot** invent subject material outside the course content to test you on.

VOCABULARY BUILDER

aesthetic	demonstrous	homograph
bemoan	forestall	illusory
captivating	gloomy	oxygen

SCHOOL DIARY EXTRACT

SCHOOL DIARY EXTRACT



Parent Newsletter Article SUPPORTING SCHOOL DIARY,
With the DIARY EXTRACT FOR THAT WEEK
Funded by School P & C . Source : The Learning Curve

WEEK 38 – EXAM DAY /BRAIN FITNESS
Wellbeing Element – Meaning and Purpose
Character Strength – Hope

For senior students this is another in a series on teaching them the most productive and effective ways to revise, prepare for and sit assessment tasks, tests and exams. Cultivating habits in them to consider all angles in their preparation and execution will benefit their performance and promote growth mindsets.

This week's lesson plan focuses on empowering students to approach exam/assessment day with a practised routine before and when in the exam room. Things to consider include:

- *having adequate sleep*
- *having your family double-check dates and times*
- *eating a wholesome breakfast*
- *exercising for 30 minutes to spark the mind and body*
- *wearing loosely fitting and comfortable clothing*
- *taking a bottle of water*
- *sitting away from friends in the exam room.*

For younger students, this week focuses on encouraging them to regularly exercise their brains to keep them fit and sharp. They will be introduced to numerous ways to do this including:

- *thinking creatively about their interests*
- *using Habits of Mind and Thinking Tools daily*
- *looking for what is right in things*
- *thinking through their signature strengths*
- *playing scrabble, monopoly, cards, chess and other thinking games*
- *completing jigsaws.*

RESEARCH & OPERATIONAL SKILLS

WEEK 38
 LEARNING INTENTIONS/GOALS, AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Bank: to add to students' Character Strength Bravery and wellbeing element Meaning and Purpose through them using a practised exam/assessment routine and reading effectively.
- An acceptance that to perform at their best they need for a well rehearsed exam technique, a willingness to put themselves under exam pressure conditions while studying at home to practice their exam techniques, a preparedness to use a variety of reading strategies and being able to identify which one best suits their purpose for reading.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Managing Impulsivity and Taking Responsible Risks Habits of Mind and the Exploring Habits of Mind and Question Explosion and CAP – Consider All Possibilities Thinking Tools.

SCHOOL DIARY EXTRACT

MIDDLE STUDENT PLANNER PAGE 104

READING EFFECTIVELY
Wellbeing Bank: to build your wellbeing element Engagement and Achievement by using different ways to read.
 The speed at which you read depends on:
 • your purpose for reading why am I reading this?
 • reading everything the same way is a time waster.
 • effective reading is choosing the best way to read
 Following are different ways to read and their purpose
Skimming purpose: gaining a general idea
 • a quick flip through the pages for an impression
 • deciding on its usefulness for your purpose.
Scanning purpose: locating specific information
 • rapidly reading looking for key words or phrases; then reading that section carefully
 • skipping over large areas of text.
Memorising purpose: slow, careful, absorbing reading
 • understanding the information
 • repeating main points to obtain a good understanding
Gathering purpose: looking for emphasis, fact
 • note-taking and summarising
 • steady critical reading; identifying main points
Discovering purpose: identifying genre, style and skills
 • looking for author's writing abilities and preferences
 • steady analytical reading

ACTIONS
 What are two things I will start doing to read more effectively?
 1. _____
 2. _____
 "Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it." William Shakespeare/Murphy.

MINFULNESS ACTIVITY:
 38. Leaf feelings – cut a small piece off a plant and remove the leaves one by one. What does their texture feel like and how many are there?

VOCABULARY BUILDER
 catapult scintillate
 dejected scramble rumour
 abrupt ecstasy forehead

MIDDLE STUDENT PLANNER PAGE 105

EXAM/ASSESSMENT MANAGEMENT
Wellbeing Bank: to add to your wellbeing element Meaning and Purpose through you using a disciplined and practised exam/assessment routine.
 Performing well on exams is like having a good golf swing
 • you are unconsciously competent because you are well rehearsed, confident and it's second nature to you.
 To build your unconscious exam competence practise the following:
Reading Time is crucial
 • usually 15 minutes
 • carefully read all directions and instructions; understand them, know what questions to answer and where to answer them
 • listen to any announcements
 • look at the mark allocation for each question and divide your time accordingly
 • identify questions that you can answer immediately
 • put the questions in the order you wish to do them
 • your confidence will build for more difficult questions.
The Exam Itself
 • begin on your selected questions
 • don't dwell on questions; highlight them and return later
 • write down key formulae, points and facts in the margin
 • do multiple choice and short answer questions before essays
 • only change answers if you are absolutely sure that they are wrong
 • beware of careless mistakes; most students lose more marks through carelessness than a lack of knowledge
 • draw clear and accurate diagrams
 • plan your essays
 • work at the rate you practised.
 • Use all the exam time; never leave early.
 The key word in exams is **steady**
 • not rushed, not slow, but consistently and persistently.

ACTIONS!
 What two things will I start doing this week to improve my focus on exam/assessment management?
 1. _____
 2. _____
 "No problem can stand the assault of sustained thinking." Voltaire.

VOCABULARY BUILDER
 bribery terra firma deactivate
 unicameral precarious irrationalism
 veracious disassemble stationery

WEEK 39 – EXAM DAY /BRAIN FITNESS
Wellbeing Element – Meaning and Purpose
Character Strength – Bravery

The last several weeks' lesson plans have focused on raising students' awareness that there are better and more resourceful ways to prepare and revise for assessment, tests and exams. This week the focus is on how to actually sit the test/exam. A regularly rehearsed technique will reduce any anxiety students may experience and build resilient habits to perform at their personal bests. Many students just arrive for exams without any practised routines and hope they will be able to answer the questions well. To enable students to adopt confident and growth mindsets when sitting tests/exams, they need to be taught how to sit exams and have sound plans of attack to follow.

When students feel that they are in control and can handle anything the exam may present, positive 'can do' attitudes enable them to shine. Just as in any pursuit, it is very obvious to everyone watching which individuals and teams are well drilled to achieve optimum performance; students are no different. Practise for the day of the exam/test by:

- getting up in the morning and having a set routine including breakfast
- having comfortable clothes and shoes to wear
- travelling to and arriving at the exam venue 15 minutes before the start of the test/exam
- having your equipment ready to go

Just like coaching a sporting team to develop players' skills so they become embedded habits which they can deliver on game day pressure situations; so too must we coach our students to develop habits to perform in assessment situations.

There are a variety of reading strategies available to improve the way students absorb knowledge and store it in their memories. There are also several different types of reading which can be used depending on the students' purpose for reading, for example:

- locating information
- memorising
- summarising
- revising

Effective reading is choosing the most appropriate type of reading for their purpose.

RESEARCH & OPERATIONAL SKILLS

WEEK 39
 LEARNING INTENTIONS/GOALS, AT THE END OF THIS LESSON STUDENTS SHOULD LEAVE WITH:

- Wellbeing Bank: to strengthen students' Character Strength Hope and wellbeing element Meaning and Purpose through them being confident in their preparation to perform well and regularly exercising their brains.
- For senior students, an understanding of all the factors influencing their assessment, test and exam performance on exam day. For younger students a raised awareness of the range of activities they can use to effectively exercise their brains.
- Actions: What are two things they will start doing for this Wellbeing Builder?
- To develop their thinking capabilities through Striving for Accuracy and Remaining Open to Continuous Learning Habits of Mind and the Exploring Habits of Mind, CAP – Consider All Possibilities, Pluses, Minuses, Interests and Learning Jigsaw Thinking Tools.

SCHOOL DIARY EXTRACT

MIDDLE STUDENT PLANNER PAGE 106

BRAIN FITNESS
Wellbeing Bank: to develop your wellbeing element Exercise and Vitality by regularly exercising your brain
Thinking! to the brain, is what exercise is to the body
 • give your brain plenty of thinking energy
 • practise keeping your brain in the zone; being mindful
 • thinking exercises will build thinking strength
 "Your brain's fitness relies on regular exercise by:
 • thinking creatively about your interests
 • using Habits of Mind and Thinking Tools daily
 • looking for what is right in things
 • thinking through your signature strengths
 • applying your thinking to new situations
 • looking at the mark allocation to what already know?"
 • doing consistent, suitable logic puzzles, computer games
 • using consistent, suitable logic puzzles, word searches and solving Maths problems
 • playing chessable, monopoly, cards, chess and other thinking games
 • competing games
 • locating on games where you have to find patterns
 • playing board, humour, laughing at funny stories
 • learning the words to your favourite songs
 • writing creative stories
 • solving to build grit and growth mindsets.

ACTIONS
 What are two things I will start doing to regularly exercise my brain?
 1. _____
 2. _____
 "Success is getting what you want; Happiness is wanting what you get." Steve Jobs

MINFULNESS ACTIVITY:
 39. Press positives – go through a newspaper or magazine to find three good news stories and describe why they make you feel good.

VOCABULARY BUILDER
 lacking pillar
 bashful haphazard superstitious
 approval continuity grotesque

MIDDLE STUDENT PLANNER PAGE 107

EXAM/ASSESSMENT DAY
Wellbeing Bank: to strengthen your wellbeing element Meaning and Purpose through you being confident in your preparation to perform well.
 To perform well
 • use internal control; a cool head, businesslike approach
 • use positive speech: "I've prepared well and therefore I'll do well"
 Build your positive emotion by:
 • having adequate sleep
 • having your family double-check dates and times.
 • eating a wholesome breakfast; not too heavy
 • exercising for 30 minutes to open the mind and body
 • wearing loosely fitting and comfortable clothing
 • taking a bottle of water
 • avoiding coffee; affects concentration
 • not listening to heavy 'loud music'; plays on your mind
 • not reviewing work with friends; creates anxiety
 • allowing for unexpected travelling delays
 • arriving 10 minutes before the exam
 • ensuring your equipment is in good working order
In the Exam Centre
 • strapping a piece away from friends
 • using reading time effectively
 • ensuring that you fill in your personal details accurately
 • underlining/highlighting key words/phrases
 • using plans to address the questions? Do they mean serious?
 • beginning the exam by doing the questions you know; it builds self confidence and stimulates your memory storage banks
 • not panicking if you forget some material; a positive attitude may prompt to return
 • doing a pair of easy questions you don't have time to complete
 • checking your work if you finish early
 • doing Square Breathing for 5 minutes if you lose focus.

ACTIONS!
 What two things will I start doing this week to improve my focus on exam/assessment day?
 1. _____
 2. _____
 "Do, or do not. There is no try." Yoda.

VOCABULARY BUILDER
 humane malcolmed catholic
 imitative abhorrent desecration
 justification benign pygmy



Going to Uni for the first time in 2016?



John D'Orazio Memorial

Scholarship available.

Applications are invited from eligible students in the local district attending university for the first time in 2016.

Drop into your nearest branch at 14 King William Street, Bayswater 9370 3899 or Noranda Shopping Village, Benara Road, Noranda 9375 2494 for more information.



bendigobank.com.au/scholarships

John D'Orazio Memorial

2016 Scholarship.

Going to Uni in 2016, but struggling to pay?



Scholarship Snapshot

Overview	The scholarship aims to assist high achieving and highly motivated local students who have been offered a full-time place at an Australian university or college for the first time and are experiencing financial and/or social challenges.
Faculty	All
Study area	All
Scholarship type	Need based, Merit based
Year of study	First year undergraduate degree
Duration	One year initially but may be awarded for up to two years (dependent upon academic performance)
Intention of Scholarship	Study related expenses including accommodation and course costs, study related materials/equipment, text books, tutoring and/or educational related travel (within Australia)
Award Value	\$5,000 (per annum) per student
Eligibility	To be eligible the student must meet the following criteria: • must reside in and/or attend secondary school in the City of Bayswater • must be an Australian citizen or permanent resident • must be a first-time, first year undergraduate in 2016 (first attendance at an Australian University) • must be studying a full-time degree at an Australian university or college (all study must take place within Australia) • must have graduated from secondary school in either 2015 or in 2014 (took a gap year) • should be able to demonstrate community involvement • should be able to demonstrate the challenges (financial and/or social) which are hampering the student's ability to undertake further study • should be academically motivated.
Nationality	Australian citizen or permanent resident
Application dates	OPEN: 1 December 2015 CLOSE: 25 January 2016
How to apply	Applications are invited from 1 December 2015. Please visit www.bendigobank.com.au/scholarships for more information from this date.
Criteria	Scholarships will be awarded on the recommendation of a selection committee and will be based on how an applicant addresses the following criteria: • Academic achievement • Financial and/or social challenges • Evidence of leadership and citizenship within their communities
Further Information	The website will contain full information from 1 December 2015. If you still have a query, please contact Bayswater and Noranda Community Bank branches on phone 9370 3899 or 9375 2494.

The summary above is intended to provide you with a quick snapshot only. Please ensure you review all information provided on the website (during the application open period) thoroughly before you consider applying.



Community Enterprise Foundation™

The John D'Orazio Memorial 2016 Scholarship is a management account of Community Enterprise Foundation Charitable Fund ABN 12 102 649 968 (the Fund), The Bendigo Centre, Bendigo VIC 3550. Sandhurst Trustees Limited ABN 16 004 030 737 AFSL 237906, a subsidiary of Bendigo and Adelaide Bank Limited ABN 11 068 049 178, AFSL 237879, is the trustee of the Fund. (5/30/15) (08/15)

VACSWIM HOLIDAY SWIMMING PROGRAMS



Enrolments for December/January programs are now open. It is important for every child to learn to swim and develop essential water safety skills. VacSwim's school holiday swimming programs are conducted by qualified instructors who teach children the skills to be confident swimmers and safe in the water. This year there has been a small price increase from \$10.00 per enrolment to \$12.50 per enrolment (family enrolment for three or more children living at the same address is now \$34.50). For further information and online enrolment visit education.wa.edu.au/swimming



Public education
Discover a world of opportunities

ENROL NOW FOR VACSWIM SWIMMING LESSONS

It is important for every child to learn to swim and develop essential water safety skills.

Country early start program	5 days (40 mins/day) 19 to 23 December 2015 (limited centres) Enrolments close 1 November 2015
January program 1	8 days (45 mins/day) 29 December 2015 to 8 January 2016 Enrolments close 8 November 2015
Short program	5 days (35 mins/day) 4 to 8 January 2016 (limited centres) Enrolments close 8 November 2015
January program 2	10 days (35 mins/day) 11 to 22 January 2016 Enrolments close 15 November 2015

Enrol online now at education.wa.edu.au/swimming

T: 9402 6412



Department of Education



COMMUNITY NOTICES

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



Wembley Bright Blue

C/- Wembley Police Station
379 Cambridge Street
WEMBLEY WA 6014 Tel: 9214 7100
E: rita.cobanov@police.wa.gov.au

www.brightblue.org.au

Dear Newsletter Editor,

I would be extremely grateful if you could put the following details in your next newsletter

“WEMBLEY BRIGHT BLUE”

FRIDAY 6th NOVEMBER 2015

JUNIOR DISCO

KINDY TO YEAR 4
5.30PM TO 7.00PM
MUSIC, GAMES, PRIZES AND MORE
Free Face Painting with Famous Rosie O & Giant Inflatable Slide
(Parents encouraged and welcome to stay)

SENIOR DISCO

YEAR 4 TO YEAR 10
7.30PM TO 9.00PM
MUSIC, BIG SCREEN, HUGE PRIZES AND MORE

The **Junior Disco** will incorporate games for the kids. Parents are encouraged to stay, have coffee and watch their kids have fun. Both events as usual will have full canteen facilities.

Any queries please call Senior Constable Rita COBANOV on 0438 743 643 or email rita.cobanov@police.wa.gov.au

Tickets will be available at the Community Centre on the day of the disco. Purchase tickets on the day to avoid missing out! Cost is \$7.00 per child including GST.

100% of all funds raised are donated directly to the Charity which predominantly provides funds for equipment at the Cancer Unit at Princess Margaret Hospital.

Thanks
Rita Cobanov
Senior Constable 7127

Addressing Bullying Behaviour in Children and Young People

A **FREE** forum to mark Children's Week 2015

This forum is a rare opportunity for parents, teachers and other people who work with children and young people to hear about innovative ways to prevent or reduce bullying behaviour by children and young people.

Presented by internationally recognised researcher Winthrop Professor Donna Cross from the Telethon Kids Institute and University of WA, the seminar will outline practical strategies that have been developed from 12 years of ongoing research.

The seminar will also include presentations from the President of the WA School Psychologists Association Eileen Kuruckchi and two young people involved in the Cyber Savvy research currently being conducted in WA schools.

Tuesday, 27 October 2015

7pm to 8.30pm

**Churchlands Concert Hall (on school campus)
20 Lucca St, Churchlands**

Bookings are essential

To book your place online visit www.trybooking.com/IYYK
For more information or if you have specific access or mobility needs contact Diana Dudek on 6213 2203 or email diana.dudek@ccyp.wa.gov.au



Professor Donna Cross

Professor Cross has worked to improve the health of WA young people through research and community programs, with a focus on transferring knowledge from research evidence into policy and practice, and bridging the gap between university research and school and community programs. She has an international profile in school health promotion intervention research and is an Ambassador for Children and Young People in WA.

More information is available at:

www.ccyp.wa.gov.au



FREE Parent & Carer Seminars

Cyber Safe ~ Cyber Smart

The Basics for Parents & Carers

Would you like to know more about the internet and what your children are doing? What are the risks? What are APPS? And what APPS are they using? What can you do to help protect your children and become more aware?

Our seminar will teach the basic cyber safety strategies for **parents and carers** of children and young people, to learn the basics about apps, access, safety and cyber bullying related issues from our expert ex-Policeman of over 20 years and owner of business Surf Online Safe: Paul Litherland

Edith Cowan University, the Department for Child Protection and Family Support and the WA Police are working in collaboration to bring to you these:

FREE Parent & Carer Cyber Safe ~ Cyber Smart Seminars.

The seminar will teach you all you need to know in an easy to understand session!

Seminar 1	Seminar 2	Seminar 3
Monday 16 th November John XXIII College Mt Claremont 7pm-8.30pm	Tuesday 17 th November Edith Cowan University Joondalup 7pm-8.30pm	Wednesday 18 th November Mandurah Performing Arts Centre 7pm-8.30pm

To attend visit our website: www.childrenwa.org.au

REGISTER your details and which seminar you will be attending. Limited available places



Government of Western Australia
Department for Child Protection and Family Support



Murdoch University

Veterinary Hospital

1300 652 494

PET FIRST AID COURSE

Saturday 21st November 2015
Half Day Workshop
9.00am - 1.00pm
(Morning tea provided)

This course will provide you with basic first aid knowledge including:

- How to recognise if your pet is unwell
- What are the signs of a serious problem
- When do I need to call the vet
- Basic lifesaving techniques
- Basic bandaging techniques
- Basics of cardiopulmonary resuscitation (CPR)

\$95 each
Age limit 14years+

To register your interest and for all enquiries including payment:
email cave@murdoch.edu.au or call 9360 6342

Location: Murdoch University Veterinary Hospital
off Murdoch Drive, Murdoch.
Park in carpark 9

Cost Includes:
Pet First Aid Kit and First Aid Notes



COMMUNITY NOTICES

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



The Accidental Counsellor

Do you find others (clients, customers, colleagues, friends, children) often open up to you and share their problems, sometimes distressing situations, and ask you what you think they should do?

Would you like to be clearer about what to say or do to really help them?

This one day workshop will -

- Explore the differences between supporting, helping and rescuing.
- Define the role of Accidental Counsellor.
- Look at the A/C model including desirable traits and the skills.
- Explore the significance of self-awareness, emotions, inner critic, personal perception filters and empathy.
- Study important aspects of specific life situations.
- Delve into self-care strategies.

WEST LEEDERVILLE

22 Southport Street, cnr Cambridge Street

Tuesday, 27 October
2015

Time: 9.30am – 4.30pm

Cost: \$165 per person

Places are limited so please book now on 6164 0200



**behaviour[®]
tonics** presents

Engaging Adolescents[®]

Parenting skills for resolving teenage behaviour problems

Held over 2 sessions - Monday 23rd & 30th Nov 2015
6.45 to 9.30pm, \$150pp OR \$270 for 2.

Venue: Behaviour Tonics, Level 1, 252 Cambridge St, Wembley (entrance off Dalglish St)

Learn:

- Understanding adolescence: a time of reconstructions, redeveloping social landscapes, brain snaps and body make-overs.
- Understanding your job as parent/carer of a teenager - observer, advisor, negotiator, director.
- A three-option model for decision making...a 'drop down' menu for parents
- Working out how NOT to respond in tricky emotional encounters
- Building your relationship with your teenager
- How to hold difficult conversations more successfully when discussing issues such as internet overuse, sibling conflict, disrespect, truancy, going out, school work, helping out, choice of peers... and much more.

LOTS OF TIME FOR QUESTIONS



The Presenter

Dr Dorothy Lenthall has a background in teaching and psychology and now works with schools helping them develop effective anti-bullying programmes. Her research for a Doctorate in Communication was on bullying in schools.

She has presented papers on bullying at conferences in Australia and overseas and published the book "Don't Just Stand There, Parents Take Action". Dot is also the practitioner trainer for this program in WA and NT and is the parent of 3 adult children.



A PARENTING TUNE UP FOR FATHERS –

Tuesday 20 October x 8 weeks @ 22 Southport Street, West Leederville.

This course covers: Why Dads Matter To Kids; Developing a Healthy Parenting Style; Improving Family Communication and Closeness; Steering Your Children Through Stressful Stages; Disciplining the Kids Without Losing It; Balancing Life, Work and Family; Working as a Team (Partner's Evening); Identifying and Implementing Change. For further information and to enrol please phone 6164 0200

FATHERING AFTER SEPARATION –

Wednesday 21 October 6.30-9 @ Lotteries House, Joondalup.

It's important for fathers to distinguish between their parenting role and the relationship break-up. This seminar, held in a male-only environment, suggests ways in which fathers can keep in touch with children, even if hindered by formal access arrangements. For further information and to enrol please phone 6164 0200

MAKING STEPFAMILIES WORK – Wednesday 28 October x 6 weeks @ 22 Southport Street, West Leederville.

Couples with children from previous relationships may need strategies. Strategies on communication, agreement on discipline – who spells out the rules and what the rules are – and on handling competing demands. It is just as important for couples to ensure that in a busy week there is time just for each other. For further information and to enrol please phone 6164 0200

VIRTUES PARENTING PROGRAM – Wednesday 28th October x 6 weeks at 22 Southport Street, West Leederville.

What is the Virtues Program? This six-week course is for parents, teachers and anyone else with responsibility for children. Language shapes character. The Family Virtues Guide contains fifty-two of the universal virtues which help parents bring out the best in their children and in themselves. It creates a climate of caring and character. Picture a community in which everyone, from parents to police has the will and skill to teach respect, foster kindness and model virtues such as caring, compassion, courage, forgiveness, friendliness, honesty, love, self-discipline, thankfulness and truthfulness – just to name a few. For further information and to enrol please phone 6164 0200

MUMS RAISING BOYS – UP TO THE AGE OF 12 – Wednesday 4th November at Lotteries House, Joondalup.

However well-prepared mothers are logically, the emotional response to having a boy is often still, 'Wow! This is unknown territory.' It is true that for many mothers, the idea of raising a son carries its own set of worries. As the primary female role model in a boy's life, mothers play an important role in the development of their son's identity including their ability to be nurturing. This in turn affects how they relate to others, particularly to girls and women. For further information and to enrol please phone 6164 0200.



COMMUNITY NOTICES

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TIMOR LESTE VISION

BINGO

FRIDAY, OCTOBER 30TH
Doors open 6.30pm | Eyes down 7pm

Subiaco Football Club
246 Vincent Street, Leederville

Tickets can be purchased online at
<http://www.trybooking.com/157727>

BYO DRINKS / BAR AVAILABLE

YOU COULD BUY A SIGNED WEST COAST EAGLES JERSEY AT THE SILENT AUCTION

\$30.00
and more for a signed jersey and more!

CONTACT TEL: 0840764964 or 0407 195 555

Small text at bottom: "Small text at bottom of poster is illegible due to the size of the image. It appears to be a disclaimer or terms and conditions statement." (Note: This is a placeholder for text that is too small to read accurately in the image.)



A CAREER IN PRIMARY HEALTH CARE!

Subsidised funding now available for:

Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice

Health Industry Training have been invited by the Western Australia government to offer our highly regarded and nationally recognised qualifications in Primary Health Care. Please see details below.

WHEN: Commencing the week of 26th October (enrolments accepted after this date).
Classes will run 3 days per week 9am – 2.30pm on school days for approximately 20 weeks.

WHERE: Classes held in Bentley, close to public transport. Public transport to and from class and work placement will be paid for by Health Industry Training.

COST: The WA government requires students to make a contribution towards subsidised courses. Please contact us directly as concession rates are available as well as fee waiver for people experiencing financial hardship.

INCLUDED: Cost of public transport (if required) to and from class and work placement, morning tea and lunch during class, all books and learning guides, qualified and experienced trainer who is also available outside class hours for added assistance. There are no extra costs.

ELIGIBILITY: Must be at least 18 years of age and a permanent resident of WA. Available for Indigenous job seekers, or who are under-employed or Indigenous people not working in the Primary Health Care sector.

Please email or call Anita for further information and to register your interest.

Subsidised funding now available for:

Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
and
Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice

Health Industry training have been invited by the Western Australia government to offer our highly regarded and nationally recognised qualifications in Primary Health care. Throughout the course you will be provided with a range of support services depending on your individual needs, including LLN support, one-on-one trainer support outside class-room hours, training and assessment that takes into account Aboriginal ways of learning, clinical work placement and financial support to assist with transportation to attend class and work placement.

Classes will be held 3 days per week during school times. The Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care will be held for 16 weeks and the Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice for 20 weeks, not including the school holidays.

Please email or call Anita for further information and to register your interests.

For further information contact Anita at

Email: apacey@healthindustrytraining.org
Mobile: 0418 300 962



Hatete Water Project

Timor Leste Vision is a not-for-profit, non-government organisation based in Perth, Western Australia, which works in partnership with the people of Timor Leste to support and strengthen local communities.

Commencing in July 2014, the Hatete Water Project is Timor Leste Vision's newest initiative.

In Timor Leste (East Timor) 300,000 people do not have access to safe water, approximately 700,000 people don't have access to adequate sanitation and over 160 children die every year from diarrhoea caused by unsafe water and poor sanitation¹.

The small isolated village of Hatete in the Ermera district is just one of many communities impacted. Home to over 77 families, Hatete has a community school, chapel and a small hospital. However the only source of water available to the community is a 3km walk away.

Timor Leste Vision (TLV) is working with the Hatete community to address this urgent need.

TLV were introduced to Hatete when community leaders and the Parish of Hatolia submitted a joint project proposal to TLV in 2013. The proposal detailed Hatete's urgent need, along with community's commitment to the project. They also detailed their strategy for ensuring the long-term maintenance of the water delivery system.

After gaining the support of Timor Leste's Department of Water and Sanitation, TLV formalised the partnership with the Hatete community through the signing of a detailed partnership agreement in July 2014. There are two stages to the project.

Stage 1: Water delivery system

The system will deliver water to the community facilities including the school and hospital and to all 77 households. As of July 2014, TLV is about to commence this stage.

Stage 2: Sanitation

Public toilets will be built at the school. TLV will work with the school to develop and deliver lessons regarding the importance of hygiene. This will work to address the problem that a large proportion of are girls dropping out of school because of a lack of access to clean toilets.



"This opportunity (water project) will possibly never come again, and we are committed to ensure its success, so that our children and women will finally get access to clean water without having to walk miles down the hill"

Joao Brites –Catequista
(Community Elder)

The TLV team is extremely excited about our new project and the impact it will have on the Hatete community! But without the 'Friends of TLV' we could not continue as this initiative relies on the generous contributions of our supporters.

Please contact the TLV team if you would like more information on this project.

¹www.wateraid.org/au/where-we-work/page/timor-leste

TLV and the community of Hatete thank you

www.tlv.org.au info@tlv.org.au ph: 0412 267 148 (Louise Pollard), 0407 195 555 Joanne Pollard
Working in partnership with the people of Timor Leste to support and strengthen local communities





COMMUNITY NOTICES

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FREE LECTURE AT UWA ABOUT CHILDREN BECOMING TEENAGERS -

Mum and Dad, it's your turn to grow up!
17 November 2015, Tuesday at 5:45pm - 7pm

A free public lecture about children becoming teenagers by Elina Hermanson, Head of Adolescent Health Services, City of Helsinki, Finland. As an adolescent medicine physician, Elina Hermanson meets teens with worries and sorrows that need the attention of a professional. Some have obvious troubles that could have been predicted much earlier. Why do children get depressed? Or feel dispirited? Develop an eating problem? Quit school? Start using drugs?

Teenagers have a very deep instinct for growth and development. They learn, test and explore – if not good and beneficial things, then they may explore other, unhealthy behaviours. Children do not only need love; they need stability, endless love and predictable behaviour by their caretaker. We also all need to feel important, needed, special, or unique. In adolescence, you need more than feeling of uniqueness in the eyes of your parents. You also need to feel needed, accepted and appreciated by your peers, and you want to contribute to the life of people around you.

As parents, we have a lot of growing up to do. We need to endure the endless, sudden changes of moods. We need to learn to trust the immature person that suddenly seems to have lost his or her skills to behave and answer politely. We need to keep calm, no matter how harshly we are tested. We are role models. All teenagers deserve a parent (or two) who is a little bit concerned about them. We all want to be seen and heard, and if you are a teenager, that need is even greater.

The question is: where do we, adults, get the strength?
Free but RSVP compulsory by 10th November 2015:
<http://www.ias.uwa.edu.au/lectures/hermanson/>

Impact Futures Tutoring
Personalised and Effective



IMPACT FUTURES
Get the Future YOU Want!



- Is your child fulfilling their true potential?
- Does your child lack motivation?
- Do they struggle with English or literacy across the subjects?
- Would your student benefit from learning effective goal setting?
- Are they in need of some general support to assist them in the challenging later years of high school?

Impact Futures provides a holistic approach to youth development and tutoring.

Nicola Messervy is a registered secondary teacher with over 10 years experience in the classroom. Nicola's passion is helping young people reach their true potential, not just academically but in all areas of their lives. To do that, she customises her tutoring to the individual's specific needs and learning styles.

Nicola specialises in literacy not only in English but across all subjects, helping students overcome their literacy challenges to be able to express their knowledge effectively.

Contact Nicola to discuss what she can do for your student and book an obligation free tutoring assessment session, absolutely free.

Impact Futures
Professional
Tutoring

Phone:
0448 162 412

Email:
nicola@impactfutures.com.au

Perth Soccer Club

Home of the
Azzurri

FREE

GIRL'S SOCCER Skills Clinic followed by a mini tournament

With foundation player for Perth Glory

ELISA D'OVIDIO

DON'T MISS YOUR SPOT REGISTER NOW

SUN 25th OCT 2015

11am to 1pm

Dorrien Gardens
3 Lawley Street
West Perth

Ages 12 - 17 welcome
Register at: juniors@perthsc.com.au

Fathering Workshops

FREE Parenting Workshops

Family and Children's Services invite you to our FREE Parenting Workshops with a focus on Dads. The program is facilitated by the fathering project, Relationships Australia and supported by the City of Stirling.



2015 Dates	Sessions
Wednesday 4 November 6:30pm - 8:30pm	Helping you to be the best dad you can be Inspire and equip father figures to act.
Wednesday 11 November 6:30pm - 8:30pm	Dads raising girls Practical ways to improve and maintain a positive and rewarding father - daughter relationship.
Wednesday 18 November 6:30pm - 8:30pm	Dads raising boys The importance of the role Dad's play in the development and nurturing of boys.
Wednesday 25 November 6:30pm - 8:30pm	Mindfulness for men Simple mindfulness exercises, how to manage negative thinking and uncomfortable or painful feelings.

Address: Play Activity Room, Leisure Building 2, Stirling Leisure Centre Scarborough
173 Gildercliffe St, Scarborough WA 6019

Registrations essential please register at www.cosfathering.eventbrite.com

Want more info?

Family Services or Children's Services
Telephone (08) 9205 8555
familyservices@stirling.wa.gov.au or children@stirling.wa.gov.au
Visit www.stirling.wa.gov.au/families, sign up to the Family Services e-newsletter or join us on Facebook.



COMMUNITY NOTICES

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THE LEEUWIN GEARS UP FOR A NEW SAILING SEASON

The Leeuwin is back out on the ocean after her annual refit and maintenance period and all geared up for a new exciting season of voyages. We have had an influx of applications for the remainder of 2015 and now have waiting lists for these voyages, but would like to spread awareness of our 2016 program which includes three Summer school holiday voyages, a journey down South to Busselton and our April trip up to the iconic Monkey Mia.

We would also like to share with you the chance to save \$120 on the voyage fare by booking any 2016 voyage for the 2015 price of \$1,980 if you book before the end of the year.

A Leeuwin voyage is a life-changing experience, teaching participants key skills such as communication, teamwork and leadership through the unique medium of a traditional tall ship. Students in years 10, 11 and 12 can earn 5 WACE points towards their senior graduation and can use the voyage as part of their Duke of Edinburgh Award or Queen's Scout Award.

Although there have been some changes in our scholarship program we continue to be supported by many local service clubs, businesses and local governments who are willing to support financially disadvantaged youth. Scholarships are not unlimited however and we recommend that anyone looking to apply for a scholarship sends their application in as soon as possible. For those looking to raise the voyage fare themselves, we have also developed a fundraising pack full of ideas and tips to help them achieve their goal.



For more information and to see our voyage program for 2016, please visit our website www.sailleeuwin.com. Alternatively you can contact our team on (08) 9430 4105 or by email at office@sailleeuwin.com.

Leeuwin Ocean Adventure Foundation

B Berth, Victoria Quay, Fremantle, 6160
PO Box 1100, Fremantle, 6959

T: 08 9430 4105
F: 08 9430 4494

www.sailleeuwin.com

Inspiring the youth of Western Australia



Australian Government

Office of the Children's eSafety Commissioner

Following the successful Cybersafety Parent information session, the following sites were recommended:

www.esafety.gov.au

www.communications.gov.au

www.thinkyouknow.org.au

www.acorn.gov.au

www.staysmartonline.gov.au

10 Ways Parents can work with teachers

To support children's learning

- 1 **KNOW** what your teacher is trying to achieve
- 2 Keep your **EXPECTATIONS** reasonable and positive
- 3 **SUPPORT** your teacher's expectations and activities at home
- 4 Send kids to school **READY TO LEARN** and on time each day
- 5 **INFORM** us early of your child's challenges and changes
- 6 Skill children to work with **OTHERS**
- 7 Respectfully **SEEK JOINT SOLUTIONS** to problems and difficulties
- 8 **PARTICIPATE** fully in class and school activities
- 9 **TRUST** your teacher's knowledge, professionalism and experience
- 10 **TALK UP** what happens at school

Parents can find more parenting gold from Michael Grose...

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ConocoPhillips



JOONDALUP CAMPUS
270 Joondalup Drive, Joondalup
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☎ 134 322

www.ecu.edu.au

ABN 54 361 485 261 ERICOS IPC 00279E

The ConocoPhillips Science Experience is taking place at ECU Joondalup from **19 – 22 January 2016**.

ECU is offering four days of interactive hands-on workshops. A welcoming team of scientists and engineers will expose students to the following science disciplines/careers:

1. Engineering (includes Motorsport, Robotics, Physics, Civil and Chemical Engineering)
2. Sport and Health Science (Sport Analysis, Coaching, Nutrition)
3. Medical science (Nursing, Paramedic, Biomedical science techniques)
4. Environmental Science (Astronomy, Chemical Forensics, Reptiles and Animals)
5. Social Science (Psychology).

This event is suitable for current Year 8, 9 or 10 students who want to be exposed to science careers or have an interest in science. There are no interviews or entry tests as advanced science ability is not required.

The program costs \$150. You can register online or call the ConocoPhillips Science Experience office on the number below.

Not familiar with the ConocoPhillips Science Experience?

Watch our YouTube video by searching "Science Experience ECU" where you will find a video showcasing our 2014 event.

[To insert the video to online newsletters please find the link <https://www.youtube.com/watch?v=DPY7AlnGUTg>

Feel free to visit the science experience website for all the information you may need, including costs and sponsorship at www.scienceexperience.com.au

If you would like to contact the ConocoPhillips Science Experience office, please call (03) 8288 1001.