



MOUNT LAWLEY SENIOR HIGH SCHOOL
An Independent Public School

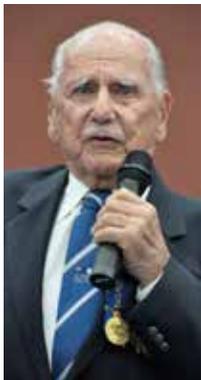
LAWLEY UPDATE 6 Term 2 No. 1 2016

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With the Term 1 break now but a distant memory, Term 2 is underway. It is a busy term with an accent on assessment regimes and reporting. Senior School students complete examinations and Years 7/9, NAPLAN. The Term will end with a parent/teacher reporting afternoon/evening.

At the conclusion of Term 1, the school conducted the annual ANZAC Day Service. We welcomed a number of special guests, including Arthur Leggett, OAM, ED and former student, Lieutenant Colonel Gaye Donley, who both addressed the ceremony. Students also watched a video presentation assembled by School Chaplain, Andrew Paul. Thanks to Student Services Co-ordinator, Neil Hudson who managed the event.

A part of the Service was an outline of the life stories of Mount Lawley resident soldiers killed in either 1915 or 1916. Gifted and Talented students in Years 7-9 in HASS classes researched all identified soldiers from the suburb and Eloise, Linda and Eloise reported on three to the assembly. The project was conducted in consort with the Mount Lawley Society and the Rotary Club of Heirisson. The work of the students will be presented to the Mount Lawley Society. Next year, the project will research those soldiers killed in 1917.



During the assembly the behaviour of all students was exemplary. They were a credit to their families.

On the first day of term, all teachers and some support staff participated in professional learning around Visible Learning. This is an initiative based on the research of Professor John Hattie. He has looked at the things that aid student learning. These include feedback, worked examples, high expectations and micro teaching. The intent of this program is to improve teaching within the school and

therefore, enable better student learning. It is expected to take several years to complete the project.

Year 12 students undertaking even one ATAR examination in 2016 are required by the School Curriculum and Standards Authority (SCSA) to complete an online declaration. School staff will assist students complete this proforma during Form time, how-

CONGRATULATIONS



Jess 11M1

Congratulations to Jess (Year 11) who has been selected to represent Australia in the U/20 Womens Ultimate Frisbee Team in the World Championships at Wroclaw in Poland later this year. If you would like to support Jess with her quest she has a fundraising website

<https://www.gofundme.com/jesswithafrisbee>



Madison 10M3, has been selected to represent WA in the WA School Girls Softball Team travelling to Melbourne.

Dear President of the Parent Association

Call for nominations - 2016 ASG National Excellence in Teaching Awards (NETA)

ASG NETA is proud to be associated with creating opportunities to recognise and reward exceptional teachers, directors and principals who are responsible for teaching, nurturing people and ensuring they are equipped with the necessary skills sets to meet their future goals.

ASG NETA is the only independent national awards program where early childhood and school communities—individual parents, school councils, committees of management, parent associations, secondary student councils, and community organisations—can publicly recognise and encourage exceptional teachers, directors, and principals who contribute excellence.

Benefits of participating in the ASG NETA program

For teachers, directors and principals:

- Teachers, directors and principals will see that their work is valued, and their contribution to the school and wider community is recognised and appreciated.
- All approved nominees receive a NETA Certificate of Nomination.
- Award recipients receive awards and professional development grants, recognising their contributions.

For students and parents:

- The awards provide an opportunity to give a special 'thank you' to exceptional teachers, directors and principals who demonstrate effectiveness, innovation and excellence in their professions.

For your school or centre:

- Nominating a teacher, director or principal raises teacher, student and school/centre morale.
- Nominations provide an opportunity to gain recognition and publicity for the school/centre.
- The awards enable the whole school/centre to celebrate its achievements and contribution to the community.

Nominating is easy

This pack includes posters and postcards to promote the awards within your school community.

We would welcome an article in your school/centre newsletter to raise awareness of the awards among parents and the general community. This is a unique way to acknowledge and celebrate those children's outstanding teachers. Nominations can be made online at www.asg.com.au/neta-site

Nominations close on 31 July 2016

This is your opportunity to nominate outstanding teachers and leaders in your community that are making a real difference to children's education.

We encourage your participation. If you need any assistance please call 1300 654 437 or visit www.asg.com.au/neta

Alan Skewes
ASG NETA Chairman

RECEIVED
15 JUL 2016
Mt Lawley Senior High School

ASG National Excellence in Teaching Awards

A THOUGHT
It is a miracle that curiosity survives formal education.
Albert Einstein

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



ever, it is each student's responsibility to complete and lodge the electronic form. Students are required to discuss certain questions on the form with you. A copy of the SCSA advice to parents is provided in this Update. The guide for students and the advice are also available on the school's website.

Year 7 and Year 9 students will complete NAPLAN next week. Staff have worked with students to prepare them for the tests. With some, there has been some intensive work done to revise basic skills. With Year 9 students, if they attain Level 8 in Reading, Writing and Numeracy there is no requirement to complete the OLN regime for the WACE. Best wishes are extended to all students in this series.

It is good practice to rehearse responses to emergency situations. Primarily, this is lockdown when buildings are secured against intruders and evacuation when circumstances require a full or partial move out of buildings. Lockdown drills have been completed this week and evacuation, next week. This is done to ensure staff and student familiarity with the procedures when there is a need to respond.

A number of inter-school after-school winter sporting competitions have commenced. Sports include football, netball and soccer. Information has been provided to the parents of team members. Good luck is extended to all teams.

Milton Butcher, Principal

UN YOUTH AUSTRALIA NATIONAL VOICE SPEECH FINALS

During the recent school holidays, Max (Gar-Hou) Tran 11M1 represented the school in Canberra competing in the National Voice Speech Finals. The competition, hosted by UN Youth Australia, invited the top contestants from each state, to create two prepared speeches and solutions from a wide array of topics from gender equality through to promoting ethical production of goods.

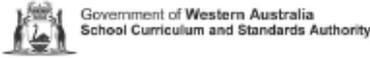
A select group of forty senior and junior students from every state except Northern Territory were housed at a campsite not too far from Parliament House. Over the five days, students competed against each other but more importantly made great friends with each other. The final ten contestants had the opportunity to speak at Old Parliament House and a formal dinner was held in celebration of the week at the Canberra Yacht Club half an hour away.

The whole week was an incredibly experience from lift off to touch down and everyone in Year 9 and 10 is encouraged to take up this amazing opportunity to compete in the UN Youth Australia Voice competition when it runs again in June 2016.

Max (Gar-Hou) Tran

Below: an image of everyone involved, I'm at the back, not too far away from the middle of the crowd!





Parent information – Student Declaration and Permission online

Year 12 students and other students enrolled in an ATAR course examination in 2016 will be asked to complete the online student declaration and permission. Details of this process is listed below.

The deadline for students to complete this process online is **Friday, 24 June 2016**.

Student Declaration
Year 12 students and other students enrolled in an ATAR course examination will need to declare that they are aware of the requirements to achieve the Western Australian Certificate of Education (WACE) and for sitting the ATAR course examination. These requirements are listed in the Year 12 Information Handbook which is available on the Authority website at <http://www.scsa.wa.edu.au/publications/year-12-information>.

When checking this declaration box online one of the requirements is that your son or daughter has discussed them with you. Please refer to the above link for this information.

Student Permission
Year 12 students and other students enrolled in an ATAR course examination will be asked to give permission for the following:

- (a) **Release of their name should they win an award**
The School Curriculum and Standards Authority award winners are published in the media and on the Authority's website if permission to do so has been given by the student.
- (b) **Use of school work for creating support materials**
The Authority is seeking permission for the use of school work produced during 2016, e.g. assignments, projects, portfolios, test, school-based exam responses.
- (c) **Use of examination responses (written and practical)**
The Authority is seeking permission for the use of:
 - ATAR course written and practical examination responses (copyright owned by the student); and
 - images and sound recordings of the student in photographs, audio recordings and audio visual recordings that are made during the ATAR course practical examinations (copyright owned by the State of Western Australia).

Your son or daughter will be encouraged by the school to discuss each of the above questions with you prior to completing the student permission. The online procedure has been developed so that your son or daughter cannot complete the student permission unless they click on 'Yes' to 'I have discussed my responses to the above questions with my parents/guardians'.

Further information is available on the Student declaration page via School Curriculum and Standards Authority's Year 11 and 12 website <http://wace1516.scsa.wa.edu.au/the-wace/student-declaration>.

Alcohol and Young People: Tips for parents of 12-17 year olds

Evidence tells us that what you do as a parent affects your child's choices about alcohol.

What can parents do?

- ### 1 Avoid providing alcohol to your children

Drinking from an early age can lead to:

 - Young people drinking more regularly and in greater quantities.
 - Increased likelihood of alcohol-related problems later in life.

Children who are supplied alcohol by their parents for use without parental supervision are four times more likely to drink in a harmful way.
- ### 2 Educate your child

Inform them of the harms associated with drinking alcohol. These include:

 - Harm to the developing brain that can lead to memory problems and learning difficulties.
 - Blackouts.
 - Physical injury.
 - Violence.
 - Risky sexual behaviour.
- ### 3 Clarify your expectations

Talk to your child about your expectations of them regarding alcohol use.

 - If your expectation is no alcohol, explain why.
 - Discuss how you expect them to behave in environments where alcohol is present.
 - If they attend a social event be sure your child understands that they need to keep in touch with you about where they are, and remind them of your expectations about alcohol.
 - Reach an agreement based upon your expectations about alcohol and what will happen if the agreement isn't kept.
- ### 4 Talk with other parents

Talk to other parents and let them know that you do not want them to provide alcohol to your child under any circumstances.

To help our children reach their full potential, **NO ONE** should supply alcohol to under 18s.

For more information go to: alcoholthinkagain.com.au
© Drug and Alcohol Office 2014 04000139



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

WEEK 11 – SELF-ESTEEM & SELF CONFIDENCE

Wellbeing Element: Strengths & Emotions

Character Strength: Honesty

Wellbeing Fitness Challenges: Years 7-9 – Give to Live 10-12 – Emotion Spotting

To build the social-emotional resilience to successfully negotiate the challenges of adolescence and schooling, young people

- require a healthy sense of self-esteem and self-confidence to believe in their self-worth and value as a person
- need to mindfully focus on using their strengths in their every thought, word and action.

A number of the most effective ways to achieve this are

- daily reflection on and writing down three good things they are grateful for that happened, why they happened and how they can make them happen again
- look for opportunities to do little positive acts of kindness which build other peoples' wellbeing fitness

It's funny that when we try to bring out the best in others, we can't help but bring out the best in ourselves; do good to feel good, in that order

Having conversations at home, at school and in the community about these things

- will enable them to look life in the eye and develop as young citizens with spirit and confidence.
- while it is perfectly natural for them to experience self-doubts and have butterflies
- our influence is to get the butterflies flying properly.
- act if we notice their self-esteem and self-confidence are waning

"As is our confidence, so is our capacity."

William Hazlitt

WEEK 12 – FRIENDS TEAMWORK

Wellbeing Element – Relationship and Optimism

Character Strength – Kindness

Wellbeing Fitness Challenges: Years 7-9 – Move More Years 10-12 – You Matter

Nearly everything we achieve in life is with and through people, side-by-side and face-to-face.

- being able to build rich and caring relationships with other people is an essential lifelong habit to cultivate in our students
- social-connectedness is the single greatest factor in people being happy
- friends are just like oxygen for all of us, especially adolescents.

There are many dimensions to building friendships. They include:

- living and learning collaboratively, cooperatively and respectfully with other people
- living by giving to make a positive difference to others' lives
- focusing on mutual respect; everyone is special; expect it and respect it
- appreciating others and their strengths to learn from them by asking tell me more
- mindfully listening with their eyes, their ears and their heart; being fully present
- being true to themselves; respect the person they see in the mirror
- building empathy for others' feelings, needs and views; being positively mindful.

A close-knit friendship group provides students with opportunities to

- enjoy leisure activities
- learn and study together
- share good and not so good times together
- combine their strengths to achieve what they set out to do.

Having friends from diverse range of backgrounds and cultures also builds wellbeing fitness.

"Be gracious to all people, but choose the best to be your friends"

SCHOOL DIARY EXTRACT

WEEK 11 SELF-ESTEEM & SELF-CONFIDENCE

MIDDLE STUDENT PLANNER PAGE 44

SELF-ESTEEM & SELF-CONFIDENCE

My Wellbeing Bank: Build Strengths and Emotions by developing self-esteem and self-confidence.

A healthy sense of self-esteem and self-confidence depends on your belief in your self-worth as a person who matters. If you can't believe it, how can anyone else?

Two great builders of self-esteem and self-confidence are:

- every night reflect on three positive things that happened today, why they happened and how you can make them happen again
- regularly reflect on your greatest achievements.

Balancing everything can be challenging. It is perfectly natural to experience self-doubts. When you have butterflies, the key is to get them flying properly.

Lookout for warning signals that you are:

- not thinking in a positive and optimistic way
- reluctant to try new things
- adopting a "victim" mentality, blaming others for your performance, external control thinking
- losing your sense of purpose and assertiveness
- feeling that your best isn't good enough
- being obsessed with unimportant and irrelevant things
- becoming temperamental and thinking inconsistently
- not enjoying the challenge of thinking, listening and flourishing
- preferring to be alone more than usual and communicating electronically rather than in person.

If you notice any of these, share it with your Team, they have strategies to assist you. Put up colourful posters of your greatest achievements and reflect every night on three positive things which happened today.

ACTIONS

What are two things I will start doing to boost my self-esteem and self-confidence?

- 1.
- 2.

MINIFULNESS ACTIVITY:

11. Keyboard Keys. You are not allowed to count! Concentrate on your ability to set SMART goals and to feel socially confident and capable in your life. How does completing your goals make you feel? Does that feeling encourage you to set and achieve future goals, keeping the positive momentum going?

RESILIENCE PULPER

11. Describe how each of your top five strengths contributes to your ability to set SMART goals and to feel socially confident and capable in your life. How does completing your goals make you feel? Does that feeling encourage you to set and achieve future goals, keeping the positive momentum going?

WELLBEING TIP:

Good fats in nuts, oily fish and avocado help the body burn fat and absorb vitamins and minerals.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength: Honesty
www.viacharacter.org

Kate your wellbeing this week: FAIR to GREAT 1 2 3 4 5

SENIOR STUDENT PLANNER PAGE 44

SELF-ESTEEM & SELF-CONFIDENCE

My Wellbeing Bank: Build Strengths and Emotions through purposefully developing my self-esteem and self-confidence.

A healthy sense of self-esteem and self-confidence is your belief in:

- your self-worth and value as a person who matters, if you can't believe it, how can anyone else?
- yourself to be a successful learner and thinker
- using your top five strengths in your thinking
- that other people and their wellbeing matters
- that doing acts of kindness for others builds wellbeing.

With the intensity of study ever present, sometimes it is perfectly natural to experience self-doubts. When you have butterflies, the key is to get them flying properly.

Lookout for warning signals that you are:

- not thinking in a positive and optimistic way
- reluctant to try new things
- adopting a "victim" mentality, blaming others for your performance, external control thinking
- losing your sense of purpose and assertiveness
- feeling that your best isn't good enough
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RESILIENCE PULPER

11. With a friend share a strategy you have used to overcome something that you usually procrastinate on and how it made you feel. Together come up with ten things you regularly put off doing and what you can do to overcome procrastination for each of them. Read page 90.

WELLBEING TIP:

Good fats in nuts, oily fish and avocado help the body burn fat and absorb vitamins and minerals.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength: Honesty
www.viacharacter.org

Kate your wellbeing this week: FAIR to GREAT 1 2 3 4 5

WEEK 12 FRIENDS TEAMWORK

MIDDLE STUDENT PLANNER PAGE 48

FRIENDS TEAMWORK

My Wellbeing Bank: Build Relationships and Optimism by developing healthy relationships with friends.

Friends are great wellbeing builders; they matter because with them you can:

- celebrate good times together and have fun
- discuss problems and issues
- support each other with challenges
- study together and help each other
- chill out, exercise and relax together.

A true friend will accept and respect you as you are; they like you for you.

When you meet new people:

- let them like the real you, not some pretend image
- show them the happy person you see in the mirror
- believe you are a person of worth who matters.

Avoid pretend images and boasting. They show that you are not happy with yourself. Believe in yourself.

The **Golden Rule** is to treat others the way you like to be treated.

As friends, listen to and support each other:

- remember to seek out help from a trusted adult as they have the skills and strategies to help you solve problems.

ACTIONS

What are two things I will start doing to develop positive relationships with my friends?

- 1.
- 2.

MINIFULNESS ACTIVITY:

12. Garden Beds. Go outside and look at a garden bed. Don't look for what's wrong with it, but look for at least five things that are good about it.

RESILIENCE PULPER

12. With two friends discuss the relative effectiveness of each Character Strength in your lives and each come up with your top five for people of your age group and your reasons why.

WELLBEING TIP:

The kids usually aren't in the food; they are in the way they are cooked and the sauces and toppings you add.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength: Kindness
www.viacharacter.org

Kate your wellbeing this week: FAIR to GREAT 1 2 3 4 5

SENIOR STUDENT PLANNER PAGE 48

FRIENDS TEAMWORK

My Wellbeing Bank: Build Relationships and Optimism by positively developing my relationships with my friends.

Your friends are key players in:

- you having a strong sense of wellbeing
- supporting each other during the highs and lows
- understanding the pressures of study
- exercising and doing leisure activities together
- setting goals to achieve
- discussing subject material and class notes
- enjoying fun social activities together.

If you choose to work with a **"Study Buddy"**:

- be very clear on your expectations of each other and the learning to be covered
- explain, discuss and justify subject material to enhance your capacity to apply it to new situations
- teach and test each other; you remember 95% doing this
- beware of the danger of it being "too social".

As friends, listen to and support each other:

- remember to seek out help from a trusted adult as they have the skills and strategies to help you solve problems.

The Senior Years are great opportunities for socialising and meeting new friends. It's highly likely you'll be going out more often. Being seen is a good strategy; arrive early, leave early.

The secret is to keep these activities in perspective:

- be sensible with alcohol; don't jeopardise your progress
- look after your friends' wellbeing when you out
- discuss possible dangers before you go out.

To stay on track regularly focus on your goals.

ACTIONS

What are two things I will start doing to build positive relationships with my friends?

- 1.
- 2.

MINIFULNESS ACTIVITY:

12. Garden Beds. Go outside and look at a garden bed. Don't look for what's wrong with it, but look for at least five things that are good about it.

RESILIENCE PULPER

12. With a friend discuss and describe five examples assertive and positive self-talk you can use to overcome procrastination. How would growth mindsets assist you to best procrastinate?

WELLBEING TIP:

The kids usually aren't in the food; they are in the way they are cooked and the sauces and toppings you add.

WHAT WENT WELL THIS WEEK AND WHY?

- 1.
- 2.
- 3.

Character Strength: Kindness
www.viacharacter.org

Kate your wellbeing this week: FAIR to GREAT 1 2 3 4 5



ParentNewsletter Article **SUPPORTING SCHOOL DIARY**,
 With the **DIARY EXTRACT FOR THE WEEK**
 Funded by School P & C . Source : *The Learning Curve*
WEEK 13 – TEACHERS TEAMWORK

Wellbeing Element: *Relationships & Optimism*
 Character Strength: *Gratitude*

Wellbeing Fitness Challenges: *Years 7-9 – Adventure Eat*
Years 10-12 – Discovery Learning

Food for thought

• *as parents do we have a clear vision of what we want our children to act like, look like, sound like, know and can do because of our parenting and influence?*

• *do we consistently role model our expectations of ourselves and our children in our every thought, word and action?*

Teachers are important role models in preparing our children for life.

• *schools are full of inspiring teachers*

• *regularly calling and talking with them about collective learning and teaching expectations creates a high performing learning community.*

The old sayings, “we can’t teach them till we reach them” and “kids don’t care what we know till they know we care”, are so true.

• *it is vital for us as parents to regularly remind our children that their teachers are there for them*

• *genuinely want to see them develop to bring out their best*

• *accept their teachers’ advice, as they do with their sports coaches*

• *realise that teachers like themselves are also individuals, with their own ways to do things*

When students and their teachers’ know each other’s personal strengths

• *great learning and teaching occurs*

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

FOLLOW THE DREAM ROTTNEST ISLAND CAMP

At the beginning of the Term One holidays 16 Year 11 and 12 students from eight different schools, attended the first biannual Rotttest Island Cultural camp. The group spent four days over on the island staying at Kingstown Barracks, travelling around the island on bikes. Montana, Fenix and Brittany (Year 11) represented our school.

The aim of this camp was to give the students some more in depth knowledge of the tragic Cultural significance, which surrounds Rotttest Island; to establish stronger relationships within the group and enjoy the natural beauty of the island and its waters.



Many thanks to Cora Day and her beautiful family from Ballajura Community College who brought their boat over and taught the students the ins and outs of snorkelling; John Mogridge for his Cultural knowledge and Jason and Ruth from Mission Australia. The camp would not have been the success that it was if it wasn't for the support by these people.



Each and every student who made that leap of faith to attend this camp will have memories for a lifetime and friendships to match. This camp highlights what special students we have involved in this program and how valuable these experiences are to the continued development of these future Aboriginal leaders. A truly amazing group of students.

**Bridgid Lafferty, Follow the Dream ,
 Mt Lawley Outreach Coordinator**



SCHOOL DIARY EXTRACT

WEEK 13
♥
TEACHERS TEAMWORK

MIDDLE STUDENT PLANNER PAGE 50

TEACHERS TEAMWORK

My Wellbeing Bank: Develops Relationships and Optimism by building positive relationships with my teachers.

Teachers are valuable **wellbeing** builders and matter because they:

- build your understanding and confidence
- want to see you thrive, thrive and flourish
- teach at their best when your class shows that they are enthusiastic to learn with them.

To build **positive** relationships with teachers:

- ask questions to earn their respect
- show a 'want to' and 'can do' growth mindset
- it builds strong brain pathways
- focus on learning about each teacher's style of teaching and character strengths.

Sometimes you may believe teachers don't like you, you mistake their advice for criticism. You may not understand their expectations of you. Lighten up and ask them for help.

Library teachers:

- are experts on teaching you how to find information
- show you effective research methods
- check the accuracy of information
- show you logical ways to write reports
- teach you proper ways to reference and compile bibliographies.

ACTIONS

What are two things I will start doing to build positive relationships with my teachers?

1. _____
2. _____

MINDFULNESS ACTIVITY:

13. Pictures. How often do you walk past a picture every day and don't really take it in. Look at a picture for five minutes and count how many different colours there are and the shapes, shadows and emotions you see in it.

RESILIENCE PULPER

13. Search out other students in your class who have some of the same top five Character Strengths as you and discuss and describe how you use them to live a purposeful life. List three new ways you could make use of your strengths and how the will benefit both yourself and others.

WELLBEING TIP:

Fast food puts you in the fast lane to becoming overweight.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

Character Strength Gratitude
www.victeacher.org

Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5

SENIOR STUDENT PLANNER PAGE 50

TEACHERS TEAMWORK

My Wellbeing Bank: Build Relationships and Optimism through focusing positively on my relationships with teachers.

Teachers are **key** players in your team; show them you are enthusiastic to learn from and with them and are determined to make your best better.

Just as students **differ** from person to person, so too do your teachers. Learn about each of your teachers:

Expectations of

- their course and the assessment/ testing criteria

Style of teaching

- your participation, effort and attitude.
- organised?
- slow or fast talker?
- approachable?

Availability

- are in their free periods on your Personal Timetable
- are they prepared to help you at recesses, lunchtimes, before or after school?

Course Design

- what topics are involved and what resources available
- methods of assessment.

For **each** of your teachers list their top five character strengths. It unsure, ask them; they'll appreciate your interest.

Your teachers **care** about your progress:

- seek help and clarification; fill in the gaps
- earn their respect with your work ethic
- treat them as valuable assets to support you
- give them positives to write about in references.

ACTIONS

What are two things I will start doing to build positive relationships with my teachers?

1. _____
2. _____

MINDFULNESS ACTIVITY:

13. Pictures. How often do you walk past a picture every day and don't really take it in. Look at a picture for five minutes and count how many different colours there are and the shapes, shadows and emotions you see in it.

RESILIENCE PULPER

13. Describe five things you can do to follow through on your prioritising using your top five strengths. Describe which Character Strengths would be most helpful to tap into to help you to achieve this. Read page 25.

WELLBEING TIP:

Fast food puts you in the fast lane to becoming overweight.

WHAT WENT WELL THIS WEEK AND WHY?

1. _____
2. _____
3. _____

Character Strength Gratitude
www.victeacher.org

Kate your wellbeing this week: 1 FAIR to 5 GREAT 1 2 3 4 5



SPORT THIS WEEK

SCHOOL PSYCH CORNER
IVA FILIPOVSKA, SENIOR SCHOOL
PSYCHOLOGIST



CYBERSAFETY
(from the Office of the Children's eSafety Commissioner)

HOW MUCH IS TOO MUCH ONLINE?

Your child may be spending too much time online if their on-line behaviour is having a negative impact on other aspects of their life.

To many parents it can seem as though children and young people are constantly online. Often they are multitasking; for example downloading and listening to music while studying and chatting with friends or sending messages on their mobile phones.

The number of hours children and young people spend on-line can vary significantly. There is no guideline for the 'right' amount of time for children to spend online, however if their online behaviour appears to impact negatively on their behaviour or wellbeing, or that of the family, it may be time to discuss expectations and establish time limits.

WHAT CAN I DO?

The longer you wait to address the issue, the more difficult it can be to overcome. So if you see an emerging problem arising from excessive use, act on it right away.

- ☑ Talk to your child about the concerns you have and monitor what games, apps and devices are bought or used by your child.
- ☑ You may like to install a filter on the laptop or computer your child is using which can be adjusted to limit the amount of time an internet connection will be available on that device.
- ☑ Consider implementing family agreements about the amount of time your children can spend online. You might like to have a rule where the 'wifi password of the day' is only given once all homework/chores/family time is done. A similar approach can be used to limit access to devices.
- ☑ If your child seems particularly anxious or irritable, or you notice them seeming isolated from friends or other activities, there may be an underlying mental health issue. Consider getting help from school counsellors or your GP who can refer your child to a professional psychologist.





COMMUNITY NOTICES

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

WOULD YOU LOVE THE OPPORTUNITY TO WORK AT TWO ICONIC PERTH VENUES?!

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- 15yrs or over
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go to: <http://fsr.cvmail.com.au/delawarenorth/main.cfm>

Get in quick as interviews are on now!



TRIPLE P (POSITIVE PARENTING PROGRAM) SEMINARS

Parents and carers are invited to attend three 90 minute parenting seminars to learn practical, positive and effective ways to strengthen bonds with their teenagers, encouraging them to develop the skills to become independent and to successfully connect with the wider community.



The seminars are interactive and allow plenty of time for you to ask questions about what you are experiencing and how you are feeling. During the seminars we will discuss how to play an active role in guiding and supporting your teenager, common parenting challenges that come with the teenage years, how to enrich your parent – teenager relationship and we will explore effective behaviour management strategies.

Remember, you don't have to be experiencing difficulties – Teen Triple P is for every parent!

This course is generally useful for parents of year 7, 8, 9 or 10 students. Places are limited, so please ensure you sign up quickly!

Venue: Hampton Senior High School – Library Seminar Room

Dates:

- Thursday 9th June Seminar 1 Raising Responsible Teenagers
- Thursday 16th June Seminar 2 Raising Competent Teenagers
- Thursday 23th June Seminar 3 Getting Teenagers Connected

Attendance: You are welcome to attend all of the seminars or just those of interest

Time: 10.30am to 12.00 noon

Parking: Ample parking in Hampton SHS parking area

Cost: Free

Refreshments: Tea/Coffee & light refreshments provided

For further information or if you are interested in registering to attend the Triple P Teenage Seminars please contact Karen Johnson on 92705700 or email karen.johnson3@education.wa.edu.au or Stephen Hale on 0424754082 or email: stephen.hale@health.wa.gov.au



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