



MOUNT LAWLEY SENIOR HIGH SCHOOL An Independent Public School

LAWLEY UPDATE 9 Term 4 No.2 2018

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Principal's Report

For me and I am sure for many of us the 2018 school year seems to have sped by. In the last few weeks the students have been involved in ATAR examinations, assemblies, graduation, productions, camps, the Innovation Expo, Year 9 High Achievers Breakfast, the Aboriginal Excellence Program Presentation event and the Middle School Reward Day to name but a few. These activities are, of course, in addition to staff and students being involved in their core business of teaching and learning.

We farewelled our Year 12 Class before an audience of over one thousand special guests and parents at Optus Stadium on 15 November. It was a wonderful celebration of the efforts of our year 12 students. It was also fitting that our keynote speaker on the night was 'Lawley Legend' Ron Alexander (Class of 1967) who was heavily involved with the development of the stadium. It was a treat to have our year 12 Ensemble group perform Man Like You. We will certainly miss their talents next year. There were so many special awards presented it is impossible to name them all here but the major winners are listed later in the update. Congratulations to our ATAR Dux Thomas Louth and General Dux Teah Thomas.

Almost 70 students attended the final Bushrangers camp in the South West. The cadets climbed Bluff Knoll and took part in the annual beach clean-up at Mandalay Beach near Walpole. The camp farewelled eleven senior cadets who shared how much they had gained from their four years with the cadets. Thanks to Andrew Paul, Unit Leaders and Kevin Fletcher, Vick Lazarov, Sue Faranda, Tanyushka Fitter, Angelina Krleska, Virginia Mmolotsi, Louise Taylor, Bill Armstrong who gave up their time with their own family to be with our students over a weekend.

On Thursday 6 December 2108 we hosted a large group of Year 6 students for their Transition Day. It was a very successful day and great to see so many excited young people. Next year we are expecting to welcome over 360 Year 7 students to the school which will be one of the biggest cohorts we have had at the school. Our total enrolment for next year is likely to be over 1800 students. Obviously our size gives us the advantage of economies of scale which means we are able to offer a very wide range of subjects in senior school. One challenge for us to manage is pressure on facilities which we are working to creatively overcome. We will have a new building being constructed in 2020 which will help provide new Science

CONGRATULATIONS



Nathan 10F1

Nathan had successfully competed in the WA state final of the Australian Brain Bee Challenge and represented WA in the Australian National Final of the Brain Bee Challenge in Brisbane. This is where 7 Australian students (one from each state/territory) and 2 New Zealand students competed against each other to become the Australian Brain Bee Challenge Champion. We congratulate Nathan on his 3rd placement in Australia.



Blake 10H3

Blake Faulkner has just been accepted into WAYJO (West Australian Youth Jazz Orchestra) on his first audition and has been given the position of Alto Saxophone 1. This is an amazing feat at 15 years old.



Roy 10F1 & Kane 9H6

Roy and Kane have been selected by Football West as a soccer state U15's representative. The team is travelling to an International football tournament. There are 12 teams from various Asian countries competing in the Bali International Football Championships.



Danyel Dos Santos 10O3

Perth Glory Football Club have selected Danyel as an elite player within their PGFC Academy for the 2018/19 season where he has recently returned from an Europe tour.



Rahma 7O3

Rahma was the winner of *Act-Belong-Commit Mentally Healthy Schools Taylor Swift Competition*. Students from Mentally Healthy Schools entered the competition which asked them: how their role model had helped them to overcome a challenge in their life and why they would like to share the experience of going to see Taylor Swift live at Optus Stadium. Congratulations to Rahma.



and other classroom facilities.

Mount Lawley is privileged to have a large and active group of parents and community members who share their expertise and give up significant time to support the school. As a small way of showing our appreciation each year we host a special morning tea to thank them. On Monday 10 December it was lovely to host members of the P&C and the six subcommittees that make up the P&C, representatives from Rotary, the School Board, three Lawley Legends, ECU staff and other volunteers. Each of the volunteers make a real difference to the education of our students and I thank them on behalf of the school. School Board Chair Dr Jenny Fay made a lovely speech thanking Milton Butcher for his significant contribution to the school over the ten years of his leadership as principal. Milton is currently Acting Regional Executive Director for the Kimberley Region. WE know that the students and staff in the Kimberley Region will benefit from his expertise and commitment.

Over 400 students attended the Middle School Rewards Day that was held at Adventure World yesterday. By all accounts the students had a great day swimming, going on rides and generally having fun. It was pleasing to be told by the Adventure World staff that our students behaved impeccably and were one of the best groups they had hosted. Thanks also to the many staff who attended and those who volunteered to stay at school and take extra classes.

Next year sees us introduce two new systems designed to stream line our processes. Firstly Consent2Go will enable us to organise excursions and incursions in a much more effective manner and reduce the amount of paperwork parents are required to provide. More details will be sent in the New Year. The second is Family Zone which should help provide a safer environment for students when they are online.

Students return to school on Monday 4 February 2018. Finally I would like to thank parents for the support they have provided to the school throughout 2018. I wish students, parents and staff a safe, happy festive season and a wonderful 2019.

CONGRATULATIONS



Ivan Kalinkin 12F2
This week Ivan was presented with the UNSW ICAS Science Medal at the Perth Town Hall. He was one of only three Year 12 students in Western Australia to win a medal. The other winners were from Scotch College and Perth Modern School. Congratulations to Ivan on such a prestigious award.



Thomas Louth 12H2
While the school DUX Thomas has been studying hard at school, he has also attained his QUEEN'S SCOUT AWARD. This is a world wide recognised scout award which presented by the WA Governor General at Government House in February next year. Thomas has also attained the top Cub Scout GREY WOLF Award and the top Scout AUSTRALIAN SCOUT MEDALLION in 2017.



Matthew 10M3
Recently at the Little Athletics State Relay Championships held at the Western Australian Athletics Stadium. Matthew competed for the Bayswater Centre in the U 16/17 4 x 100m relay and their team won the Gold medal. (44.64sec)

WANTED DONATIONS

NIKON SLR Digital Cameras

If you have recently updated your Nikon SLR Digital camera, Mount Lawley SHS Year Book Committee needs secondhand functional SLR cameras.

Please contact
Anne Tumak, Publications Coordinator
0417 917 470





YEAR 12 PREFECTS
Grace
Tyrell
Ethan
Danny
Daniel
Jasmine
Lily
Ronan
Isabella
Sophia
Lucy
Vinh (James)

Announcement of Year 12 Prefects, Year 11 Councillors and House Captains for 2019

YEAR 11 COUNCILLORS
Blake
Cameron
Dashiell
Ella
Emily
Grayson
Jordy
Kai
Melissa
Nathan
Olivia
Shayera



2019 Prefects with their families



HOUSE CAPTAINS 2019				
YEAR 12 STUDENTS	FORREST	HACKETT	MURDOCH	O'CONNOR
Ruby-Mae and Jacob				
Jade and Grace				
Isabella and Danny				
Elena and Daniel				
YEAR 9 STUDENTS	FORREST	HACKETT	MURDOCH	O'CONNOR
Sofia and Luca				
Ruby and Sacha				
Jasmine and Mackenzie				
Amy and Will				





YEAR 12 MAJOR AWARDS

- Dux *Thomas Louth*
- Runner-Up Dux *Ivan Kalinkin*
- General Studies Dux *Teah Thomas*
- Vocational Education and Training Dux *Carly Nguyen*
- Westscheme Division of AustralianSuper Award for Excellence in VET *Emily Solich*
- Sportswoman of the Year *Mary Leong*
- Sportsman of the Year *Rhai-arn Cox*
- Arts Award *Lauren McDonald*
- Jo Furness Award for Outstanding Achievement *Oscar Kaspi-Crutchett*
- North Metropolitan Education Region Commitment to Excellence Award *Jason Kim*
- Ralph Honner DSO, MC Award for Endeavour *Ljiljana Podinic*
- Christine Richardson Citizenship Award *Alora O'Dwyer*
- Caltex Best All-Rounder Award *Lauren McDonald*
- ADF Long Tan Leadership and Teamwork Award *Davis Burke*
- Community Service and Participation Award *Jason Kim*
- Donna Faragher MLC Leadership and Service Award *Connor Barnes*
- Len Hayward Award *Aiden Tussler*

MIDDLE SCHOOL ASSEMBLY TERM 4



Year 7 ICAS Maths Competition & Australian Maths Competition Winners



Year 7 Certificate of Excellence Awards Skilful Me Expo



Certificate of Excellence Awards Skilful Me Expo

YOUTH FOCUS IN 2019

Next Year Youth Focus will be visiting Year 9 students with their workshop called "Having a Conversation about Mental Health". This program will involve a one hour workshop for students which aims to increase the mental health literacy of students, help them to identify difficulties and develop their awareness and confidence to start a conversation with others about mental health. Mount Lawley SHS and Youth Focus have had a long-standing partnership since 2014 and continue to work together to provide the student community with mental health support.

The program also involves a 1.5 hour parents and guardians workshop. This workshop increases awareness around common mental health issues young people face and aims to help parents, friends, teachers and people in the community understand more about good mental health and mental illness and assist them to have the conversation and find appropriate help. It also provides participants with the confidence to seek help if they are struggling with mental health. The program's effectiveness is improved by the whole community being involved, hence participation in the parent/guardian session is strongly encouraged. Mount Lawley SHS plans to offer this sometime in Term 1 2019, so please watch this space! Thank you for all your support and ongoing partnership with the school.

Student Services Team @ Mount Lawley Senior High School.

WHOLE SCHOOL ASSEMBLY TERM 4



The Jade Wei Award for International Students



The Walter Horeb Literacy Award for Poetry



Arthur Leggett Writing Prize Supported by the Lodge of Sincerity



The Walter Horeb Literacy Award for Prose



Bush Rangers Video Competition Winner



The Des Beard Middle School Citizenship Awards



The Principal's Gifted and Talented Awards Years 7-10



The Anita Chong & Geoff Davis Award Chinese Language



The ACSF Chinese Language Awards



The Principal's Language Awards Year 7-9



The Principal's Language Awards Year 7-9



The Principal's Language Awards Year 10



The Principal's Language Awards Year 8-9



The Chinese Language Teachers Association (CLTAWA) Writing Competition Winner



2018 Young Australian Art Medal



Middle School Dux Award



Alma Porter Award



The NAIDOC Medal Winner for creative writing.



Students of the Month and Student of the Year Awards.



Middle School Poetry Prize Supported by the Lodge of Sincerity



ADF Long Tan Leadership & Teamwork Award



Students who have received their Colours for 2018



WHOLE SCHOOL ASSEMBLY TERM 4 - COUNCILLORS FOR 2019



Year 8 Councillors for 2019



Year 9 Councillors for 2019



Year 10 Councillors for 2019



NATIONAL BRAIN BEE CHALLENGE

One of our Year 10 students, Nathan Mayhew (10F1), had successfully competed in the WA state final of the Australian Brain Bee Challenge and represented WA in the Australian National Final of the Brain Bee Challenge in Brisbane on the 3rd and 4th of December. This is where 7 Australian students (one from each state/territory) and 2 New Zealand students competed against each other to become the Australian Brain Bee Challenge Champion, or the New Zealand Brain Bee Challenge Champion.

Students compete in 4 challenges, held over the 2 days including an anatomy challenge, a written short answer challenge, a patient diagnosis challenge and a live question and answer challenge. Students also had the opportunity to attend ANS scientific sessions and meet with scientists, researchers and students involved in neuroscience. The school is very proud of Nathan’s performance, where he finished 3rd.



2018 National Finals

This Brisbane event occurred in parallel with the 2018 Australasian Neuroscience Society meeting, giving competitors a fantastic opportunity to immerse themselves in the latest neuroscience research from all over Australia, and attend seminars from leading national and international neuroscience researchers.

Mr Richard Meagher, Science Department





Year 7 GAT & AE HASS - INNOVATION EXPO

In Term 4 Humanities and Social Science (HASS) students looked at Economics and Business. Part of the course was to investigate *entrepreneurs, including the behaviours and skills they bring to their businesses (e.g. establishing a shared vision; and demonstrating initiative, innovation and enterprise)*. Students in GAT and AE participated in the Young Entrepreneurship Program conducted by Mr Paul Litwin, Innovation Institute. Mr Litwin met with the students weekly and supported them through the processes of *initiative, innovation and enterprise*. The end of term result was for students to present their innovations and 'pitch' at the expo to parents friends and invited guests. There were three guest judges, who had the difficult task of awarding prizes. Thank you to Mr Simon Millman MLA Mount Lawley, who supported the program, Ms Rosanna Fanciulli, GAT Parent Support Group who also provided prizes and to Mr Nigel Redwood, Economic Development Coordinator, City of Stirling. The evening was a great success, the parents were impressed to see their future entrepreneurs in action and made comment about how professional the presentations and 'pitches' were, also the quality of the business cards and the visual displays of prototypes and props.





SUPPORTING OUR SCHOOL WELLBEING PROGRAM ONLINE
 Parent Newsletter Article With the **DIARY EXTRACT FOR THE WEEK**
The Learning Curve Funded by School P & C
 Available online <http://learningcurve.com.au>
 User **MLSHS** Password **MLSHS6050**

WEEK 45 – SOCIAL NETWORKING

Parent Wellbeing: This week, when listening to others, try hard to assume that everything they say is right. Then write down the reasons you believe makes them think in that way.

Today in the 21st century it seems as though communication done via electronic social media seems to have really overtaken face to face personal conversations. Students in particular crave social media acceptance from their peers. For example, they thrive or feel down on the number of Likes they receive on what they post; it has become a compulsive obsession for many of them.

Social media and networking: enable students (and us) to be connected 24/7 to friends, family and multiple audiences.

While the digital world is an effective and instant way to share all sorts of information with others locally and globally students need our support to ensure it doesn't consume their every waking (and sleeping) moment. Fear Of Missing Out (FOMO) has become an incredibly powerful magnet for many people.

There are both acceptable and unacceptable ways to use social media and most students understand the rights and wrongs, but sometimes to remain socially connected, ignore them. Students tend to get talked at about this by adults, instead of us providing structured opportunities for them to discuss these issues amongst themselves.

WEEK 46 – PROCRASTINATION STRATEGIES

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

Procrastination has the capacity to adversely impact on all areas of students' lives (and ours), should it be ignored or remain unchecked. It is important for students to learn that once they have deliberated on something, that they are decisive and act. To avoid putting things off, they need to be introduced to positive coping strategies to do so and encouraged to use their top strengths to achieve this.

Procrastination can be caused by many issues including:

- **Perfection** – wanting to produce the “perfect” piece of work; being obsessed with detail
- **Organisation** – wanting to be totally prepared and as a result not getting started or lacking the necessary study and research skills to perform the task.
- **Self-Doubts** – lacking the self-confidence to tackle the task at hand.
- **Prioritising** – being unable to prioritise their activities to get the things done that they have to do.
- **Motivation** – lacking a purpose for being at school; “having to” rather than “wanting to.”

Whatever the cause for procrastination may be:

- **recognising it and addressing it immediately is a must**
- **it will not go away by ignoring it**
- **introducing students to confident and assertive help seeking approaches will overcome procrastination.**

“Procrastination is the art of keeping up with yesterday.” Saying

“People who gossip to you, gossip about you.” MW

Wk 35 Thinking Positively/Thinking Optimistically

MIDDLE PLANNER PAGE 96

Meaning and Purpose

THINKING POSITIVELY
Wellbeing Bank: to build my Meaning and Purpose by looking at life positively with hope for the future.
 Every day you have a choice about how you will look at life:
 • Optimistically – looking positively at what you are doing and the great opportunities for you to try
 • Pessimistically – looking negatively for what is wrong with what you are doing
 • describe some opportunities you currently have to look forward to.

When thinking optimistically you:
 • focus on what's right about what you are doing and looking at
 • are grateful for what you have
 • look on the bright side of life
 • are healthier and less stressed
 • are more likely to accomplish your goals
 • lift others' wellbeing and efforts through your contagious positivity.

When thinking pessimistically you:
 • focus on what's wrong with what you are doing or looking at
 • believe you are powerless to change things with a fixed mindset.
 > Complete Wellbeing Reflection sheet on website.

ACTIONS
 What are two things I will start doing to think more positively?
 1. _____
 2. _____

MINDFULNESS ACTIVITY
Dancing Leaves. On a windy day, enjoy the way the leaves dance across the roads, gardens and parks. What emotions do you feel watching them?

RESILIENCE BUILDER
 There are three parts to using assertive language.
 1. When...Say your concern.
 2. I feel...Say your emotion.
 3. So...Say what you would like to happen.
 With a friend describe three examples of assertive language you can use.

WHAT WENT WELL THIS WEEK AND WHY?
 1. _____
 2. _____
 3. _____

Character Strength Fairness
www.viacharacter.org

WELLBEING FITNESS CHALLENGE
THINKING SPOTTING – Habits of Mind (p.19)

SENIOR PLANNER PAGE 96

Meaning and Purpose

THINKING OPTIMISTICALLY
Wellbeing Bank: to develop my Meaning and Purpose through optimistic thinking.
 You have basically two choices on how to look at life:
 • Optimistically – thinking positively using your top strengths about the great opportunities on offer for you to explore and find meaning in.
 • Pessimistically – thinking negatively and looking for what is wrong with what you are doing and looking at
 • describe how you currently think about life.

Optimistic thinkers:
 • focus on what's right about what they are doing and looking at
 • thrive on uplifting spirals of positive emotions
 • have meaning and purpose for what they do
 • do good things to feel good
 • are grateful for now and hopeful for the future
 • are healthier and less stressed
 • are more likely to accomplish what they set out to do
 • lift others' wellbeing through their contagious positivity
 • are mindful of emotional thinking traps
 • use positives in situations to overcome negatives.

Pessimistic thinkers:
 • focus on the worst things they think can or might happen, called catastrophizing
 • believe they are powerless to change their lives; fixed mindsets
 • negatives keep piling up because that's what they are looking for.
 > Complete Wellbeing Reflection sheet on website.

ACTIONS
 What are two things I will start doing to think more optimistically to have more meaning and purpose in my life?
 1. _____
 2. _____

MINDFULNESS ACTIVITY
Dancing Leaves. On a windy day, enjoy the way the leaves dance across the roads, gardens and parks. What emotions do you feel watching them?

RESILIENCE BUILDER
 Feeling good about you, your abilities, thoughts and behaviours is all about your own self-belief and self-acceptance. With these comes confidence. Write down five things that you value about yourself. Sometimes people may say or do something to knock your self-belief and self-acceptance. Has this happened to you? Write an example and what you have done to rebuild your self-belief.

WHAT WENT WELL THIS WEEK AND WHY?
 1. _____
 2. _____
 3. _____

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HOW DID YOU FEEL THIS WEEK?

Wk 36 Healthier Living/Healthier Ways To Live

MIDDLE PLANNER PAGE 98

Exercise and Health

HEALTHIER LIVING
Wellbeing Bank: to add to my Exercise and Health by learning about and trying healthier ways to live.
 Life is so much more enjoyable when you:
 • are physically and mentally healthy
 • accept that there are no shortcuts to looking after them
 • take responsibility for improving your own health.
Healthier Living is about:
 • a balance of exercise, a healthy diet and thinking positively
 • using your strengths to not overdo anything things you do
 • describe healthy things you are currently doing.

Some healthier ways to live you could try daily include:
 • spending an hour being physically active
 • eating grain foods, fruits and vegetables
 • snacking on fruit, yoghurt, celery, nuts
 • drinking about 2 litres of water and eating smaller portions
 • looking for good news stories in the media
 • limiting screen time, junk and processed food
 • having fun with friends and family
 • having a healthy breakfast supplies brain and body energy.
 > See Healthy Body, Healthy Mind activity sheet on page 145.
 > Complete Wellbeing Reflection sheet on website.

ACTIONS
 What are two things I will start doing to live a healthier life?
 1. _____
 2. _____

MINDFULNESS ACTIVITY
Cars. Look at a car and in five minutes name fifteen different things that you can see on or about the car.

RESILIENCE BUILDER
 A sign of strength is to apologise when you have done the wrong thing by someone else. To do so properly, explain what you did, describe the hurt it caused to them, say what you really meant to do and how you feel now, describe what you will do to make it right and say sorry. Use these steps to write an apology letter to someone you have done the wrong thing by.

WHAT WENT WELL THIS WEEK AND WHY?
 1. _____
 2. _____
 3. _____

Character Strength Zest
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WELLBEING FITNESS CHALLENGE
ADVENTURE EAT – Variety Tasting (p.19)

SENIOR PLANNER PAGE 98

Exercise and Health

HEALTHIER WAYS TO LIVE
Wellbeing Bank: to add to my Exercise and Health through exploring healthier ways to live.
Healthier ways to live are not about things like body shape, sporting talent or strict dieting:
 • it is a balance of exercise, a healthy diet and thinking optimistically
 • then setting process goals for these things to achieve every day.
 • there are no shortcuts to caring for your physical and mental health
 • describe what healthy things you are currently doing.

Following are a number of healthier ways to live you could try:
 • to jog, walk, ride, swim, skateboard, or exercise with friends and family
 • regular meals of grain foods and snack on fruit, yoghurt, celery, nuts
 • a variety of fruits and vegetables daily
 • drink plenty of water and eat smaller portions
 • looking for uplifting good news stories in the media
 • to limit your intake of junk and processed food
 • laughing at a funny movie or sharing jokes with friends and family to release “feel good” brain chemicals and build your immune system
 • having a healthy breakfast, the most important meal of the day to supply brain and body energy.
 > See the Healthy Living activity sheet in Positive Education.
 > Complete Wellbeing Reflection sheet on website.

ACTIONS
 What are two things I will start doing to live a healthier life?
 1. _____
 2. _____

MINDFULNESS ACTIVITY
Cars. Look at a car and in five minutes name fifteen different things that you can see on or about the car.

RESILIENCE BUILDER
 Feeling a sense of gratitude will make you happier and more optimistic. Focusing on what we are grateful for gives us an opportunity to be mindful of the positives in our lives. List five things you are grateful for. Remember not to wish for something, instead find those things you can be grateful for in this present moment. Reflect on the list you have written, now write down the emotions you are feeling.

WHAT WENT WELL THIS WEEK AND WHY?
 1. _____
 2. _____
 3. _____

Character Strength Zest
www.viacharacter.org

HOW DID YOU FEEL THIS WEEK?



WEEK 47 – RESOLVING ISSUES, MAKING THINGS RIGHT

WEEK 48 – CONNECTING WITH YOURSELF

Parent Wellbeing: To notice the changing feelings in your face and the messages your face is sending to others, look into a mirror and move different facial muscles, eyebrows, cheeks, mouth, jaw.

Parent Wellbeing: A skill of social-emotional resilience is having self-belief in your self-worth as a person who matters. Describe how often you feel this and what you could do to feel it more.

To build the wellbeing of the whole school community there needs to be a shift in our thinking from what school rule was broken, why did it happen and what are the consequences?

As Gandhi so wisely once said, "There is more to life than increasing speed." Yet, the opposite is precisely the expectation people in the 21st century seem to have for themselves; the human race is what many have become, instead of human being:

To this was a violation of our school community's trust which adversely affected relationships and how can they use their strengths to make things right for others and act more positively. Doing this promotes growth mindsets to ensure others matter; because they do

- many feel that they have to go twice as fast to stay in the same place; called the Red Queen Effect from Alice in Wonderland
- they are encouraged to take the fast lane in everything they do, especially with processed foods; (and many do)
- life zooms along so rapidly that before they know it, the journey is over
- how often do you taste and savour what you eat, or take time to enjoy time away the pressures of life?
- for most, not often enough

This shift is about moving from external control by adults:

Beneficial strategies to introduce to students that will make their journeys far more satisfying and enjoyable:

- to showing students how they can use their top strengths to build their internal control to understand
- what has to happen to make things right and how will it be done
- asking students who do the wrong thing to complete Restoring Esteem and Focus (see website)
- assists them to have empathy for others

- is to take three or four, five minute timeouts every day to stop, breathe deeply and stretch
- use flight mode or turn off their phones for an hour
- dream of places they want visit
- do neck, hip, ankle, arm and shoulder rotations
- do a Mindfulness Activity from the website
- watching mother nature shine

Reflecting on questions, such as the ones below, focuses students on using their strengths to make changes themselves:

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

"From a little spark may burst a flame."

Dante Alighieri

"Life isn't a matter of milestones, but of moments."

Saying

Wk 37 **Making the Moment Last/Savouring, Prolonging the Moment**

Wk 38 **Reporting on Research**

MIDDLE PLANNER	PAGE 102	SENIOR PLANNER	PAGE 102
Strengths and Emotions		Strengths and Emotions	
<p>MAKING THE MOMENT LAST Wellbeing Bank: to develop my Strengths and Emotions by making special moments last longer. When you have special things happen to experience positive emotions: • how quickly do they fade away? • being able to make them last longer is called savouring. To learn how to savour: • slow down, connect with yourself and only focus on the moment • practise tuning your senses into savouring as often as you can • write down how great you feel and read it later to relive the positives • you can savour what is happening now or • things that have happened in the past or • things you are looking forward to in the future • describe an experience where you savoured it to last longer.</p> <p>Watch young children playing, they are experts at savouring: • they happily keep focused on playing and making the moments last longer • let's learn from them, enjoy things longer. • See Savouring activity sheet on page 140. • Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to practise making the feelings of enjoyable experiences last longer? 1. _____ 2. _____</p> <p>MINDFULNESS ACTIVITY Cooking. You are about to cook your favourite meal for your family. What do you need and what are the steps you have to take?</p> <p>RESILIENCE BUILDER Ask your family about assertive things they said and did when faced with difficult decisions in the past. Describe some situations you think they would have needed to show assertiveness for and what Character Strengths they would have used.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____ Character Strength Judgment www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE BRAIN STRETCH – Improving Thinking (p.19)</p>		<p>SAVOURING: PROLONGING THE MOMENT Wellbeing Bank: to raise my Strengths and Emotions through prolonging great moments. How often do you have a great experience and feel positive emotions: • but because of today's busyness before you know it it's over. Savouring is prolonging these uplifting feelings you have. • it's about slowing down, connecting with yourself to thoroughly enjoy the experience • you can savour what is happening in the present right now or • special things that have happened in the past or • events that you are looking forward to in the future • writing down how you feel allows you to go back and relive it again later • describe an experience where you savoured it to last longer.</p> <p>Young children are experts at savouring; watch them carefully to learn from them: • they seem to be able to stay connected to positive emotions for a long time • they happily relive the past, thrive on the present and excited for the future. Practise tuning your senses into savouring as often as you can; it broadens and builds your engagement with yourself and others • enables you to experience high levels of wellbeing through positive emotions. • See the Savouring activity sheet in Positive Education. • Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to practise savouring enjoyable experiences? 1. _____ 2. _____</p> <p>MINDFULNESS ACTIVITY Cooking. You are about to cook your favourite meal for your family. What do you need and what are the steps you have to take?</p> <p>RESILIENCE BUILDER Finding a job can take time, cause a level of frustration and knock your self-belief, especially if you apply for a number of positions. Think about who you are and what you can offer a company even if you have no actual work experience. Write a list of 10 positives about yourself and explain what you can bring to that business.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____ Character Strength Judgment www.viacharacter.org</p> <p>HOW DID YOU FEEL THIS WEEK? 😊 😊 😊 😊 😊</p>	

MIDDLE PLANNER	PAGE 104	SENIOR PLANNER	PAGE 104
Skills and Achievement		Skills and Achievement	
<p>REPORTING ON RESEARCH Wellbeing Bank: to add to my Skills and Achievement by reporting on my research logically. When reporting on research you need to explain: • what you discovered • what conclusions you reached • any predictions you can make • further research you may suggest • describe how you currently report on your research.</p> <p>Following is a logical reporting process: Aim: • describe the topic in your words • state your research aims and approach.</p> <p>Solutions and Explanation: • explain the steps you used to investigate the topic • discuss solutions that worked and that didn't work.</p> <p>Conclusion: • link your solutions to your research aims • did you cover the topic? • further issues to consider?</p> <p>Evaluation: • reflect on your solutions; are they reasonable? • any predictions? • further investigation required? • list assisting people and materials used. • put much of your working here • this must be well organised.</p> <p>References: • list all sources of information used. • Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to improve the way I report on my research? 1. _____ 2. _____</p> <p>MINDFULNESS ACTIVITY Favourite Animal. Close your eyes, breathe slowly and deeply and picture your favourite animal. What are five emotions you are feeling?</p> <p>RESILIENCE BUILDER Describe the ways your relationships differ between friends, family and teachers. Name three skills you need to make each of these relationships work well.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____ Character Strength Perseverance www.viacharacter.org</p> <p>WELLBEING FITNESS CHALLENGE HIDDEN PEOPLE – Invisible Champions (p.19)</p>		<p>REPORTING ON RESEARCH Wellbeing Bank: to strengthen my Skills and Achievement through developing the way I report on my research. A Research Report is assessed on: • its quality of information, depth of analysis, discussion, evaluations, conclusions, recommendations and stylish presentation • describe how you currently report on your research.</p> <p>so reporting on research should follow a logical step-by-step process, such as the effective one following: Cover Page: containing • title of the report • your student details. Contents Page: containing • an accurate guide to contents of your report • a list of tables, diagrams and graphs. Abstract: containing • a brief summary of your report • outcomes, recommendations and predictions • methods used including Thinking Tools References: containing • individuals, groups and organisations who assisted you. Main Body of Report: containing • an introduction • methodology; how you went about it • analysis and evaluation • results, findings and conclusion Bibliography: containing • reference sources used (refer index). Appendices: containing • relevant information to your report but not important enough to include in Main Body • each appendix should be labelled and numbered. • Complete Wellbeing Reflection sheet on website.</p> <p>ACTIONS What are two things I will start doing to develop how I report on my research? 1. _____ 2. _____</p> <p>MINDFULNESS ACTIVITY Favourite Animal. Close your eyes, breathe slowly and deeply and picture your favourite animal. What are five emotions you are feeling?</p> <p>RESILIENCE BUILDER Having empathy for the needs and feelings of others and communicating that you understand and accept these things, builds both your and others' wellbeing. Describe three times you have done this well and three times someone has done this effectively for you.</p> <p>WHAT WENT WELL THIS WEEK AND WHY? 1. _____ 2. _____ 3. _____ Character Strength Perseverance www.viacharacter.org</p> <p>HOW DID YOU FEEL THIS WEEK? 😊 😊 😊 😊 😊</p>	



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.

SCARBOROUGH BOWLING CLUB

HIGH SCHOOL HOLIDAY PROGRAMME

JAN 16-18 | 10AM-12PM

SCARBOROUGH SPORTS & COMMUNITY CLUB
75 DEANMORE ROAD

UNIFORM SHOP SCHOOL HOLIDAY OPENING HOURS

We are closed during the Christmas period from Saturday 15 December 2018 and will re-open on Wednesday 2 January 2019.

Inglewood SuperShop- Uniform Concepts
834 Beaufort St, Inglewood 6152




OPEN DAY

FRIDAY 18 JANUARY & THURSDAY 31 JANUARY, 2019
9AM TO 4PM
CONSTRUCTION TRAINING FUND
104 BELGRAVIA STREET, BELMONT

Sessions start at 9am, 11am and 2:30pm
Admission is FREE | BOOKINGS ESSENTIAL

TO BOOK A SESSION TIME PHONE 0455 234 278 or EMAIL cfc@ctf.wa.gov.au



ACADEMIC TASK FORCE
Achieve Success at School

January Head Start Program

Start 2019 with Confidence

Start the new year on the right foot with a Head Start program that will boost your child's confidence, enhance their learning skills and guide their transition into the new school year.

ATAR HEAD START PROGRAM
For students going into Years 11 & 12

The program will provide students with:

- > An overview of the ATAR syllabus for their courses of study.
- > Expert teaching by ATAR subject specialists.
- > Preview important concepts.
- > Build confidence and get an academic boost for the year ahead.

We offer a wide-range of ATAR subjects as well as our popular Study Skills and Essay Writing Programs. Please visit our website to view the timetable.

YEAR 7-10 HEAD START PROGRAM
For students going into Years 7,8,9 & 10

Academic Task Force paves the way for academic success, our Head Start Program gives students the opportunity to equip themselves with the academic skills needed to develop their confidence, study habits and subject familiarity.

Courses available in:

- > NAPLAN Preparation
- > Learning Skills
- > Essay Writing
- > Maths and English, and
- > GATE & Scholarship Exam Preparation.

January 17th - January 30th 2019

Enrol Online Today: www.academicgroup.com.au

1. Go to Our Programs - Select Year Level 2. Click on Head Start Programs 3. Select the Enrol Today button.

Each subject is 6 hours, 3 hours each day over 2 consecutive days
Venues: Churchlands SHS (NOR) and Rossmoyne SHS (SOR)
Cost: \$200 per course.
10% discount for all enrolments received and paid for by 17th December 2018.

www.academicgroup.com.au
9314 9500
learn@academicgroup.com.au

MASTER MIND AUSTRALIA'S

JANUARY 2019 JUMP-START PROGRAMS

OLNA – NAPLAN – Study Skills – Essay Writing – Subject Revision & Preparation
For all students entering Year 7 – 12 in 2019

The January Preparation Program aims to prepare students for Term 1 (2019) before the academic year begins. The classes will revise those important components from the 2018 syllabus that are vital for success in the new-year. The program will also preview what students can expect in their courses in 2019.

Courses will be conducted at:

[Christ Church Grammar School](#) and [Hale School](#)

Sunday 20th to Friday 25th of January, 2019

Dr. Robert Hallam at Master Mind Australia on 9486 1377

www.mastermindaustralia.com.au



COMMUNITY NOTICES

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Going to Uni for the first time in 2019?

John D'Orazio Memorial

Scholarship

Applications are invited from eligible students in the local district attending university for the first time in 2019.

Drop into your nearest branch at 14 King William Street, Bayswater - 9370 3899 or Noranda Shopping Village, Benara Road - 9375 2494 for more information or visit bendigobank.com.au/scholarships.



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Bayswater and Noranda **Community Bank**® branches

John D'Orazio Memorial Scholarship

2019 Scholarship.

Going to Uni in 2019, 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, TAFE institute or college for the first time to study at undergraduate bachelor's degree first year level 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 bachelor's 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: <ul style="list-style-type: none"> • must reside in, or have attended a secondary school in the City of Bayswater • must be an Australian citizen or permanent resident • must be a first-time, first year undergraduate in 2019 (first attendance at an Australian University or TAFE at bachelor's degree level) • must be studying a full-time bachelor's degree on campus at an Australian university, TAFE Institute or college (in an approved Australian course) • must have completed Year 12 • must be aged 25 years or younger as at 30 January 2019 • should be able to demonstrate community involvement • should be able to demonstrate the challenges (financial and/or social) which are hindering the student's ability to undertake further study • should be academically motivated.
Nationality	Australian citizen or permanent resident
Application dates	OPEN: 3 December 2018 CLOSE: 29 January 2019
How to apply	Applications are invited from 3 December 2018 and can only be submitted online. Please visit 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: <ul style="list-style-type: none"> • Academic achievement • Financial and/or social challenges • Evidence of leadership and citizenship within their communities
Further Information	The website will contain full information from 3 December 2018. If you still have a query, please contact Bayswater and Noranda Community Bank ® branches on phone 9370 3899.

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.



Bigger than a bank.

Bayswater and Noranda **Community Bank**® branches

Community Bank® Scholarships will be funded from management accounts of the Community Enterprise Charitable Fund ABN 12 102 649 968 (the Fund), The Bendigo Centre, Bendigo VIC 3550, Sandhurst Trustees Limited ABN 36 004 030 737 AFSL 237906, a subsidiary of Bendigo and Adelaide Bank Limited ABN 11 068 049 178, AFSL 237879, is the trustee of the Fund. (A1222288-1222285) (414716_v3) (3/10/2018)