



MOUNT LAWLEY SENIOR HIGH SCHOOL  
An Independent Public School

## STUDENT SUCCESS

### PRINCIPAL'S REPORT

It's hard to believe we are already almost at the end of Term 1 albeit it is only a nine week term. By now all students will have settled into a routine including the 349 new Year 7 students who joined us this year bringing our total school numbers to 2057 students which is record for the school and testament to the positive reputation our school enjoys in the local and wider community.

We also welcomed 21 new teaching staff who joined us, bringing the total number of teaching and non-teaching staff to 218. Given the number of students and staff onsite I am sure you can appreciate how keen we are to take possession of the new building due for handover in time for the start of Term 3.

The 2023 Year 12 results were very pleasing with many fine individual performances by our ATAR, General and Vocational students. Later in this bulletin you can read about our students' successes. On 16 February at the 90's Club Assembly we were able to induct forty-five students into the prestigious club. Following the assembly, the school hosted a morning tea for the inductees and their parents.

A reminder to all parents that you are required to update your address, phone, and emergency contact details every year. This information is crucial if the school needs to make urgent contact in the event of an emergency. Details need to be updated in Consent2Go. You can also ring the relevant sub school office.

**Lesley Street, Principal**



#### Sophie 12F1

Congratulations to Sophie, who recently came 4th in the 400m Hurdles at the 'All Schools National Competition' held in Perth. After this success, Sophie will compete in April's U17 Open 400m Hurdles in Adelaide. Sophie is a member of the Inglewood Athletics Club and a vital participant in the school's athletic team.



**Grace 9H2** is an 'All-Star Cheerleader' at Toxic Cheer & Dance, who has been selected for the cheerleading team (Ammunition) to compete at the 2024 Summit Championship. This competition takes place at the ESPN Wide World of Sports complex in Orlando, Florida, in May.

In addition to this competition, Grace is also in 2 additional teams (Snipers and Deputies) travelling to the Gold Coast in December 2024 to compete at the Australian All-Star Cheerleading Federation National Championships.



Grace was selected as one of 8 athletes to join the Junior Coaching Program at Toxic Cheer. She will attend the Coaches Conference in the Gold Coast later this year.



#### Aaron 11H1

Congratulations to Aaron, who has represented Australia at the DRD International Baseball Academies Tournament in Puerto Rico during January and early February. Aaron, who is 16 years old, was competing against some of the top U19 players in the world, an amazing opportunity to showcase his talent.



**P & C AGM**  
**25th March 5.30pm**  
**Main Administration Office**  
**Calling all parents & carers**  
**to attend this**  
**pivotal P & C meeting.**

**Its important we have all positions filled as the**  
**Sub- committee's (SVAPA, GAT, MUSIC & LAA)**  
**won't be able to operate**  
**without the main school P & C committee.**

Positions available:  
*President, Vice President, Secretary, Treasurer, Auditor,*  
*Website Coordinator, Mailing List Coordinator and*  
*Committee members*

Please refer to Connect Notices or  
school website (LATEST NEWS) for details

**STEM Project selected for Overseas International Science and Engineering Fair (ISEF)**

CONGRATULATIONS

School Captain Joshua has been selected for his "Resistors, Fractals, and Infinity" project. He will be the first Western Australian student to compete at ISEF in over twenty years. Joshua's project is one of nine on the AUSSEF team representing Australia, which will present its work at ISEF 2024 in Los Angeles later this year.



See school website for further information  
[www.lawley.wa.edu.au](http://www.lawley.wa.edu.au)

# 2023 RESULTS YEAR 12

## Certificate of Excellence:

**Leung, Kei Yin (English)**



## Certificates of Distinction:

**Castelijns, Sarah**

**Doukidis, Lydia**

**Fenner, Jasmine**

**Leung, Kei**

Not For Publication

**Tilakaratne, Ayodhya**

**Tran-Dinh, Lyna**

**Turton, Amber**



## VET Dux

**Wynd Jada**



## General Studies Dux

**Balute Dharyll Mae**



## ATAR Dux

**Farnan Coffey Maximilian Thomas 98.55**



**Patel Om Chiragkumar 98.65**

**Leung Kei Yin 98.4**

**Doukidis Lydia Hana 98.3**

**Slee Bailey James 98**



## 38 Certificates of Merit (22.5% of our ATAR students)

**Balute, Dharyll Mae**  
**Bradley, Sean**  
**Callaghan, Shae**  
**Clemeno, Loukia**  
**Cranley Dixon, Isabelle**  
**Davis, Ally**  
**Diaz, Oliver**  
**Djurdjevic, Maya**  
**Driehuis, Pearl**  
**Ewing, Niall**  
**Fox-Medrano, Sabrina**  
**Harding, Aidan**

**Henwood, Aaliyah**  
**Hermann, Kimberley**  
**Imran, Fathima**  
**Jovanovic, Tatjana**  
**Karpatsis, Lazaros**  
**Kaushal, Jiya**  
**Kinder, Jasmine**  
**Krishnakumar, Lohith**  
**Li, Yutong**  
**Lincoln, Brooke**  
**MacRae, Indigo**  
**Manangkel, Liam**  
Not For Publication

**Minorgan, Sophie**  
**Mulvey, Cronan**  
Not For Publication  
**Ouzman, Benjamin**  
**Patel, Om**  
**Rackham, Filip**  
**Robinson, Osca**  
**Samuel, Louella**  
**Scaffidi-Gennarino, Marco**  
**Slee, Bailey**  
**Spencer, Daniel**  
**Streeton, Rosemary**  
**Tabi, Bethany**





Standing Front Row L-R: Regina Murguia Sanchez, Kimberley Hermann, Amber Turton, Priya Parameshwaran, Amana Imran, Lyna Tran-Dinh, Diya Ebey.  
 First Row L-R: Oliver Diaz, Liam Manangkel, Loukia Clemeno, Tatjana Jovanovic, Sabrina Fox-Medrano, Bethany Tabi, Ben Ouzman, Jasmine Fenner, Jade Li, Marco Scaffidi-Gennarino, Filip Rackham.  
 Second Row L-R: Lena Nguyen, Euan McKay, Amos Robinson, Niall Ewing, Isabelle Cranley Dixon, Bailey Slee, Max Muscat, Aseemveer Dang.  
 Back Row L-R: Cronan Mulvey, Maximilian Farnan Coffey, Om Patel, Oscar Robinson.  
 Absent: Shae Callaghan, Sarah Castelijns, Delphine Craig, Maya Djurdjevic, Lydia Doukidis, Pearl Driehuis, Jiya Kaushal, Lohith Krishnakumar, Ky Lam, Kristy Leung, Indigo MacRae, Izak Margaretic, Mariko Mendoza, Lan Pham, Ayodhya Tilakaradne.

## NEW STAFF

Mount Lawley Senior High School would like to welcome the following new and returning staff members to the school community:



**Back Row L-R:**  
 Jeff Groom (HASS), Johanes Tanoto (Maths), Shania Cuthbert (Follow The Dream FTD, Teacher), Bec McCallum (English).  
**Front Row L-R:**  
 Lea Mariage (Language Assist), Roberta Petrecca (Language Assist), Claire Halliday (English) *Insert:* Melissa Wilden (Maths)



**Back Row L-R:**  
 Sean (Xiao) Zhang (Maths), Trenton Harris (Home Ec), Tim Breadmore (PC Inclusive Education), Kieran Lesk (Maths), Luke Crick (AAP Senior School),  
**Middle Row L-R:**  
 Casey Rollnik (PE), Abbey Dunne (Home Ec), Jo Banks (D & T), Sarah Kelso (Science), Anthony Eyre (D & T)  
**Front Row L-R:**  
 Hannah Borowitzka (Visual Arts), Bethan Rainey (Maths), Merle Prins-Hayes (Home Ec), Danielle Begley (HASS), Carmel Moyle (Maths)



# WAATI ITALIAN EXCHANGE

Last summer I spent two months on exchange in Italy, an incredible experience where I lived with a host family in a small town called Verucchio in the central east of Italy. I had two siblings Melissa and Ryan who have now become like my real sister and brother, and parents Simone and Marika. I was very lucky to have such an amazing family who took me to many places and encouraged me to try new things.

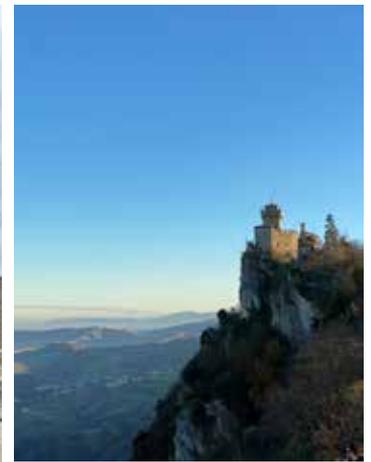
Around Christmas time, we did a 4-hour trip to a small town called Netuno on the otherside of Italy to see relatives. While a beautiful city in itself, the best part was that Rome was only an hour away from where we were staying. I truly believe that my day trip to Rome was the best day of my life. I went with my host sister and brother, and their aunt and cousins. They were great tour guides and we made amazing memories together that day, teaching each other words in English and Italian. I also ate my now all-time favourite pasta, pasta all'amatriciana, at a small restaurant in Rome. Of course ancient Rome was an incredible sight to see. I was in awe the entire time and took photos of everything. I saw all of the famous landmarks like the Colosseum, Pantheon and Trevi Fountain but in particular I loved Via dei Fori Imperiali, a street running from the Colosseum to Piazza Venezia that had statues and ruins of monuments and columns. It was a magical day, and one of my happiest memories from the exchange.

Christmas was very different to what I was used to. We visited family every day and had 3 course meals for every lunch and dinner! Christmas Eve was entirely seafood and then Christmas day we ate meat. We opened presents at midnight on Christmas Eve and continued to play card games until 3am! Then for New Year's Eve, we stayed in a cabin in the mountains with cousins. We went skiing on New Year's Eve and I saw snow for the first time! I wasn't great at the skiing part, but the snow was incredible. We stayed up until 12am and watched fireworks. It was a little strange to start the new year without my friends and family at home, but I definitely had fun.

While I was in Italy, I attended school with my host sister in San Marino, a small republic within Italy. She goes to a linguistic school and so my subjects were mostly languages including French, Spanish, German, Latin and of course English. School was really helpful in improving my Italian and I even made a few friends in my class. The view from our classroom was amazing, and one time we saw the president of Italy drive past!

This exchange was the best experience of my life; I got better at Italian, tried so many delicious foods, met amazing people, and most importantly I grew as a person. I would recommend this experience to anyone, and I can't wait to go back one day.

**Chloe**





# WAATI ITALIAN EXCHANGE

This past summer holidays, I went on an exchange to Italy for two months. It was truly an unforgettable experience, during which I travelled all around new places, formed beautiful relationships, and immersed myself in Italian culture. I was placed in a very small city called Piacenza, a one-and-a-half hour train ride from Milan. Before I landed in my new city, I thought two months would be a scarily long time, but to my pleasant surprise, I was wishing for more time by the end, because I truly couldn't believe that two whole months had breezed by like that.



My new life in Piacenza was a big change from my life back in Perth; from the weather to the culture, it all took some adjusting. Some highlights from my host home were the first snow of the Winter, and the Italian Christmas I got to take part in! From Piacenza, my host family found the time to take me all around Northern Italy, including Milan, Fiorenzuola, Castell'Arquato, Fidenza, Florence, and Verona, where I got to meet up with the lovely Italian girl I hosted for two months in my home last year. I also visited Rome and Trento with Intercultura (the exchange organisation that took me to Italy). As I travelled around these beautiful places, I not only was fascinated by the historical relics and in awe of the striking beauty I got to see all around me, but also was treated to local foods and cute shopping spots.



More than my travels, however, my favourite memories that I will be taking away from this exchange will definitely be the friendships I made there; whether the ones I made at school, or the ones I made with the other exchange students I met there, I can honestly say I will never forget them and all the fun we had. Wandering around the cobblestone streets of Piacenza shopping after school, and then getting aperitivo drinks with my host mum are truly be an unforgettable memory. And of course, I greatly improved my Italian skills during the course of my stay, after conversing solely in Italian with my host mum, as she didn't know any English. Anyway, I'd love to return one day.. Ciao e Baci!

**Nayonika (Year 11)**



# STUDENTS EXPERIENCE BLIND DATE WITH A BOOK

February 14 is Valentine's Day, but did you know it is also Library Lovers' Day? A day set aside to celebrate the importance of libraries and honour libraries, librarians and the valuable role they play in our lives. As part of the celebrations in the lead-up to this day, students have had the opportunity to challenge themselves by borrowing a book without seeing its cover. We are often told not to judge a book by its cover so what if that ability was taken away from you? First developed by Elizabeth's Bookshops here in Australia, "Blind Date with a Book" has spread globally and this is only the third year it has been held at Mount Lawley Senior High School.



For the activity, books were carefully chosen from a range of genres and wrapped in brown paper. The only information students were given about the book were the genre and the first line of the book. Once they chose a book, students borrowed the book, unwrapped it and started reading. There was no pressure to continue reading the book if they weren't enjoying it, but many students found something they may not have ordinarily selected. The activity was so popular this year we ran out of wrapped books in less than a week: a new record. Students really enjoyed the mystery and anticipation before unwrapping the books and will no doubt look forward to what treasures they may discover next year.



# JAPANESE CONDUCTOR VISITS CONCERT BAND 1

In the first week of February, the school's Concert Band 1 were fortunate to participate in a workshop with **Minoru Otaki**, one of Japan's most prestigious conductors.



Otaki Sensei conducted a workshop with our talented young musicians, focusing on breathing techniques, sound production, and strategies for precise intonation. His innovative methods involved our students enhancing their breath control with straws and milk cartons!

It was breathtaking to see the transformation of sound that Otaki Sensei achieved from the ensemble during the workshop. Thank you to our tireless and exceptional Concert Band director, Mr. Lee Stanley, for providing this unique and inspiring opportunity for our senior music students. They are indeed so fortunate to work with such international stars.

*Dijon Summers, TIC Music*



# SVAPA ALUMNI

**Maisie Kops** and **Kloe Megaw**, alumni of SVAPA in year 10, were recently cast in the Perth Festival show "Nightwalks with Teenagers." This production, curated for this year's festival, is created by the renowned Canadian Theatre Company, *Mammalian Diving Reflex*. They work alongside young people to plan, design and lead a series of public walks through the streets at night, creating a special experience that brings adult audiences and teenagers together for fun, adventure and the chance for contemplation and connection. The season ran from Thursday 22 – Sunday 25 Feb during the Perth Festival.

**Moya Thomas, SVAPA Coordinator**



## HEALTHY LUNCHBOX WEEK

Week Three was the start of Healthy Lunchbox Week, with platters of food and a display informing students in Middle School about the various club activities throughout the year .

There are lots of exciting lunchbox inspirations for parents/ carers online at <https://www.healthylunchboxweek.org.au/>

The other clubs which were on display were:

### BREAKFAST CLUB

A reminder that the Breakfast Club occurs daily at the entrance of Students Services from 8am-8.25am. All students are welcome.

### MIDDLE SCHOOL CHILL OUT CLUB

Located in S2.4 on Tuesday and Thursday @lunch 2. This is a safe space for MS students to hang out. There will be crafting activities for interested students.

### STUDENT WELLBEING COMMITTEE

Student members, especially MS students, we need students who are keen to have some input in the school planning and support of the wellbeing activities. Please see Jade Bowning *Healthy Active Coordinator at Student Services*



# STUDENT LEADERSHIP WORKSHOP

The atmosphere was electric with excitement as we all convened for the Student Leader Induction. It was a moment brimming with anticipation, marking the commencement of a thrilling adventure for us, the chosen year 7-12 Councillors and House Captains.

The induction kicked off with a series of engaging “get to know each other” games. From icebreakers to team-building activities, the students eagerly participated. One particularly memorable game involved wrapping the prefects in toilet paper, challenging them to break free in a race against time. Amidst cheers and laughter, the boys team emerged victorious.

Amidst the festivities, there were moments of reflection as well. Discussions centred around the responsibilities and duties that came with their roles as student leaders. From organising events to representing their peers, the councillors and house captains gained insight into the impact they could make within the school community.

As the day drew to a close, filled with laughter and newfound connections, the students departed, armed with knowledge and camaraderie, they looked forward to the challenges and opportunities that lay ahead in their journey as ambassadors of their school.

The Student Leader Induction afternoon not only provided a platform for learning and preparation but also fostered a spirit of unity and enthusiasm among the student body— it was a promising start to what will undoubtedly be a memorable and impactful year.

**By Lara**



# TERM 1 ASSEMBLY 90s CLUB

During Week Three of the first term, the school had its first assembly for the year which also included, a live broadcast to other classes within the school. The Acknowledgement of Country was given by Year 12 'Follow The Dream' student **Richard**, followed by Lesley Street with the Principal's Address. MCs **Joshua** and **Amy** conducted their first school assembly as School Captains for 2024.

Invited students from the Class of 2023 who achieved outstanding results attended our assembly, and were inducted into the 90's Club as high achievers. **Max Farnan Coffey**, ATAR Dux, responded at the assembly on behalf of the 90s Club. After the assembly, students and their families were invited to morning tea before a formal group photograph was taken.



# TERM 1 ASSEMBLY : SCHOLARSHIPS & AWARDS



Duke of Edinburgh Award : Bronze Year 12: Flynn, Gabriel, Kate (Absent) Michael.  
Presented by Maria Camilleri, Associate Principal Senior School & Renae Hill, Associate Principal Upper School



Campion Scholarships : Y7 Ethan & Kaden, Y9 Minh, Y12 Angela, Y11 Rowan and Y8 Sunny  
Presented by Simon Millman MLA, Member for Mount Lawley



Korean Association of WA Scholarships:  
Y10 Daisy, Y11 Dominique, Y12 Beyonce & Soh Jing Xuan  
Presented by Jongil Kim President of the Korean Association with Jaeik Jong, Korean Teacher



Japanese Scholarships  
Year 11 Jinyu and Year 12 Anjali  
Presented by Mr Jason Hutchinson Gold Education Tours



Rotary Club of Heirisson Science Scholarship & Rotary Club of Mount Lawley Music Scholarship  
Year 11 Trini : Science and Year 11 Xavier : Music  
Presented by Ms Bronwyn Denman, Rotary Club of Heirisson



Alliance Francaise Exam Distinction Achievement  
Year 11: Jasper, Sophie, Zoe, Calyn, Martina, Jakob.  
Jakob in Year 10 was placed amongst the top five students in Western Australia.  
Presented by Program Coordinator Languages Louise Chapman



Peter Sparbier Mathematics Scholarship  
Year 11 Michael  
Presented by Simon Millman MLA, Member for Mount Lawley



The Wishan (Jade) Wei Award for International Students  
Year 12 Sujivarodom, (Bebell)  
Presented by Michael Camilleri Associate Principal



The William Tucker Memorial Fund Award (Inaugural Award is for a student who demonstrates excellence and commitment to their Chinese Language studies)  
Kiet (Tommy)  
Presented by Susan Tucker (Mother of William Tucker)



The Michael Sutherland Scholarship for Humanities  
Year 11 Vanessa  
Presented by Michael Sutherland, OAM



# TERM 1 ASSEMBLY : YEAR 11 TOP SUBJECT AWARDS

The Top Subject Awards for 2023. Students to stand and wait until all winners have been announced. Certificates will be received in their Year Group Assemblies.

## TOP SUBJECT AWARD IN THE ARTS

Visual Art ATAR : **Shirin**

General Visual Arts: **Gabriel**

Media, Production & Analysis ATAR: **Edward (Ted)**

General Media, Production & Analysis: **Mikaeel**

Certificate II Creative Industries: **Hannah**

Drama ATAR: **Alex**

Drama General: **Otto**

Music: **Te**



## TOP SUBJECT AWARD IN ENGLISH

English General: **Eleni**

English ATAR: **Aika**

English as an Additional Language ATAR: **Alan**

English as an Additional Language General: **Ateca**

Literature ATAR: **Elizabeth**

## TOP SUBJECT AWARD IN HEALTH & PHYSICAL EDUCATION

Cert II Sport Coaching: **Mackenzie**

Outdoor Education General: **Christopher**

Physical Education Studies ATAR: **Rosa**

Physical Education Studies General: **Louie**

Health Studies ATAR: **Hannah**

Health Studies General: **Viana**



## TOP SUBJECT AWARD IN HUMANITIES & SOCIAL SCIENCES

Accounting & Finance ATAR: **Thompson**

Ancient History ATAR: **Elizabeth**

Ancient History General: **Myah Morava**

Business Management & Enterprise ATAR: **Zoe**

Business Management & Enterprise General: **Stephanie**

Career & Enterprise: **Harriet**

Certificate II Workplace Skills: **Tia**

Economics ATAR: **Thompson**

Geography ATAR: **Esme (Izzy)**

Geography General: **Khawahishdeep**

Modern History ATAR: **Helene**

Modern History General: **Jessica Del**

Politics & Law ATAR: **Behrooz**

Psychology ATAR: **Sophie**

Psychology General: **Angela**



## TOP SUBJECT AWARD IN LANGUAGES

Chinese Second Language ATAR: **Kiet (Tommy)**

French Second Language ATAR: **Zoe**

Italian Second Language ATAR: **Angela**

Japanese Second Language ATAR: **JinYu**

Korean Second Language ATAR: **Beyonce**

## TOP SUBJECT AWARD IN MATHEMATICS

Mathematics Essential General: **Harriet**

Mathematics Applications ATAR: **Milani Muthumuni**

Mathematics Methods ATAR: **Elizabeth**

Mathematics Specialist ATAR: **Joshua**



## TOP SUBJECT AWARD IN SCIENCE

Biology ATAR: **Alexander**  
Chemistry ATAR: **Joshua**  
Human Biology ATAR: **Rosalie (Rosie)**  
Human Biology General: **Sophie**  
Physics ATAR: **Joshua**

## TOP SUBJECT AWARD IN TECHNOLOGY AND ENTERPRISE

### Digital Technologies

Applied Information Technology General: **Jaime**

Computer Science General: **Shruti**

Computer Science ATAR: **Oktay Mohammad**

### Design & Technology

Certificate II Engineering Pathways: **Jack**

Design: Dimensional Design General: **Stella**

Engineering Studies ATAR: **Joshua**

Engineering Studies General: **Vian**

Materials, Design & Technology: Wood General: **Jack**

### Home Economics

Certificate II Hospitality: **Stella**

Children, Family & Community General: **Sophie**

Food Science & Technology General: **Hana**



## FILM MEDIA SUCCESS

Mount Lawley Senior High School was doubly represented at this year's Media Perspectives by **Sabrina** and **Kate**, placing them amongst the top 20 films made by WA ATAR Media students last year. This is a huge badge of honour for Mount Lawley Senior High School, recognising the school as one of the elites in this competitive subject. Students and staff attended the Burswood Community Cinemas for a night of excellent short films under the stars. Both films were well received by the audience and will now be toured across the state in Mandurah, Busselton and Geraldton. Congratulations to Sabrina and Kate!

**Matthew Langfield, Media Arts Teacher**



## INTERNATIONAL WOMEN'S DAY

On International Women's Day, the 8th of March, the female Prefects, alongside Mrs Camilleri, were kindly invited by Simon Millman MLA Member for Mount Lawley to a breakfast to celebrate at the Uni Club. This year the theme was 'Count Her In: Invest in Women', highlighting when women are given equal opportunities to earn, learn and lead – entire communities thrive.

The morning was insightful and a great way for the female leaders of the school to learn about the experiences of other powerful women in the community. The panel of speakers shared the highlights and lowlights of their experiences of being women of power in the workplace, inspiring the Prefects to strive within their own community. Thank you to Simon for inviting the Prefects to this breakfast.

**Amy School Captain**



# INTERNATIONAL EDUCATION STRATEGY LAUNCH

On 19 February Mount Lawley Senior High School was proudly represented by three of its exceptionally talented music students, who performed as a String Trio at the International Education Strategy Launch. This prestigious event took place against the scenic backdrop of Kings Park and was hosted by Fraser's Function Centre. It was graced by notable guests such as Lisa Rodgers, the Director General of the Department of Education, and the Honourable Samantha Rowe MLC, who attended on behalf of the Honourable David Templeman MLA, Minister for International Education.

The event was also an opportunity to showcase the musical talents of our students. The quality of music performed by our String Trio received widespread acclaim, reflecting the high calibre of our Music Program and its teachers. It was an honour to witness the recognition and appreciation for our students' performances, highlighting the significant role of arts in the educational community.

Highlighting the event was Year 12 student **Bebell (Kristawan)**, an international student from Thailand, who led an engaging question-and-answer session with other international students about their experiences of studying in a foreign country. Bebell's articulate presentation was insightful, and she served as an exemplary ambassador for both our school, and international students studying here in Western Australia.

## ***D.Summers TIC Music***



# PREMIER'S ANZAC TOUR



The Premier's Anzac Student Tour is an annual writing competition in which students from Years 9 – 12 across the state investigate the Anzac legacy. Successful participants are chosen to be state ambassadors on an educational study tour to the places where Anzacs have served or made their mark. This year, students will depart WA on the 5th of April and travel to Singapore to commemorate the 82nd anniversary of its capture in 1942. On this tour the students will have the opportunity to explore the theme of the 2024 writing prompt, the social impact of those who embody the Anzac spirit.

On Thursday, 7th of March, an acknowledgement ceremony was held at the War Widows Society lodge in Menora. It was attended by all successful participants, including Mount Lawley Senior High School Year 10 student **Aja**. The keynote speaker was the Honourable Meredith Hammatt MLA, Member for Mirrabooka, who represented the Minister for Education and wished the students an enriching experience. The Mount Lawley Senior High School community is very proud of Aja and her achievements and is confident she will be an exemplary ambassador for the school, the state and the country.

**Kieren Pearce Program Coordinator HASS**



## LIBRARY PARENT SESSION

The Library Afternoon Tea held on Tuesday 5th of March, welcomed parents and students to the Mount Lawley Senior High School Arthur Leggett OAM Library.

This was an opportunity for parents to join their child in seeing our amazing library. Our Teacher Librarian, Ainsley Bakitch, delivered a presentation to parents detailing research on the benefits of pleasure reading for children. She also outlined the reading program that Mount Lawley Senior High School offers to students and practical strategies for parents to help support their child with reading at home.

It was fantastic to see so many parents wanting to support their child's reading journey at Mount Lawley Senior High School and we are excited for the reading journey ahead!

For those parents who were unable to attend Ainsley has provided the following sources encouraging teenagers to read:

<https://www.adlit.org/topics/parent-tips/how-parents-can-encourage-teens-read>

<https://theeducationhub.org.nz/how-to-encourage-teens-to-read/>

<https://theconversation.com/how-to-get-teenagers-to-read-42757>

Finally, we have reading lists that can help focus a student's choices

<https://arthur-leggett-library.weebly.com/reading-lists.html>

**Emily Lamers, English Teacher**



# SPEED MENTORING

Organised by the Equal Opportunities Commission, our Year 12 students attended this 'Speed Mentoring' event to celebrate International Women's Day. After the experience the students made comments including the following statements:

"The speed mentoring excursion for International Women's Day was an enriching experience for all of us. The advice provided by the mentors was immensely valuable, offering diverse perspectives on achieving our goals."

"Conversations with all the mentors were particularly enlightening, as they shared their personal journeys and strategies for overcoming challenges. We appreciated gaining insights into various career paths, especially in fields like mental health nursing, economics, and business. The event not only helped me clarify my future studies but also inspired me to explore new opportunities."

"Connecting with successful women across different fields was both empowering and insightful, providing us with invaluable guidance for my aspirations. We are grateful to Miss Jones for organising such a valuable experience, and we look forward to staying in touch with the mentors."

"I really enjoyed the peer mentoring event. The advice that all the mentors gave was extremely valuable. I liked hearing about all their different experiences and I learned that there are so many different ways to achieve your goals. I especially loved talking to Shazzy Tharby and Sarah Cowie, because I was really interested in what they do and I enjoyed listening to how they overcame struggles and challenges. I would love to keep in contact with them. Thank you, Ms Jones, for this valuable experience."

"I really enjoyed talking to all these different empowering successful women, listening to how they got to where they are today and what they went through to get to where they are. Talking to the women in my chosen field particularly Shazzy she was able to give me some really useful advice for future studies at university and which university I should go to and how to achieve my goals of mental health nursing. This event really helped me decide my future studies and different fields I can go into and which ones interested me such as economics and business. Thank you very much for this opportunity it was a great event."



Yr 12 Students:  
Nilani Muthumuni Arachchige, Neave Miller, Chelsea Keane, Isabella Galic, Miah Calafiore



# JAPANESE STUDENTS VISIT OUR SCHOOL

Twenty-one Japanese students from Chikuyo Middle School in Japan visited us for five days, from February 22nd to February 28th. Our students graciously hosted our visitors at school, where they participated in the same lessons as their host students. Ms. Packham organised a special art class exclusively for our guests, while Mr. Zen's football session was particularly popular among the male exchange students. Additionally, our school's "Follow the Dream" team conducted a meaningful workshop on Australian Indigenous people's history.

The visiting students thoroughly enjoyed their time with us and expressed a desire to return to our school in the near future.

**Mr Jaiek Jeong, Japanese and Korean teacher**



# HAVE SUM FUN MATHS COMPETITION



On 8th March, Mount Lawley Senior High School was represented by twenty-four enthusiastic students from our Year 11 and Year 12 ATAR Maths courses to solve challenging mathematics problems at the Annual Have Sum Fun Maths competition (Central Metro Division).

Twenty-two schools participated in this division with forty-one teams. It is with great pride to acknowledge that Mount Lawley sent in one of the biggest contingents. Besides Shenton College, we were the other school who sent in 4 teams. Our initial expectation to send in two teams was overthrown by the immense level of enthusiasm from our Year 11 students.

The night was filled with adrenaline and excitement when the answers to the questions were announced. Well done to all our students who did us proud. Who would have thought we had so many students who were willing to give up their Friday night to solve some maths problems!

**Joyce Lim-Mah, Program Coordinator Mathematics**

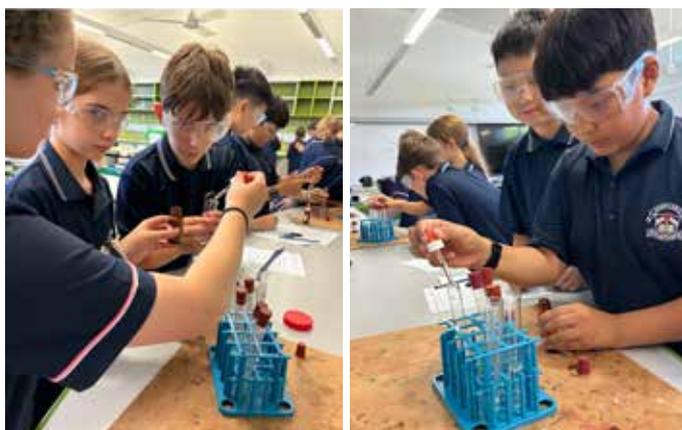


# FIRST YEAR 7 SCIENCE EXPERIMENTS

A few weeks ago, Mrs Colasante's Community Four classes performed our first high school experiment! We tested some soluble and insoluble substances and what they looked like after mixing.

One of the more interesting parts of the investigation was mixing copper sulphate into water and seeing what it looked like after. Many of the mixtures turned out extremely different than we expected. Our class had lots of fun doing this experiment.

**Jordi Hamilton-Dalziell**



# YEAR 8 ENGLISH: SHORT STORY WRITING WITH KYZER

As part of their short story writing unit, the Year 8 students were encouraged to write a story about Kyzer, our school's therapy dog, through an immersive experience. Kyzer visited the classroom and his owner, Julie, kindly answered all student questions about Kyzer's work at the school, on which they took notes.

Students completed a creative writing booklet on Kyzer to support their drafting process, before writing and decorating their final copy. Through this activity, students reflected upon the important work of service animals, and more importantly, the value of helping those in need.

This work was then applied to writing short stories about other animals, with consideration given to crafting detailed settings and engaging animal protagonists.

**Clare Martis, English Teacher**

## Kyzer and a kid

As the bell rings, Kyzer started making slowly through a sea of students, his soft feet imprinted on the carpet in the library. It's the end of lunch two, all the students start going to their class, Kyzer's eyes followed the student's steps. The silhouettes of people gradually disappeared, Kyzer walked away with peace of mind. When he left, the raindrops gradually fell and start growing larger. "Rain", "It's raining". The students exclaimed. The sound of raindrops echoed throughout the school. The familiar smell of rain is so comforting to others.

Kyzer walked along the library, gliding through the rows of books and wagging his golden tail. Suddenly he saw the back of someone in a blue navy shirt sitting in the reading area. Kyzer tilted his head to the side, expressing confusion. Everyone is in class now, why there is someone still sitting here? Strangely, he slowly walked towards that person and sit down next to them. Kyzer then looked up to see that this was a boy. But strangely, the boy's eyes looked far away and his eyebrows pointed down. Looking at the boy's eyes, Kyzer could also guess that this boy was sad and disappointed. Even though he didn't know what this boy was going through, Kyzer leaned against the boy's legs to make him feel happier and bring comfort.

The boy still sat there and did not answer Kyzer. Kyzer seemed worried because he felt that this boy was having some problem. He ran around the library looking for help but there was no one. Kyzer wanted to run out but it was raining heavily so he couldn't. Kyzer barked to get attention but no one was there. Where did everyone go? Why is no one here?

Even though it was raining, Kyzer ran out to find help. His golden fur had also darkened because the raindrops had soaked it. He ran along the classrooms, the high school building, the middle school building and finally he found a student to ask for help. Fortunately, this student is the one who feeds Kyzer every lunch, so this boy is very close and understands Kyzer. His name is Jack.

Jack then followed Kyzer to the library. When Jack opened the door, he and Kyzer quickly walked inside and Kyzer led Jack to the boy who was still sitting there. Jack then sat next to the boy and put his hand to the boy's shoulder. He asked gently, "Are you ok? What's happen?" "Please tell me, maybe I can help you somehow". The boy's eyes began to turn red and his tears gradually fall. The boy burst into tears and began to tell his story with a trembling voice. "Today I had a very bad day, the boys in my class bullied me and took away my bag. Those boys even threatened me that if I ever come back to my class, they will hit me". Said the boy. After listened to the story, Kyzer looked at the boy with sympathetic eyes.

Kyzer then approached the boy and sniffed his body before running away somewhere. It's still raining heavily but he just ran away. Jack looked at Kyzer with puzzled eyes but Jack knew that Kyzer would try to help the boy in any way. Jack patted the boy's shoulder and comforted him. "Everything will be okay, I will try to help you." Jack said. Kyzer went to middle school building and ran around the classrooms. Following the scent, he has smelled that the boy's bag was placed in the bathroom. Kyzer went in there and used his teeth to pull the bag out. Although the bag seemed heavy, Kyzer still tried his best to bring it back to the boy. Because the rain gradually lightened, it makes the way to the library easier. After about 10 minutes, Kyzer also returned to the library and he barked lightly for Jack to noticed and open the door for him. Jack was very surprised and jumped up because the smart Kyzer had found the boy's bag. Jack picked up the bag for Kyzer and brought it to the boy. After seeing the bag, the boy widened his eyes and was very surprised because he did not expect that Kyzer could find the bag for him. The boy then hugged Kyzer and stroked his silky fur.

Finally they see Julie, Kyzer's owner. She seemed confused and didn't know what was going on. Jack then told Julie the whole story. She was very angry when she knew that there were bullies who dared to harm others like that. She reported this incident to the principal and demanded strict punishment for the bullies. The principal then handled the incident and transferred the bullies to other school. That boy thanked Julie and Kyzer very much for helping him and punishing the bullies. "You should thank him". Julie looked at Kyzer. The boy smiled warmly, sat down and slowly caressed Kyzer's shining fur. He was running around, wagging his golden tail and knowing that he has done a wonderful job today.

Written by **Anh NGUYEN**



**A day in the life of Kyzer, our school's therapy dog and best boy.**

**TASK:** In this unit of work, we will write a short story about Kyzer.

**GOAL:** Learn how to extract information from an image to craft a short story.

**How could we describe Kyzer in this image?**  
Look up some sophisticated synonyms that you could use in your short story and highlight the ones you might use.

<b>Appearance</b>	Three sophisticated synonyms
Cute	
Fluffy	
Soft	
Yellow	
<b>Personality</b>	Three sophisticated synonyms
Friendly	
Popular	
Relaxed	
Happy	

**What other information can we get from this image?**  
Imagine yourself in the classroom and use your senses to describe elements of this setting.

One steamy summers day at Mount Lawley a golden dog adored by everyone pranced in the hallways.

Emily a new student at the school was quiet and reserved at recess and lunch. Frequently sitting by herself, Kyzer would often go sit by her side wagging his tail and gently patting her hand when he sensed she was lonely.

Emily was anxious at first but soon warmed up to Kyzer and they developed a close relationship. But Emily was dealing with hurt, and anger especially directed from students who made fun of her and teased her constantly.

One lunch Emily's emotions overcame her, and she committed a grave mistake. She crept into the school kitchen with something poisonous and placed it somewhere in the library.

Kyzer eagerly ate the spoiled treat unaware of the danger. As soon as lunch two came around Kyzer started to show symptoms of distress. His breathing fastened, he started vomiting on the year sevens and became very sluggish. After Julie noticed her condition her and the school staff hurried Kyzer to the vet.

Emily's regret and guilt took over her. She was aware that what she did was wrong and was very afraid to confess. She explained her feelings of betrayal and anger to the principal confessing to poisoning Kyzer to stop all the teasing.

Despite being heartbroken by the news the principal of the school recognised Emily's immense regret. They attempted to tell the year seven students the value of forgiveness and empathy.

Fortunately, Kyzer recovered fully and responded well to the treatment. The whole school learned a lesson from the incident, including the value of showing kindness and respect to others and the strength of forgiveness. Emily overcame her fear and discovered a place of acceptance in the school community with the help of her classmates.



# TECHNOLOGIES: HOME ECONOMICS YEAR 7

## CORN AND CHEESE STUFFED POTATO

Last Tuesday, in Home Economics, we made mouth-watering corn and cheese stuffed potatoes with Mr Harris, our Home Economics teacher. Once we washed our hands, cleaned our tables, and collected our ingredients, we frantically mixed it all together and stuffed our potatoes and then placed them in the oven.

Even though we didn't have a demonstration lesson, the stuffed potatoes turned out extremely tasty and even passed Mr Harris's high-standard taste test. The best part about these delicious homemade stuffed potatoes is that they only took 40 minutes to make.

### *Piper*



# JADE WEI AWARD & INTERNATIONAL STUDENTS WELCOME

On Wednesday, February 28th, Mount Lawley Senior High School celebrated the diversity and unity within its school by presenting 18 International Student badges during a welcome morning tea.

For many international full-time program students (IFPS), this occasion was a valuable opportunity to connect with peers who share similar experiences. It provided a platform for them to acknowledge the challenges of leaving behind their families, cultures, friends, and familiar educational environments to pursue their studies in a foreign country.

The Principal, Assistant Principals, PC English, and the International Student Coordinator were present to welcome the students warmly. Their presence underscored the school's commitment to supporting and embracing diversity.

The International Student badges symbolise more than just a designation; they recognise the enriching contributions that international students bring to our school. Each badge serves as a reminder of the diverse backgrounds and perspectives that contribute to the vibrant tapestry of the school community.

The 2023 Jade Wei Award for International Students is awarded to a Year 11 student. This trophy was presented to **Bebell** by the Principal, Lesley Street, at the morning tea. This award commemorates Class of 2016 student Wishan (Jade) Wei, who died tragically at 17; Jade had clear goals and a determination to achieve her maximum ability. She excelled in all that she turned her hand to. Jade was a mentor to other International students, ensuring they understood tasks. This award has been established to continue her passion for life and learning.

Students attending the morning tea were:

- Samuel Floriano** (Brazil),
- Gavin** (Vietnam),
- Jenny** (Vietnam),
- Trini** (Hong Kong),
- Nigzi** (China),
- Rafaely Mendes** (Brazil),
- Alex** (Vietnam),
- Daisy** (Vietnam),
- Henry** (Vietnam),
- Le Khang** (Vietnam),
- Kevin** (Myanmar),
- Armita Saffari** (Iran),
- Lana** (Germany),
- Bebell** (Thailand),
- Dong Quan** (Vietnam),
- Charlie** (Vietnam),
- Betty** (China).



# LANGUAGES OZCLO COMPETITION 7-10

## THE AUSTRALIAN COMPUTATIONAL & LINGUISTICS OLYMPIAD

On March 6th, our school hosted the OzCLO competition, a linguistics olympiad for young thinkers to solve language related questions. Students from Year 7 to 10 participated in the competition, which took place in the school library in the morning.

Students completed a team questionnaire and prepared for the questions by reviewing past OzCLO papers. During the competition, we worked together to solve challenging language questions. We had to decipher different languages, including endangered Egyptian languages. The competition consisted of five different parts, each focusing on a different language. We had two hours to complete all the questions. After the competition, we enjoyed delicious pizza and garlic bread.

Participating in the OzCLO competition was a unique and amazing experience for the GAT languages cohort. It allowed us to think outside the box and use our critical thinking skills. Working in groups of four, we connected with other students and had fun attempting to solve the challenging questions.

**Cindy, Esther, and Chirath**



# LANGUAGES: JAPANESE

On February 28th, the Year 11 Japanese ATAR class, along with the Japanese exchange students from Chikuyo Gakuen High School, visited the City of Stirling to learn about its leadership. Mayor Mark Irwin and Deputy Mayor Suzanne Migdale gave us a tour, visiting the Parmelia Room and Council Chamber.

At the entrance to the Stirling Council building, we were introduced to the mayor and deputy mayor, and we then entered the rooms of the elected officials. Here, we were shown to the Parmelia Room, which is primarily used for council and committee meetings.

Our group was introduced to using this room for these meetings, with council members guiding us through the process of citizen counsels for planned changes. We were then taken to the Council Chamber, where the council members of the seven wards of Stirling debated issues relating to budgeting and city planning. The entire excursion was delivered in Japanese and English.

All students then enjoyed a light morning tea, and the students of Mount Lawley and Chikuyo Gakuen thanked Mayor Irwin and Deputy Mayor Migdale for our tour before returning to school. Many thanks to the Mount Lawley Senior High School staff, Gold Educational Tours, Mayor Mark Irwin, and Deputy Mayor Suzanne Migdale for this fantastic opportunity.

**Rex**



# HOUSE SWIMMING CARNIVAL

The annual House Swimming Carnival has been swum and won for another year. We went to Bayswater Waves with the entire Year 7 cohort and nominated athletes from the remaining years. The weather turned it on for us as usual; in fact, the only thing better than the weather was the performance and behaviour of our outstanding students. The House Captains did a fantastic job decorating the venue, with staff stating that it was the best set-up they had ever seen.

It was a fantastic day that showcased Mount Lawley Senior High School's swimming talent, participation and school spirit to the community. Thank all the staff and students involved for making the day so positive, and big congratulations to Hackett for winning the House Shield. Results are as follows:

## MIDDLE SCHOOL

Year		Champion	Runner Up
7	Girls	Nina	Monna
	Boys	Lucas	Haku
8	Girls	Clara	Lucy
	Boys	Rio	Finn
Position		House	Points
1		Hackett	584
2		Forrest	579
3		O'Connor	375
4		Murdoch	228

## UPPER SCHOOL

Year		Champion	Runner Up
9	Girls	Holly	Fuji
	Boys	Adam	Kalani
10	Girls	Charlie	Ava
	Boys	Amren	Jesper
Position		House	Points
1		Hackett	522
2		Murdoch	442
3		O'Connor	217
4		Forrest	168

## SENIOR SCHOOL

Year		Champion	Runner Up
11	Girls	Hana	Jovana
	Boys	Jack	Connor
12	Girls	Rosa	Ava
	Boys	Finn	Flynn
Position		House	Points
1		Murdoch	527
2		O'Connor	476
3		Hackett	379
4		Forrest	207

## OVERALL

Position	House	Points
1	Hackett	1485
2	Murdoch	1197
3	O'Connor	1068
4	Forrest	954

## RECORDS:

**Charlie** Girls 50m Backstroke 34.60  
(set in 2004)

**Adam** Boys 50m Backstroke 33.40  
(set in 2021)

Interschool Swimming Carnival

Congratulations to all students selected in the B Division Interschool Swimming Carnival at HBF Stadium on Tuesday the 12th of March and special congratulations to **Rosa** and **Finn** who have been selected as Swimming Captains.





# INTERSCHOOL SWIMMING CARNIVAL

Photography by Sunny Pradhan Y10

Congratulations to our Interschool Swim team after a great result in yesterday's Division 2 SSWA competition held at HBF Stadium.

With a 2nd place finish against competing schools from Willetton, Melville, Fremantle, Como, Greenwood and Woodvale, we have moved back into Division 1 for swimming in 2025!

Special mention to the following students for finishing the meet as either Champion or Runner Up swimmer:

- Year 7 Girls **Nina** (Runner Up)
- Year 12 Girls **Ava** (Runner Up)
- Year 10 Girls **Charlie** (Champion)
- Year 11 Boys **Jack** (Champion)

Boys captain: **Finn**  
 Girls captain: **Rosa**

Thank you to the HPE dept, Mr Washbourne, Ms Piesse and Ms Rollnik for their superb leadership and organisational skills throughout the day.  
**Reid Hamilton, Health & Physical Education Teacher**



SSWA Interschool Swimming Division 2 Year 7 Girls Runner Up  
**Nina**



SSWA Interschool Swimming Division 2 Year 12 Girls Runner Up  
**Ava**



SSWA Interschool Swimming Division 2 Year 10 Girls Champion  
**Charlie**



SSWA Interschool Swimming Division 2 Year 11 Boys Champion  
**Jack**



Boys Swimming Captain  
**Finn**  
Year 12



Girls Swimming Captain  
**Rosa**  
Year 12





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## POSITIVE EMOTION + GRATITUDE

# SHARING INTENTIONS



**WHY:** by understanding that everyone has mirror neurons, which copy others' moods, intentions, and body language, so you will more likely to share happy moods, intentions and facial expressions.

**HOW:** about 90% of your communication with others is done via messages sent and received by body language and voice tones. When you meet others, you know very quickly whether they are interested in getting to know you or not. Practise smiling, listening, and being welcoming to show others that your intention is to be friendly.

Acknowledgement: Greenfield & Iacoboni

**DO:** when you meet someone, what are two body language or voice tone signals that you use to show that you are friendly?

1. ....

2. ....

What are two types of body language that you need to avoid using if you want to show that you have friendly intentions?

**WEEK 1 PARENT WELLBEING :** what is something that you are passionate about doing? If you haven't, then find something to give you a reason to get out of bed every morning and strive hard to achieve it. To accomplish it you will need to stick at it to show grit. To learn about how gritty you are, do Angela Duckworth's free Grit Scale Score at <http://bit.ly/gritscale>. How gritty are you?

**WHY:** for students to learn how to read and understand the intention of body language messages that they send and receive.

The greatest single influence to living a meaningful and fulfilling life is high quality personal relationships. Nearly everything that we will achieve in life will be through people, with people and by people, so we need to develop our students' interpersonal skills to communicate including:

- using and reading friendly and welcoming body language messages to show positive intentions
- recognising inference, bias and emphasis in conversations
- increasing face to face conversations with real people in real time by reducing addictive social media time
- learning to listen with their eyes, their ears and their hearts to show that they value other people
- valuing and considering other peoples' opinions and ideas because they matter
- not being on autopilot and being present and mindful in each and every moment.

Our students are digital natives, who in many situations, prefer communicating with their devices rather than having face to face personal conversations with others. This is impairing their interpersonal skills development, with many students not learning how to read or send appropriate body language messages. They are also missing out on the magnificent feelings which come from serotonin and oxytocin, the brain chemicals released during in person communication. We all possess mirror neurons, which copy the expressions, moods and intentions of those around us, but they don't work well with electronic communication.

As such, we need to create opportunities for them to experience the beauty of in person connection to share positive intentions.

Acknowledgement: Greenfield & Iacoboni

## ENGAGEMENT + MINDFULNESS

# FIRING NEURONS



**WHY:** by understanding that when you practise something, the millions of neurons in your brain will fire together to build stronger brain pathways, so that you will be able to plan how you practise.

**HOW:** every experience that you have rewires your brain. By deliberately increasing the difficulty of what you practise, you will create new pathways to grow your brain's abilities. Always aim to practise better things, and not just same old. The opposite is also true: no practice, no brain growth.

Acknowledgement: Pascual-Leone & Dweck

**DO:** when is a time that you made the effort to practise more difficult tasks, and what happened?

.....

.....

.....

.....

How can making mistakes, and then learning new things to fix them, grow your brain's abilities?

**WEEK 2 PARENT WELLBEING :** your choices shape your life, and research has shown, that about 40% of your wellbeing is determined by the choices you make. In the 21st century, many people don't make conscious choices, but live on autopilot following rituals and habits. Refuse to accept that you have no choices. The first choice that you have, is whether you choose to choose. Explore, do you choose to make choices, are you on autopilot, or are you pulled along by other people's choices? Acknowledgement: Tal Ben Shahar

**WHY:** for students to learn how their brains' create neural pathways and how deliberate practice can strengthen them.

Many parents and teachers encourage students to practise and apply what they learn in class to other situations after school. Any push back from students is part of adolescence, but if they knew how their brains learn new things to build habits, they might well be more open-minded.

Neuroscience has shown that their (and our) brains rewire themselves when they experience new things; called Neuroplasticity. Their brains create new brain (neural) pathways by joining millions of nerve cells, called neurons, together. The more often they repeat something, the stronger these bonds and pathways become and the faster the messages travel down them. Their brains love searching for patterns and deliberately practising creates patterns which in time become their habits.

But on the other hand, when these pathways aren't used, they wither and die. That is why learnt material needs to be revisited for the brain pathways to strengthen. Study and practise develop brain pathways for their memories to remember things. Staying in their comfort zone and only studying and practising what they can get right, results in little or no academic growth. Students need to practise tasks where they get about 70% of them correct, and then learn more intelligent approaches to fix their mistakes for the 30% they find difficult. The character strength perseverance is an effective one for students to action to use to do this.

Acknowledgement: Pascual-Leone & Dweck



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**RELATIONSHIPS  
+ EMPATHY**



## CONNECTING WITH OTHERS

**WHY:** by understanding that humans are hard-wired to be at their best when working cooperatively with others, you will be likely to look for more opportunities to do this.

**HOW:** two powerful feel-good brain chemicals, serotonin and oxytocin, are released when you enjoy being together with others in person. Serotonin comes from feeling that others value you, and oxytocin comes from when you feel that others trust and care about you. Social media can't provide these types of human connections.

Acknowledgement: Diener & Biswas-Diener

**DO:** what are two things that you can do to spend more time in person with others to feel these two brain chemicals?

1 .....

2 .....

When is a time that you felt valued, trusted, and cared about by others? ?

**MEANING  
+ PURPOSE**



## HAVING A PURPOSE

**WHY:** by understanding that having a purpose in life gives you a reason to get out of bed every morning, and work hard to make it happen. Doing this will make you feel self-motivated.

**HOW:** find something that you want to make a positive difference to, such as helping others or looking after our planet, and then do little things towards it. A sense of purpose isn't about doing big things; it's about believing in something that matters to you, and applying yourself to it.

Acknowledgement: Frankl & Nakanishi

**DO:** when is a time that you felt a sense of purpose to make a positive difference to something?

.....

.....

.....

What is something that you can do every day to make a positive difference for others?

**WEEK 3 PARENT WELLBEING :** think about and write down what you want others to experience and think when they meet you. When you are about to talk with other people, pause, to give yourself self-awareness time, and then deliberately practise what you want them to experience. Being self-aware gives you the power to choose how you will respond. How do you want other people to experience you? Acknowledgement: Frankl

**WHY:** for students to appreciate the natural highs of serotonin and oxytocin which are released when enjoying being with other people.

When students enjoy honest and caring relationships with their families and friends, they are happy in themselves and able to look for the good things they are doing. This puts them in a position to make the most of teamwork and feel socially connected with a sense of belonging.

Human beings are hard wired to be our best when cooperating with others to achieve things together. When we feel that others think that we matter, a powerful brain chemical, serotonin, is released into our bloodstreams to create feelings of self-worth. When we experience trusting and loving relationships, another brain chemical, oxytocin, is released to make us feel loved and special. Both of these are necessary for our long term wellbeing.

Receiving and accepting positive feedback from family, friends, coaches and teachers on how they are travelling, enables students to use their strengths to self-assess and then set process goals to live by. The adolescent brain is a turbulent place, with the good decision making-centre, the pre-frontal cortex, not completely wired up until their early to mid twenties. As such, while they can create emotions just like adults, they don't yet have the capabilities to consistently control them, which often leads to any adult feedback being seen by students as criticism. Social-intelligence is an effective strength for students to use here to build social connections.

Acknowledgement: Diener & Biswas-Diener

**WEEK 4 PARENT WELLBEING:** self-discovery is a lifelong process. It is about continuously developing your self-awareness and making small adjustments to be gradually working towards becoming your best self. The key is to be totally honest with the person who you see in the mirror, to identify and use your strengths, to celebrate your accomplishments, no matter how small, avoid justifying your behaviours and learn more intelligent approaches to fix the mistakes that you make. Are you on this journey? Acknowledgement: Sonja Lyubomirsky

**WHY:** for students to realise the importance of having a purpose to get out of bed every morning to motivate themselves.

The state of adolescent mental health is at an all time low, with one in four young people experiencing significant psychological issues. Recent research has indicated that many young people in this situation lack a sense of purpose in their lives, have only one peer group, don't feel a sense of connectedness to school or home, and feel that they lack choice and the competence to achieve what they want to achieve.

Japanese people call their reason for being their ikigai. Essentially it is their sense of purpose in living their lives. Encouraging students to create their own ikigai will benefit their wellbeing considerably, especially when it is about giving of themselves to make other people's lives better.

There are proactive approaches that we can adopt to assist them to find a purpose and have a reason to get out of bed every morning, including:

- Asking them to write down what they are looking forward to most each day.
- Every night sharing with their families things they were grateful for today.
- Encouraging students to create several peer groups in varying areas, such as sport, leisure and community groups.
- Providing opportunities to set goals for different areas of their lives.
- Giving of themselves to be kind to others.
- Deliberately practising to develop their capabilities.

Acknowledgement: Frankl, Ryan & Deci

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**ACCOMPLISHMENT + OPTIMISM**



## PROCESS GOALS

**WHY:** by understanding that just thinking about achieving goals is not enough to motivate you. You will be more likely to achieve them if you make the effort to write them down.

**HOW:** in this term's Goal Setting section, write one goal to improve your learning and thinking skills, one to build respectful relationships, and one of your choice. Think about possible challenges, what will you need to learn to overcome them, and who can help you to learn these things. Achieving goals is a process.

Acknowledgement: Sheldon & Adams Miller

**DO:** what is something that you have learned while working towards achieving your goals?

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

What is an obstacle that you have overcome to achieve a goal and who helped you?

**HEALTH + STRENGTHS**



## BIG FIVE FOR HEALTH

**WHY:** by understanding that being healthy is an all the time thing, not a sometimes thing, you will be more likely to monitor the Big Five influences on your health daily and weekly.

**HOW:** take notice every day of: how positive am I feeling about life, did I exercise actively, how healthy was the food that I ate, did I drink over a litre of water, and did I have at least nine hours sleep? Summarise your efforts at the end of every week by colouring in the Big Five for Health Check In.

Acknowledgement: Hassed & Rath

**DO:** which of the Big Five for Health are you doing well?

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

Who is someone that you can ask to help you get all of the Big Five going well?

**WEEK 5 PARENT WELLBEING :** a great strategy to put yourself in a positive frame of mind every morning, is to spend five minutes over a coffee, to think about and then write down what you are looking forward to most for the day ahead. They don't have to be big things. It's funny how looking forward to something lifts your spirits and raises your self-awareness to be on the lookout for little positives. Remember, from little things, big things grow. What are you looking forward to today? Acknowledgement: Seligman

**WHY:** for students to understand that the first step towards planning to achieve their goals is to write them down.

Thinking about what they want to accomplish is not sufficient for them to be motivated enough to pursue them with long-term passion. Research has shown that it is necessary for students to make the choice to write down their goals, obstacles they may confront and strengths and people who can assist them to accomplish them.

Setting self-determined goals ignites intrinsic motivation in students to strive hard to achieve them. These include one to improve their learning and thinking competence, one to build social connectedness with others, and one of their choice for themselves.

Setting term goals, and then breaking them down into short term targets to achieve, provides them with regular little wins, which over the term, combine to assist them to move steadily towards their goals. The most effective goals in nurturing personal and academic growth are process goals, where they focus on following a series of steps and receiving regular feedback on their progress. Unfortunately, our current school system demands performance data goals, which only serve to increase pressure on students and their teachers. Encourage students to use the goal setting and goal reflection pages in their planners every term.

Acknowledgement: Sheldon & Adams Miller

**WEEK 6 PARENT WELLBEING :** to enjoy a healthy state of wellbeing you need to have optimism and hope for the future which relies on: goals, which guide your actions, pathways which are ways to achieve your goals and motivation, which activates your pathways. We all need to be hopeful for something good every day. Think about how you are developing each of these optimism and hope components. Acknowledgement: Snyder

**WHY:** for students to be prepared to monitor their Big Five daily and weekly to take personal responsibility for being healthy.

Covid lockdowns and indoor screen leisure pursuits have adversely affected the state of health of our population, and young people in particular have suffered by being unable to socialise as much with friends outdoors; many have become addicted to social media. Social connections are what adolescents crave for and not being able to attend school for significant periods of time have prevented this happening. Also, inactivity and processed food diets have contributed to the early onset of diabetes and obesity in young people.

Encouraging students to monitor their own health by doing the simple Big Five daily and weekly check ins, will raise their self-awareness of their health to take responsibility for looking after it. The Big Five are thinking positively, eating healthy, sleeping well, drinking water and exercising daily. These work together as a family, and if they are struggling with one, the others will suffer too. To be more aware of these to enjoy healthy wellbeing, every Friday encourage students to summarise their week by doing the colouring in check in to self-assess on how well they did each one.

The Big Five is an excellent activity to do as a whole family, and shares the responsibility for maintaining a healthy state of wellbeing amongst all family members. This can include monitoring drink bottles, healthy snacks, family exercise together, avoiding junk food, having adequate sleep and reducing screen time.

Acknowledgement: Kern & McQuai



# SCHOOL WELLBEING PROGRAM

Parent Newsletter Article with DIARY EXTRACT | Supported by P & C for all parents of Mount Lawley SHS  
 Available at <https://learningcurve.com.au/portal/secondary-planner-2023> Username **MLSHS** Password **MLSHS6050**

**POSITIVE EMOTION + GRATITUDE**



## STRENGTHS FOR BELIEF

**WHY:** by understanding that the most important relationship that you have is the one you have with yourself, you will grow it by using your strengths to believe in yourself.

**HOW:** being optimistic for your future and grateful for what you have in your life, are both key pillars in self-belief. Every day, choose to write down little things that you are really looking forward to and little things that happened that you were grateful for. Believe that from little things, big things grow.

Acknowledgement: Bandura & Rotter

**DO:** what are two little things that you do to show you believe in yourself on most days?

1 .....

.....

2 .....

.....

What are two things about you that you are proud of and grateful for?

**ENGAGEMENT + MINDFULNESS**



## RESILIENCE

**WHY:** by understanding that you are not born with the resilience to respond well to challenges, you will be prepared to develop it through learning from your life experiences.

**HOW:** every day, deliberately practise controlling your emotions and impulses, changing how you think for different situations, believing in yourself as a person who matters, having empathy for others' needs and feelings, working on building respectful relationships, and looking to the future with optimism and hope. Becoming resilient requires long term effort and grit from you.

Acknowledgement: Rievich & Shatte

**DO:** when is a time that you have acted resiliently to respond well to a challenge?

.....

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Which of the resilience skills do you need help with to develop and who can help you?

**WEEK 7 PARENT WELLBEING :** a key ingredient in feeling motivated to try new and more challenging things is a sense of competence, the feeling you have the skills to master something. Believing that you have what it takes, means that fear of failure is not going to stop you from leaving your comfort zone to risk failure. Failing well and then fixing your mistakes creates personal growth. How competent do you feel in your skills?  
 Acknowledgement: Ryan & Deci

**WHY:** for students to accept that the most important relationship they have is with themselves and to use their strengths to believe in themselves.

A key social-emotional resilience skill, which students need to negotiate the challenges of adolescence and schooling, is a healthy sense of self-belief in their self-worth as a person. This begins with accepting all the aspects which make up who they are as a person, both those that they like and those that they would like to develop. Also, accepting that experiencing the full range of emotions is perfectly normal. To support these things, they can mindfully focus on using their top strengths in their every thought, word and action.

Effective ways to develop self-acceptance and self-belief in themselves include:

- having an attitude of gratitude to every day to reflect on and write down three good things they are grateful for
- every morning thinking of something that they are really looking forward to for the day ahead
- looking for opportunities to do little acts of kindness to do good to feel good and for feel good to do good
- striving to bring out the best in others which will bring out the best in themselves.

Conversations at home and at school about these things will enable them to develop as young citizens with spirit and confidence. Having self-doubts is perfectly natural, cultivating self-acceptance and self-belief will overcome them.  
 Acknowledgement: Bandura & Rotter

**WEEK 8 PARENT WELLBEING:** a key ability to develop in yourself, which will enable you to be resilient to respond well to challenges, is being able to solve your social problems. This is particularly so in the fast paced 21st century, where social media activities are causing unacceptable pressures on your children, which you in turn have to support them with. The strength social-intelligence is effective to use to assist you. How well do you respond to challenges? Acknowledgement: Rievich & Shatte.

**WHY:** for students to assess how well they are developing their resilience and strengths to enable them to respond well to challenges.

No one is born being resilient, and no one becomes resilient by just getting older. The most common description of being resilient is being able to bounce back from adversity. Another more comprehensive description is being able to respond well to setbacks, challenges and failures. But what skills do students need to possess to be able to do this well?

Focusing on developing the following seven key skills will cultivate resilience in students to respond well:

- **Self-Confidence:** believing that you have what it takes to achieve your goals – develop through looking forward to something every day, goal setting and growth mindsets.
- **Patience:** controlling your emotions and impulses to make sensible and logical decisions – develop through becoming self-regulated and doing mindfulness activities such as colouring in.
- **Adaptable Thinking:** using self-talk to contest unhelpful thoughts and changing your thinking – develop through habits of mind, thinking tools and using positive self-talk.
- **Kindness:** giving of yourself to send out ripples of kindness that never end – develop through acts of kindness, showing empathy and active constructive responding.
- **Self-Awareness:** realising when you are losing concentration, pausing, and then refocusing – develop through actioning character strengths and self-determined goals.
- **Trustworthiness:** being able to do what you say you will do and following through to do it — develop through having a growth mindset autopilot and welcoming challenges.
- **Grit:** persevering to keep doing the hard step by step things you are passionate about — develop through being optimistic and hopeful for the future and knowing growth is possible.

Acknowledgement: Rievich & Shatte

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**RELATIONSHIPS + EMPATHY**



## RESPONDING WITH INTEREST

**WHY:** by understanding that responding with interest is the only way of listening which builds relationships, you will be more likely to tune in keenly to others' words.

**HOW:** make eye contact, smile, use welcoming body language, and respond with interest and enthusiasm when listening to others share their stories. They will feel valued that you think they matter, and serotonin will be released to fill both of you with positive emotions. Don't interrupt or listen to your own thoughts; focus on their words.

Acknowledgement: Gable, Gonzaga & Strachman

**DO:** what do others do when listening to you that makes you feel that they value you?

.....

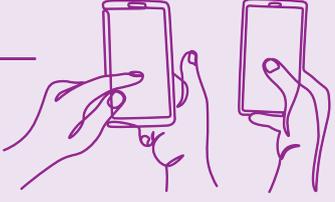
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When someone interrupts you while you are sharing something with them, how do you feel?

**MEANING + PURPOSE**



## WAIT TO ENJOY

**WHY:** by working towards longer term goals, and putting in the effort to use pattern, repetition, and control to do small and sometimes boring tasks well, you will be showing self-discipline.

**HOW:** when you seek instant satisfaction - from constant social media notifications, for example - you feel little brain chemical dopamine feel-good hits. These are nowhere near as powerful as the positive and lasting feelings that come from using your strengths and grit to focus your energies on working hard towards achieving your goals.

Acknowledgement: Fredrickson & Sapolsky

**DO:** what is something that you were proud you achieved by sticking at it with effort and grit?

.....

.....

.....

.....

What are two things that you can do to reduce the instant satisfaction from social media on your phone?

*WEEK 9 PARENT WELLBEING : being able to build social connectedness with others, to create and maintain respectful and healthy relationships is a great booster to your state of wellbeing. This includes being prepared to seek help when you need it, doing kind acts for others to show that they matter, and ensuring you feel respected, connected and protected. How socially connected do you feel? Acknowledgement: Fredrickson & Gable*

**WHY:** for students to understand that to build respectful relationships that they need to listen and respond to others with interest and enthusiasm.

Respectful relationships are underpinned by students using active constructive responding when having face to face conversations with others. This involves listening intently and enthusiastically to others tell you their story, without interrupting. Welcoming body language with eye contact, open posture, interested and positive facial expressions, an inquiring tone of voice and nodding with points raised, all contribute to being there for others. Do you know when others are genuinely interested in listening to your story?

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

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

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

Acknowledgement: Gable, Gonzaga & Strachman

*WEEK 10 PARENT WELLBEING : one valuable thing that COVID19 has taught everyone, is the importance of being there for, playing with and enjoying the outdoors with our children. Prior to the pandemic, the 21st century was becoming a time where many parents fell into the trap of just occupying their children with ipads and screen games. Playing outside in nature is a wonderful of building your whole family's wellbeing. How often are you enjoying the outdoors with your children? Acknowledgement: Fredrickson*

**WHY:** for students to understand the benefits of delaying the need to feel instantly satisfied, by persisting to do a series of simple steps to achieve something worthwhile that they set out to do.

Non-stop communication on their devices, is providing students with something that has never happened before, instant satisfaction without exerting any effort. These continual little bursts are releasing the brain chemical, dopamine, which is what we feel when we achieve something. Many people are now living in a constant dopamine loop of instant gratification.

Students need to be encouraged to put in effort for an extended period of time to accomplish something special, and not be satisfied smaller blasts of dopamine by just looking at their phones. The more effort, the greater the dopamine release.

It takes a long term and determined effort to build character and desirable personal qualities, and we need to ensure that we provide an environment for periods of time away from the distraction of social media. These valuable qualities cannot be measured by tests, because they are far more important than that to live a life that matters. They include grit, resourcefulness, motivation, self-discipline, empathy, compassion, sense of beauty and wonder, humility, curiosity, persistence, enthusiasm, civil-mindedness, courage, leadership and self-awareness. We need to ensure that students have face to face time with real people in real time and also have time to just connect with themselves to watch their own thoughts coming and going.

Acknowledgement: Fredrickson & Sapolsky

# COMMUNITY NOTICES

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



EdConnect are seeking volunteers to help provide students with extra support. Roles are available and we are looking for volunteers to commence in 2024 at Mt Lawley Senior High School.

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**Perth**  
Thursday April 4<sup>th</sup> - Saturday April 6<sup>th</sup>  
John McGrath Hall & Pavilion  
97 Hensman Street, South Perth

<b>Thursday April 4<sup>th</sup></b>	<b>Class 1:</b> 9.00am - 1.00pm	<b>Class 2:</b> 1.00pm - 5.00pm	<b>Class 3:</b> 5.00pm - 9.00pm
<b>Friday April 5<sup>th</sup></b>	<b>Class 1:</b> 9.00am - 1.00pm	<b>Class 2:</b> 1.00pm - 5.00pm	<b>Class 3:</b> 5.00pm - 9.00pm
<b>Saturday April 6<sup>th</sup></b>	<b>Class 1:</b> 9.00am - 1.00pm	<b>Class 2:</b> 1.00pm - 5.00pm	<b>Class 3:</b> 5.00pm - 9.00pm

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