



Byron Bay High School

Newsletter

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Term 1 Week 9 | Friday 27 March 2020

What's Coming Up

Term 1

Thursday 9 April - Last day of Term 1

Easter Dates

Good Friday - Friday 9 April

Easter Sunday - Sunday 12 April

Easter Monday - Monday 13 April

Term 2

Monday 27 April - Staff Development Day

Tuesday 28 April - Day 3

First day of Term 2

CAPAL News

The CAPAL faculty are sad to announce the cancellation of all our usual productions and showcases this year. This includes the Year 11 Drama Production, the Year 9 Devised Drama production for Primary Schools, The Winter Arts Festival and the HSC Music and Drama showcase at Byron Theatre in Term 3.

Let's hope we can be back on board with practical and performance work one day soon, and that Semester 2 will be brighter.

Ms Simone Museth - Drama Teacher

OUR VISION

Byron Bay High School delivers a collaborative learning environment where students achieve excellence through our connection with community and land, creating holistic leaders of the future.



Dear Parents and Caregivers,

I would like to thank you on behalf of all Byron Bay High School staff for keeping your children at home if you have been able. We are still currently open for those families who cannot keep their children at home. The top priority is for everyone's health and safety.

We find ourselves in an uncertain climate waiting for each update on how to modify our work and personal lives. As teachers we are still at work. Some are working from home or on Leave but all continue to provide quality teaching and learning experiences for our students. The connection with our students is very important. We miss them not being in our classrooms each day but we can still connect online.

I have asked all teachers to ensure students are logging in to their Google Classrooms each lesson. Teachers and students are following their timetables. Four periods a day with breaks in between using the Monday/Friday bell times. We have asked families to ring the school if they do not have internet connection or a device to complete set work. An established routine is very important to maintain a healthy wellbeing while students are at home. Students are used to following a timetable. The replication at home of this will engage them with both their teachers and peers.

Teachers will contact home via phone or email if students have not logged into their Google Classrooms. This is primarily as a Check In. Teachers will maintain Assessment Task schedules with modification for student submission of work online. Students will be expected to complete the classroom activities and Assessment Tasks. Parents are encouraged to contact classroom teachers if they are having difficulty at home with the online learning. Parents can either phone or email the school.

A special message for student in Years 7 to 11. This is new for all of us. You are not alone. Just give it a go. Working online without the input from your teachers or peers will be tricky. Your teachers know this and are asking you to give it your best. We know the support is different for the completion of work at home compared to if you were still attending classes. It demands you to take a breath and feel confident with what you complete at home and submit online. It will be good enough.

This is a time in which we fall back on our resilience. We are all feeling uncomfortable having our daily routines changed. It's ok to

The Future is Ours

Byron Bay High School stand proudly on the traditional land of the Arakwal people of the Bundjalung Nation

feel uncomfortable and even saddened by what is happening in our world at the moment. But all things change and pass. We need to talk to each other and extend a kind and helping hand when we can. Your teachers are still here to do just this.

As students and families spend longer periods of time at home the wellbeing of our students is not so evident to us. Our Wellbeing Team is currently setting up a Google Classroom that will see our staff ready to answer questions and provide online material and support. Our school counsellors are still working on site or at home so please contact the school if you would like to set up a phone conference.

The dedicated and passionate staff of Byron Bay High School are in a space of new learning. Creating and responding to teaching and learning needs of students online. Make sure you connect with us. Your teachers are only on the other side of a screen. Log on to the Google Classrooms and engage.

Ms Janine Marcus - Principal

Tips to help you at home

It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently. You or your children might feel overwhelmed by the information, conversations and the increased levels of stress in your community. Here are some tips to help you and your family manage the stress as best as possible.

Stay Informed

Accessing reliable information during an infectious disease outbreak will help ensure you and your family members are taking appropriate steps to stay healthy.

Stay up-to-date about developments related to the infectious disease outbreak by using a reliable and accurate source of health-related information, for example, through the services listed below.

- Australian Government Department of Health | www.health.gov.au
- Healthdirect hotline | 1800 022 222 | www.healthdirect.gov.au
- Coronavirus Health Information Line | 1800 020 080

Supporting Children

Children will inevitably pick up on the concerns and anxiety of others, whether this be through listening and observing what is happening at home or at school. Providing opportunities to answer their questions in an honest and age-appropriate way can help reduce any anxiety they may be experiencing. You can do this by:

- Speaking to them about coronavirus in a calm manner- (below is a link that you could share with children)
<https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>
- Asking them what they already know about the virus so you can clarify any misunderstandings they may have.
- Letting them know that it is normal to experience some anxiety when new and stressful situations arise.



- Giving them a sense of control by explaining what they can do to stay safe (eg wash their hands regularly, give people space and a bigger 'personal bubble' for the moment).
- Not overwhelming them with unnecessary information (eg death rates) as this can increase their anxiety.
- Reassuring them that coronavirus is less common and severe in children compared to adults.
- Allowing regular contact (eg by phone) with people they may worry about, such as grandparents, to reassure them that they are okay.

Go even further back to basics. Our children learn by observing. Keep doing the stuff you love to do (where possible) and the things that are important to you, model that there is a life outside of the pandemic, and ensure you're having conversations about other things as well.

Try not to let the children worry about financial or other stresses that may be occurring in your family as a result of the virus.

Schooling from home

If you are schooling from home, try and keep to the most regular routine you can. Wake at the same time, begin school activities at the same time, and go to bed at the same time. Regular sleep routines will help reduce stress. Reduce access to TV news and social media hysteria to decrease anxiety.

Provide opportunities for your kids to switch off, watch a movie together or play a board game. Staying active will help them (and you!) to sleep better, manage stress and boost mood and will provide some much needed fresh air and vitamin D - even going for a walk as a family or down to the local park are safe options. Follow your regular routines in a modified way as much as possible- for example, footy in the back yard, instead of at training.

Stay hydrated and continue to enjoy a healthy diet.

For further information on setting up routines for learning from home see <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers#Establishing1>

When to seek additional help

During this outbreaks, particularly when the nature and impact of the disease is still unknown, it is understandable to experience emotional distress about the outbreak and its potential impact on you, your family and your community.

Below are some services for children and adults

- Kids Helpline is available in online chat <https://kidshelpline.com.au/kids> and by phoning 1800 55 1800 for children from the age of 5.
- Beyond Blue has online chat <https://www.beyondblue.org.au/> and phone options 1300 22 46 36 for adults.
- Lifeline 13 11 14 <https://www.lifeline.org.au/>

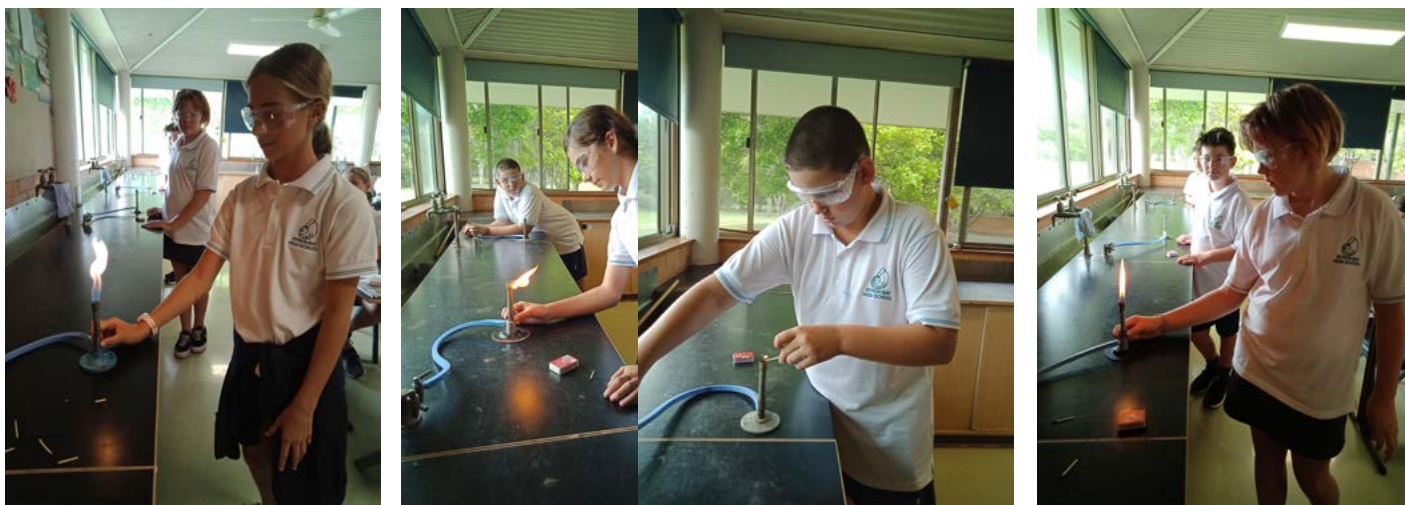
If your emotional distress becomes severe please call the **Mental Health Access Line on 1800 011 511**, or arrange to see your GP. If in danger call 000.

Together we can support each other to get through this difficult time.

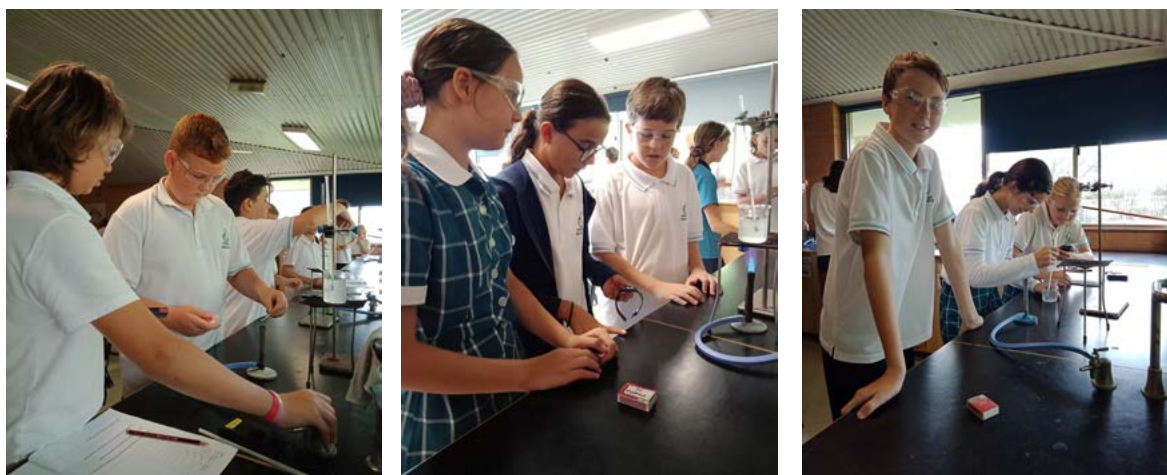


Science News

As an introduction to Science in high school, Year 7 Students have been learning how to safely work within a science laboratory. In the pictures below, students from 7S were learning how to light a Bunsen burner, and they were then issued with their Bunsen burner license.

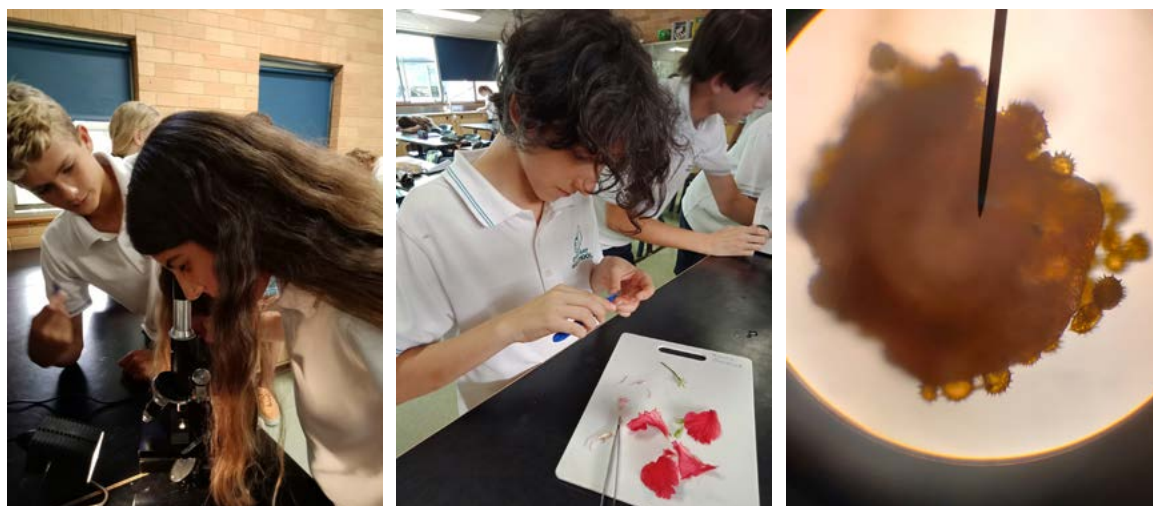


7S then used their new skills to compare the boiling rates of fresh and salt water.



Year 8 students have been studying a topic called The Green World. In this topic, the students have been learning about the structures of plants and their functions. In the pictures below 8L are conducting a flower dissection and then viewing the pollen under the microscope.





Year 12 Chemistry students have been studying Acids and Bases. In this investigation the students determined the pH of various solutions and from that data, they then deduced the relative strength of the acid/base.



Year 9 Science – Class O are investigating waves, in particular sound waves. During class in Week 6 students experimented with different materials to determine which would be the best for sound proofing a room. They set up their sound meters above the box and placed the different materials being tested in between and ran a few trials.



Sport News



Open Water polo for Byron Bay High School

Our open boys and girls teams representing Byron HS, did so with enthusiasm and enjoyment.

The boys had two games. The first against Alstonville who are always strong with some representative players in their side.

Our boys were very competitive in the middle of the pool, contesting the ball and showcasing their swimming speed. Ball skills and shot timing needs more work to remain competitive with the score line. Alstonville would only score against us on the counter attack after we lost possession.

Our girls had three games. All three were about the switch from defence to attack and vice versa. All girls tried hard and gained strength from the experience. Leilani Carter grew stronger after each game and was a real threat to the opposition with her break away speed and tenacity in shooting at goal.

After we left Ballina Pool we headed to Maccas for lunch where I witnessed a mass consumption of burgers and chips plus multiple servings of ice-cream cones.

Our thanks to Gus Moncrieff who is the Water Polo North Coast Sport Convenor for a well run event in windy conditions, a fun day was had by all.

Byron Bay High School Cross Country 2020

Sadly our School Cross Country set for Tuesday 7 April will need to be postponed until next term due to the current situation with COVID-19.

With all the uncertainty at this stage moving into Term 2 we are unsure if Zone/Regional or State will go ahead. Hopefully we will gain more clarity as we move forward.

If we can proceed with the future carnivals we will run a scaled back School Cross Country for competitors only in the first two weeks of Term 2. Our annual School Cross Country/BBQ will then be run at a later date.

Far North Coast Basketball

Our boys and girls open basketball team competed at the FNC Gala day in Ballina. Our girls team, who continue to play above and beyond being an junior team in a senior competition, finished as runner up FNC Champs. A first round win put us into the final against Ballina Coast High School. Our girls fought hard and never gave up.

Our opens boy continue to dominate the FNC region. With convincing wins over Tweed, Mullumbimby and Ballina Coast. Far North Coast Champions once again. Hopefully the competition will resume so we can continue our aim of being State Champions.

Congratulations to Rocco Cipriano, Panha Doung, Isaiah Campbell, Harley Kent, Luke Smith, Flynn Bosselmann, Jonah Caoyonan and Christie Howarth who all made the FNC team and Oaki Alander shadow reserve to trial for the North Coast team. Unfortunately the trials have been suspended, but we hope they get to trial at a later date, particularly our Year 12 Boys, with this being their final year of representation. Well done to all.



Far North Coast Rugby League

Congratulations to the following boys who were selected for the FNC Rugby League team to trial for North Coast. Jesse Soric – 15 Boys, and Harry Rutter – Opens Boys, congratulations to you both!

Congratulations to Ashante Rettenmaier who was selected for North Coast to play in the Northern Exchange, and to Ishta Raju who has made the North Coast AFL team to compete at CHS Championships. Awesome effort!

State Swimmers

Congratulations to our amazing swimmers who qualified for CHS State Swimming Championships.

Jasper Alford	- 17 years boys relay
Mabel Blair	- 15 years girls relay
Sandy Byrne	- 13 years boys relay
Beau Carter	- 17 years boys relay
Leilani Carter	- 15 years girls relay
Rio Carter	- 13 years boys relay/ All age relay
Seth Carter	- 17 years boys relay
Rex Coppin	- 16 years boys 100 Breaststroke and 16 years boys relay
Jack Crabtree	- 16 years boys relay
Jay Dunbar-Reid	- 400m Free, 17 years boys relay and All age relay
Ace Fyfield	- 13 years boys relay
Tex Hembrow	- 16 years boys relay and All age relay
Vincent Lycenko	- 16 years boys relay
Josie Nagel	- 15 years relay
Eve Porter	- 15 years 200 free, 50 free, 100 breaststroke, 100 free, 400 free, 200 IM, 15 years girls relay
Meg Porter	- 17 years girls 200 free, 400 free, 400 IM and 200 IM
Marley Shrimpton	- 13 years boys relay
Roka Stewart	- 12 years boys 100 backstroke, 100 breast, All age relay, 13 years boys relay
Rhett Walshaw	- All age relay

Keeping Active while self-isolating



With all kids sports cancelled and many students and families self-isolating, I would imagine there's a fair amount of built up energy!

It's important to remember while we are trying to encourage those self-isolating to keep on track with studies that they also keep the body active.

There are plenty of on online free programs to access from yoga, to cardio to strength. Take the time every day to move a little. Make it fun, you will feel better for it ... guaranteed.

Here's a free app you can download and use. Resistance Training For Teens - it keeps a record for you too!

*Mrs Kelley Caoyonan -
Sports Coordinator and Year 7 Year Adviser*



TAS News - Lismore Art Gallery Excursion | Hannah Cabinet

Year 11 Industrial Technology Timber students were lucky enough to have a world renowned local master craftsman Geoff Hannah present, "The Hannah Cabinet" at the Lismore Art Gallery, on Thursday 12 March. The recent purchase for one million dollars has secured the cabinet as a part of the permanent collection at the gallery.

Geoff spoke with students and explained how he sourced 34 different species of timber, produced several animal inspired marquetry panels and joined the cabinet with traditional techniques using hand tools.

We were very lucky to view the internal compartments of the cabinet and Geoff revealed one of the 26 secret drawers, which took six and a half years to complete.

Many thanks to Mr O'Connor for driving the bus, Claudie from the Lismore Art Gallery and Geoff Hannah, for taking the time to speak with Byron Bay High School students. It was a truly unique experience and one to remember. I'm hoping that students will take this experience and apply the knowledge to their major projects, for the HSC.

Mr Hernage - TAS Teacher



Year 11 Industrial Technology Students and Geoff Hannah



Alby and Sam checking out the Hannah Cabinet



Matisse and Geoff looking at a drawer



Geoff Hannah presenting "The Hannah cabinet"

Year 12 Geography



Students in Year 12 Geography have been studying the HSC topic Ecosystems at Risk and recently spent some time applying specific geographical techniques and skills to mapping the sand dune ecosystem.

Working with Dorroughby Environmental Education Centre, the students mapped the topography of a transect from the mean high water mark inland for 50m tracking changes in vegetation and species diversity.

Pictured, is Joe Walsh using a theodolite to measure the height of the sand dunes at regular intervals along the transect. This information will be used to track changes over time as well as provide primary data to

support students in their learning of ecosystems vulnerability and resilience in relation to coping with human and natural stresses.

The skills acquired on the day will be put to test in their HSC exam and have an application far beyond the classroom. As a high paying career, surveying is fast becoming an in demand skill with a skill shortage expected in the coming years <https://www.alifewithoutlimits.com.au/increased-demand-for-surveyors/>

Mr Stuart Galletly - Head Teacher HSIE

Agriculture News



The wonderful Year 10 Agriculture students undertook many productive activities this term helping to make their world a better place!

Pictured here are some Year 10 Agriculture students making beautiful vertical flower gardens and checking the health of our very important bees.

Mrs Jennifer Woodward - Agriculture and Science Teacher



Year 6 into 7 Transition

Taj Best and Tess Kennedy joined Mr Humphreys (Year 7 Advisor 2021), Mrs Todoroska and Mr Galletly on Tuesday 3 March to visit Byron Bay High School's partner Primary Schools as part of the Transition Program. They shared information about Byron Bay High School, the subjects on offer and their experience on the 7-11 camp.

At each school the Year 7 students explained the importance of developing strong study habits throughout the remainder of Year 6 so that they may start high school with an effective time management plan in place. They also stressed how enjoyable Year 6 is and encouraged

the students to take advantage of all opportunities that may come their way throughout their final year at primary school.

The students were a credit to the school and spoke with confidence, passion and enthusiasm about their time at Byron Bay High School so far. The visits also provided another opportunity for the Year 6 students to be invited to take part in taster lessons which will be happening during Week 7.

School Structure

Principal	Ms Janine Marcus
Deputy Principals	Ms Donna Riley Mr Warren Lee

Head Teachers

Administration	Mr Tristam Horn
CAPAL	Mr Paul Todd
English	Ms Sarah McGregor
HSIE	Mr Stuart Galletly
Mathematics	Mr Curtis Miles
PDHPE	Mr Grant Herbert
Science	Mr Stephen Hawkins
TAS	Ms Susan Ray

Student Year Advisers

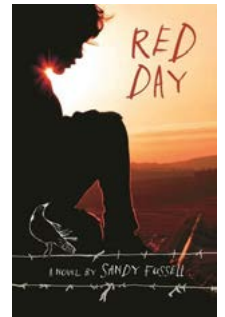
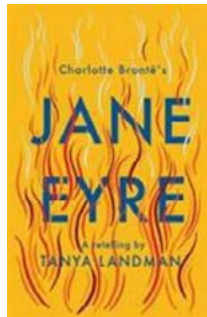
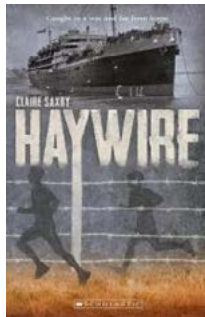
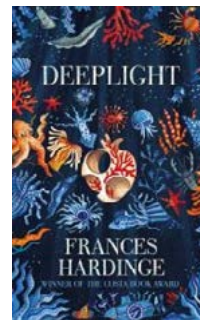
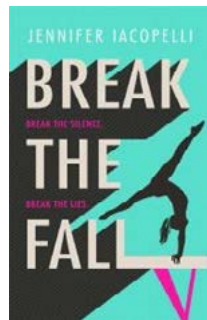
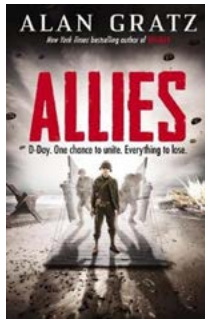
Year 7	Mrs Kelley Caoyonan
Year 8	Mr Tim Sawyer
Year 9	Mr Brian Oxley
Year 10	Mr Sunny Russell
Year 11	Ms Michelle Lowe
Year 12	Mr Curtis Miles
Careers Advisor	Mr Brian O'Connor
Welfare	Mr Ritchie Duncan
Curriculum Advisor	Ms Leanne Croft
Sport Coordinator	Mrs Kelley Caoyonan



New Library Resources

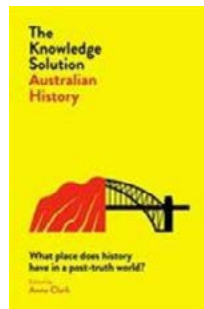
Fiction Books

- Allies
- Break the fall
- Deeplight
- Given
- The good luck girls
- Haywire
- Jane Eyre: a retelling
- Justice
- Permanent record
- Red Day
- Unstoppable Moses
- The vanishing deep
- Whiteout



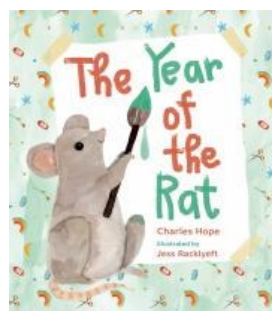
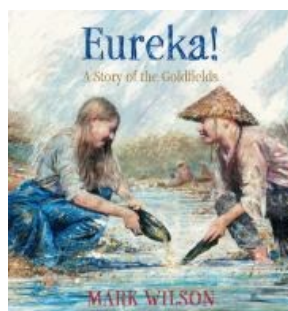
Non-Fiction Books

- Australian history
- Welcome to country:
an introduction to our First peoples for young Australians



Picture Books

- Eureka:
a story of the goldfields
- The year of the rat



Graphic Novels

- Jane, the fox & me
- Whiteout



Dear Year 12 2020 students,

I have been thinking about all of you in the recent weeks as our community situation of being self-isolated is the best way to keep us all safe from the COVID19 virus. This does not mean that you are alone. Your teachers and I are at work. Most of your teachers are still at school and some are now working from home but all of us are online.

I spoke with you all at the start of the year about resilience. Year 12 and the High School Certificate is a year that tests students' individual resilience. The ability to sit with uncomfortable feelings but know that they will pass. The ability to manage change as everything in our lives go through some measure of change daily or over time. Here we are in a situation that demands all of us to sit with our uncomfortable feelings, notice them, acknowledge them but not to let them take over. You need to stay in contact with each other and with us at school. You are masters of social media. Use it for the positive human connection that can be created online.

As teachers our best provision for all of you is to keep in contact via methods of teaching and learning. As a school we are using the Google Classroom platform to achieve this communication. The Google Suite is endorsed by the Department of Education and fulfils issues in regards to online privacy. Make sure you are logged on to your subject's Google Classroom in your allotted periods in your timetable. Teachers have been asked to follow their timetable and be online during the 80 minutes for each lesson. We are using the Monday and Friday bell times. Your teachers are trialling more and varied methods of how to unpack content and assessment strategies for you. Don't forget to given them feedback on how you are travelling with what is being presented online.

NESA is still to give advice for subjects with practical content to all schools in NSW. NESA has stated that the 2020 HSC will continue. We want to ensure that you are supported and can achieve your best in all Assessment Tasks for the 2020 HSC. I know that your learning in classrooms for Term 4 2019 and most of Term 1 2020 might be very different to the learning that may continue for now and into Term 2. We want to ensure that we can capture your learning in the current Assessment Tasks that have been scheduled for the remainder of Term 1.

The Executive Team and I have analysed every Assessment Task that was due in Week 8 and will be due between now and the end of the term. Some tasks will be modified for submission on line. Please see the list below.

Year 12 Assessment Tasks:

Week 8

Ancient History - completed
Chemistry - completed
Economics - completed
English Standard and Advanced – completed

Week 9

CAFS - ready to submit online
Dance - change of date - start of Term 2 - TBC
English Studies - task is running and submitting online
Geography - completed
Maths Ext - completed
SLR – ready to submit online



Week 10

Biology - run task - ready to submit online
D&T - run task - ready to submit online
Earth & Environmental Studies - run task - ready to submit online
Food Tech – will be modified - ready to submit online
Modern History - run task - ready to submit online
PDHPE - run task - ready to submit online
Visual Arts - change of date - start of Term 2 – TBC

Week 11

Drama – modified task - ready to submit online
Maths Advanced - modified task - ready to submit online
Physics - modified task - ready to submit online

The most important value of these Assessment Tasks are to consolidate your learning. Once the tasks are completed if your teacher, Head Teacher and I consider an Assessment Task invalid our Illness/Misadventure process will take place.

NESA's advice, and always has been, is to ensure students have access to a quality Assessment to demonstrate their learning. If the Illness/Misadventure process is in place the alternative could be for students to: complete an alternative task that measures the same learning outcomes, an extension of time for submission, or the last resort being an estimated mark.

If you are sick and have a medical certificate or have a family incident impact your ability to complete the above Assessment Tasks you will need to complete an Illness/Misadventure Form. Follow the process outlined in your Year 12 Assessment Policy Booklet. Due to our change of circumstances you will need to complete the Illness/Misadventure Form, scan it and email it to the school email address: byronbay-h.school@det.nsw.edu.au so that we can take immediate action to support your learning needs.

Once we have reviewed your Form your teacher will be in contact with you on how the Illness/Misadventure will be resolved.

As all students are now self-isolating, this alone is not a case for Misadventure. If you have missed an Assessment Task or do not contact your teacher you could be issued an N Award Warning. This means you will need to complete the Assessment Task to achieve the completion of the subject.

These processes are in place to ensure equity for all students.

The routine of following your timetable online at home and ensuring your contact with teachers via Google Classroom will create a positive learning environment for you. It is important to have goals, such as Assessment Tasks, to work towards. The routine you create at home will go a long way to supporting your wellbeing.

Take breaks from the screen. Do some exercise. Be mindful of what and how much you are eating (I need more practice with this one). And look after yourself and each other.

Ms Riley, Mr Lee and myself are wishing you all the best with your alternative learning path that you are working through at the moment. As Mr Lee records his first screen cast for Economics and Ms Riley reorganises the Dance units of work, we acknowledge that we are all in the depths of new learning as we continue our work towards Excellence.

I am looking forward to having you all back at school and sharing the last year of schooling with you but in the meantime stay connected, healthy and enjoy this new learning.

Ms Janine Marcus - Principal



FREE E-Resources

Wheeler's is BBHS's Subscription Service

BBHS Wheeler's Subscription Service has **fiction** plus some **non-fiction**, primarily **eAudio books**, **eBooks** are available and requests can be sent for consideration.

To Access Wheelers: <https://byronbayhs.wheelers.co/>

1. Download the ePlatform App from Google Play or App store.
2. Search for our library (Byron Bay High School).
3. Log in using your **school username and password**.
4. Browse and borrow to your device (download for offline listening).



Richmond Tweed Regional Library Service

all you need is your RTR Library card

To Access Richmond Tweed Regional Library:
https://www.rtrl.nsw.gov.au/cp_themes/default/home.asp



Borrowbox eBooks and eAudio books are available through the Richmond Tweed Regional Library.

1. Download the Borrowbox App from Google Play or App store.
2. Search for the Richmond Tweed Library.
3. Login in using your *Richmond Tweed Library card*, the password is the last 4 digits of the phone number registered to your card. (call your local library branch if you need help with this)
4. Browse and borrow resources. These can also be downloaded for offline listening. Titles can be very popular so reserving and waiting for availability might be necessary.



EBSCO also available through Richmond Tweed. Over 32,000 titles offering a wide range of subjects and topics, including **self-help, health and fitness, games, crafts and hobbies, medical, cooking and philosophy**. This collection also features both fiction and non-fiction titles. All titles are available with unlimited user access.

This takes a little bit to set up but it is well worth the effort particularly for senior students needing academic articles.



RB Digital Magazines and Audiobooks available through the Richmond Tweed Regional Library:

1. Set up your account with RB digital (you can follow the link on the library page), you need name, email address and library card number and you can set your username and password.
2. Download and install the app.
3. Browse, borrow, download. There are no waiting times with this service – loans are available simultaneously. Browse the magazines as well as Audiobooks.



Novel Coronavirus (COVID-19)

how to cope with stress related to COVID-19

It can feel stressful and overwhelming during an event like the outbreak of the Novel Coronavirus (COVID-19) and we can all be affected differently.

You might feel overwhelmed by the information, conversations and the increased levels of stress in your community. It can be hard to know what information to trust especially in a situation where things are changing so quickly. It can be helpful to keep up-to-date but it's also okay to switch off from the 24 hour media cycle if this is getting too much.

During this time some things in your life may be affected by attempts to contain the spread of the virus. You may have been looking forward to a gig or a trip that's been cancelled. You may be affected by school, uni or your workplace temporarily closing. Or you may have a loved one who is directly affected by the virus.

It's important to find the right level or type of support for you. And keep in mind that the type of support you may need can change as time passes. For many people staying connected to family and friends/loved ones is important.

Tips to maintain a healthy headspace during this time

- 1** Be mindful of exposure to information through stories, traditional and social media. It can be helpful to take a break from the 24-hour news cycle
- 2** Do things that make you feel safe and connected, and be with those who are helpful to your wellbeing
- 3** Engage in activities that promote a sense of calm and feeling grounded (use of alcohol and other drugs can be counterproductive with this)
- 4** Our [7 tips for a healthy headspace](#) demonstrate simple and effective things that can help people to create and maintain a healthy headspace, irrespective of whether they have been affected by COVID-19 or not
- 5** It can help to talk with a trusted adult if it all feels a bit much.

Please note

The latest medical information is changing on a daily basis. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

Common reactions

Fear and anxiety

At this time you might experience feelings of fear or anxiety. You might be worried about the virus and how it might affect you, your loved ones or your life.

Anger, frustration and confusion

It can be difficult to understand what to do in these situations because of the volume of different information available. This might feel confusing and frustrating, this is normal. Events like these can reduce the things we normally do in our days and that can seem unfair. This might make you feel frustrated or angry.

Sadness

If you've been asked to stay at home or stop your normal activities you might feel disconnected from important people or things in your life. This might make you feel sad or bored.

Denial

When bad things are happening, some people might prefer not to think about them at all. This might be helpful to start with, but our feelings can catch us by surprise later on. It's OK to distract yourself, but also find some time to think about what is happening and how you're going.

If you start to notice that you are experiencing these things, it is important to remember that these are normal reactions to a not normal time. During this time it is important as best as possible to keep engaged with the activities that support your wellbeing. You might need to get creative in how you continue to do them.

When should I get help?

If you ever feel unable to cope because of overwhelming or intense emotions, or if you have any thoughts of harming yourself, then ask for help immediately.

National 24/7 crisis services

- **Lifeline:** 13 11 14 or [lifeline.org.au](https://www.lifeline.org.au)
- **Suicide Call Back Service:** 1300 659 467 or [suicidecallbackservice.org.au](https://www.suicidecallbackservice.org.au)
- **beyondblue:** 1300 224 636 or [beyondblue.org.au](https://www.beyondblue.org.au)

Additional youth support services

- **headspace:** visit [headspace.org.au](https://www.headspace.org.au) for eheadspace or more information
- **Kids Helpline:** 1800 55 1800 or [kidshelpline.com.au](https://www.kidshelpline.com.au)
- **ReachOut:** [reachout.com](https://www.reachout.com)
- **SANE Australia:** 1800 187 263 or [sane.org](https://www.sane.org)

Talk with a trusted adult, such as a parent, teacher, school counsellor or find out if there is a headspace centre near you.

Speak to your local doctor or General Practitioner (GP) and help make a plan for your recovery. Or you can search for a health service and GP on [healthdirect](https://www.healthdirect.gov.au).



headspace

Resources for Adolescents During Remote Learning

Are you in danger?





If you, or someone you are with is in immediate danger please call:


☎ 000

or







go to your nearest hospital emergency department

If you need to talk to someone...





Name	About	Phone	Online
 Kids Help Line <small>Anytime Any Reason</small>	For anyone 25 or under - Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.	1800 55 1800 24/7	Webchat 24/7 https://kidshelpline.com.au/get-help/webchat-counselling
 Lifeline <small>Saving Lives Crisis Support. Suicide Prevention.</small>	For all ages - 24-hour crisis support telephone service. Lifeline provides 24/7 crisis support and suicide prevention services.	CALL: 13 11 14 24/7 TEXT: 0477 131114 6:00PM - Midnight	Crisis Support Chat 7:00PM – Midnight https://www.lifeline.org.au/get-help/online-services/crisis-chat
 Suicide Call Back Service	A nationwide service that provides 24/7 telephone and online counselling to people who are affected by suicide, experiencing thoughts of self-harm or suicide	1300 659 467 24/7	Online Chat 24/7 Video Chat 24/7 https://www.suicidecallba ckservice.org.au/
 Youth Beyond Blue	Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.	1300 22 4636 24/7	Chat Online 3:00PM - Midnight https://www.youthbeyond blue.com/

<p>SANE Australia</p> 	<p>SANE Australia supports people living with complex mental health issues and the people that care about them</p>	<p>1800 187 263 10:00AM – 10:00PM</p>	<p>Webchat 10:00 AM – 10:00 PM https://www.sane.org/about-sane</p>
<p>Headspace</p> 	<p>eheadspace provides free online and telephone support and counselling to young people 12 - 25 and their families and friends.</p>	<p>N/A</p>	<p>Group Chat 24/7 1 on 1 Chat 9AM - 1AM https://headspace.org.au/eheadspace/</p>
<p>QLife</p> 	<p>QLife provides anonymous and free LGBTI peer support and referral for people wanting to talking about sexuality, identity, gender, bodies, feelings or relationships</p>	<p>1800 184 527 3PM - Midnight</p>	<p>Webchat 3PM – Midnight https://www qlife.org.au/resources/chat</p>
<p>1800RESPECT</p> 	<p>Confidential information, counselling and support service, open 24 hours to support people impacted by sexual assault, domestic or family violence and abuse</p>	<p>1800 737 732 24/7 Interpreter: 13 14 50</p>	<p>Online Chat 24/7 https://chat.1800respect.org.au/#/welcome</p>
<p>Carers NSW</p> 	<p>Carer Line offer emotional support, referrals and distribute carer specific resources and information to carers and community members</p>	<p>1800 242 636 9AM – 5PM Monday - Friday</p>	<p>http://www.carersnsw.org.au/how-we-help/support/carers-line/</p>
<p>Mental Health Line</p> 	<p>A mental health professional will answer your call about mental health concerns for you or someone you are concerned about, including children, teens, adults and older people</p>	<p>1800 011 511 24/7</p>	<p>https://www.health.nsw.gov.au/mentalhealth/Pages/Mental-Health-Line.aspx</p>
	<p>Child Protection Helpline</p>	<p>13 21 11</p>	<p>https://reporter.childstory.nsw.gov.au/s/mrg</p>



If you are looking for an app...

Name	About	Website
<p>Calm Harm</p> 	<p>Calm Harm provides tasks that help you resist or manage the urge to self-harm. You can add your own tasks too and it's completely private and password protected.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>Clear Fear</p> 	<p>The fear of threat, or anxiety, is like a strong gust of wind. It drags you in and makes you want to fight it or run away.</p> <p>Instead, face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>ReachOut Worry Time</p> 	<p>ReachOut WorryTime interrupts repetitive thinking by setting aside your worries until later, so you don't get caught up in them and can get on with your day. This means you can deal with worries once a day, rather than carrying them around with you 24/7</p>	<p>Free</p> <p>App Store</p>
<p>ReachOut Breathe</p> 	<p>ReachOut Breathe helps you reduce the physical symptoms of stress and anxiety by slowing down your breathing and your heart rate with your iPhone</p>	<p>Free</p> <p>App Store</p>
<p>Smiling Mind</p> 	<p>Smiling Mind is a meditation app for young people. It has been developed by a team of psychologists and uses mindfulness to boost calmness, contentment and clarity. Mindfulness meditation has been shown to help manage stress, resilience, anxiety, depression and improve general health and wellbeing.</p>	<p>Free</p> <p>App Store Google Play</p>
<p>WellMind</p> 	<p>WellMind is designed to help you with stress, anxiety and depression. The app includes advice, tips and tools to improve your mental health and boost your wellbeing.</p>	<p>Free</p> <p>App Store Google Play</p>

If you are looking for online support...

Name	About	Website
<p>Bite Back</p> 	<p>Promoting resilience and wellbeing in 12-18-year olds through activities</p>	<p>https://www.biteback.org.au/</p>
<p>The BRAVE Program</p> 	<p>BRAVE-ONLINE is an evidence-based cognitive behavioural therapy (CBT) available online to help children (8-12) and teenagers (13-17) cope with anxiety</p>	<p>https://www.brave-online.com/</p>
<p>ConnectEDSpace</p> 	<p>A website provided by Relationships Australia Victoria with tip sheets, news and useful links to help young people manage problems and issues such as bullying, relationships, stress and mental health, and conflict with parents</p>	<p>https://www.connectedspace.com.au/</p>
<p>Smiling Mind</p> 	<p>Online and app-based program to improve wellbeing of young people through mindfulness meditation.</p>	<p>https://www.smilingmind.com.au/</p>
<p>MyCompass</p> <p>myCompass</p>	<p>Are you feeling the pressures of study, finding a job or starting a career? It has an interactive self-help service that aims to promote resilience and wellbeing for people experiencing mild to moderate stress, anxiety and/or depression</p>	<p>https://www.mycompass.org.au/YoungAdults</p>

If you are seeking additional information...

Name	About	Website
<p>ReachOut</p>  The logo for ReachOut, featuring the words "REACH" and "OUT.COM" in blue, stacked vertically, with a vertical line to the left of "REACH".	<p>Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.</p>	<p>https://au.reachout.com/</p>
<p>Black Dog Institute</p>  The logo for Black Dog Institute, featuring a stylized black dog head silhouette with a yellow hand making a peace sign (V-sign) over its mouth.	<p>Primary areas of mental health research and treatment include: depression, bipolar disorder, post-traumatic stress disorder (PTSD), anxiety, workplace mental health, adolescents and young people, suicide prevention, e-mental health, and positive psychology and wellbeing.</p>	<p>https://www.blackdoginstitute.org.au/</p>



NSW

School-Link

Health and Education Working Together

SPECIAL POINTS OF INTEREST:

TERM 1, 2020

NEWSLETTER

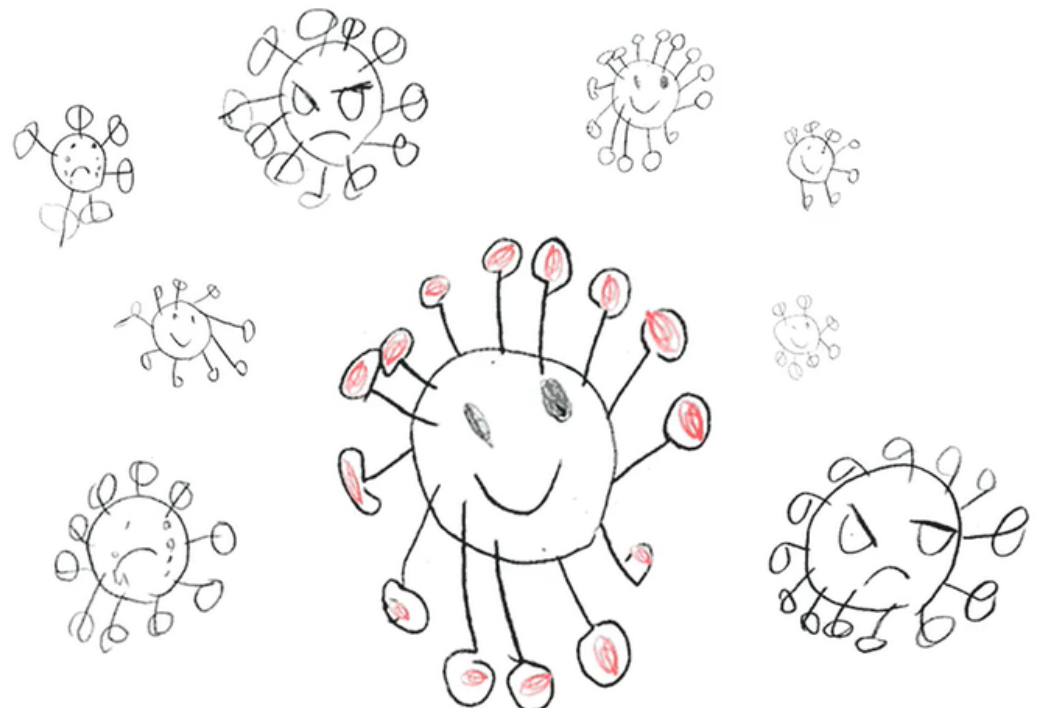
- Young people and screen time
- Local news
- Coronavirus resources for mental health
- Professional development opportunities
- Harmful sexual behaviours
- ReachOut resources for parents
- Books of interest
-



Answering Kids' Coronavirus Questions

What is the coronavirus? Can I have play dates and birthday parties? The kids have questions. This article from The Age gathers up the questions and answers them in a way the young ones will understand. The article is illustrated by children.

<https://www.theage.com.au/national/where-s-all-the-toilet-paper-answering-kids-coronavirus->



Get Featured!

Please send all your newsletter submissions to your local School-Link Coordinator

Gaming, Screen time and a Healthy Headspace

Headspace Tweed, spoke to a fantastic presentation on 'Gaming, Screen time & a Healthy Headspace' to the Tweed School-Link Network meeting in February. Damien Becker (Community Engagement Officer) presented new resources from Headspace to help young people, their parents and schools to help balance the use of technology and a healthy headspace. Resources can be accessed using this link <https://headspace.org.au/health-professionals/resource-library/fact-sheets/>



headspace Fact Sheet how to balance screen time for a healthy headspace



how to balance screen time (for a healthy headspace)

The internet has changed the way we work, socialise and relax, with a lot of these activities now happening online. It has added a lot of value to our lives.

Gaming can be a positive and enjoyable pastime. It can help us connect with others, feel socially included and improve our self-esteem. Healthy gaming can bring structure and routine into our lives and give us some beneficial downtime, relaxation and fun.

The research is unclear how much screen time is too much. What is clear however, is that it is important to keep a healthy balance of online and offline activities in our lives.

Not all screen time is the same. Screens and devices have become essential for us to do our work, and can be excellent learning devices. We can use them to connect with others, get support, master new skills, relax and have fun. Some online activities help us learn and be productive, whilst others provide downtime and enjoyment. However, there are other online activities that are less productive or maybe unhealthy, for example distressing violent games or if the content you are watching is not making you feel good. So not all screen time is equally valuable.









Signs that your screen time is becoming unhealthy

It is important to think about the impact that your screen time is having on your life in each of these areas below.


- **Exercise:** Research has linked screen time with an increased amount of sedentary behaviour in children and teens, and we know that being active is good for our physical and mental health. Are you still making time to move? Play sport or be more active?
- **Sleep:** is VERY important. If you are gaming when you would normally be sleeping you might need to turn off a little earlier or move your device out of your bedroom. Most young people need between 8 and 10 hours of sleep per night to be at their best, both physically and mentally.
- **Social time:** Being connected to others helps us feel good. We can connect with others online but it is important to see people we care about too. Are you making time to regularly meet up with friends and family?
- **Variety of activities:** are you keeping up with your school tasks and work? Are you doing a variety of other activities that you enjoy like reading, music or other hobbies? Do you make time to stop and eat well? Don't let other activities slip off the radar, they are important for you too.
- **Conflict, irritability and stress:** if you are getting into conflict with others about your gaming or are feeling irritable, sad or tense when you game or can't game, it might be time to think about the balance of screen time in your day.
- **Money:** are you spending more money than you can afford on new games or in-game purchases? This can become a problem for some people too.

Supporting yourself and getting help

The amount of time you spend on your screen can sneak up without you realising it. What can you do if your screen time has gotten out of balance?

-  Get other activities done first before you relax online. For example do some exercise, get your homework and chores done, walk the dog and spend time with your family before turning on your device. Treat it as a reward.
-  Decide in advance how much time you want to spend online, then set a timer to help you stay within that time limit.
-  Schedule in some 'no screen times' during your day. Set up times to 'unplug'.
-  Make mealtimes screen free.
-  Make sure you have offline hobbies and interests that you enjoy regularly, like seeing friends or playing sport.
-  Exercise while you game, by getting up and moving regularly. Doing some simple stretches can really help.
-  Work out how much sleep you are getting? Sleep should be a priority, as it is important for our physical and mental health.
-  Charge your devices outside of your room or perhaps don't have them in your bedroom at all. It will reduce the temptation to be online instead of sleeping.

If you find that your relationships, mood, school performance or work are being impacted by your continued or increased gaming use, then it might be useful to talk with someone you trust like a parent, teacher, school counsellor, family member or friend. A general practitioner (GP) is another good place to start when seeking help and information. You can also contact **headspace**, your local **headspace** centre, or Kids Help Line if you wanted to talk to somebody about your internet and gaming use.

 **With the right support, most people are able to get back to enjoying the benefits that gaming and internet use can contribute to their lives.**

Where can I get help

If you or someone you know is going through a tough time you can get help and support from headspace.org.au, your school or university wellbeing service or your local health provider.



If you or someone you know is going through a tough time you can get help and support from headspace, your school or university wellbeing service or your local health provider. For more information, to find your nearest headspace centre, or for online and telephone support, visit headspace.org.au



If you need immediate assistance call 000 or to speak to someone urgently, please call Lifeline on 13 11 14 or suicide Call Back Service on 1300 659 467.

The headspace Clinical Reference Group have approved this clinical resource. Fact sheets are for general information only. They are not intended to be and should not be relied on as a substitute for specific medical or health advice. While every effort is taken to ensure the information is accurate, headspace makes no representations and gives no warranties that this information is correct, current, complete, reliable or suitable for any purpose. We disclaim all responsibility and liability for any direct or indirect loss, damage, cost or expense whatsoever in the use of or reliance upon this information. 2 August 2019

headspace National Youth Mental Health Foundation is funded by the Australian Government Department of Health



For a Deep Dive into Screen Time

Twenge, J.M. Have smartphones destroyed a generation? *The Atlantic* <https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/> (right click)

Paulhus F.W. et al (2018) [Internet gaming disorder in children and adolescents: A systematic review. *Developmental Medicine and Child Neurology*, 645—659](#) (right click)

Grants to kickstart youth wellbeing projects

Youth food gardens and cookbooks, fitness challenges, mountain bike training, and girls' skateboarding sessions are just some of the winners of a recent grants program.

Projects will soon be underway across the Northern Rivers thanks to seed funding from the Northern NSW Local Health District's (NNSWLHD) Youth Health and Wellbeing Grants designed to help young people get active and stay well.

The grants of up to \$4000 each are funded by NNSWLHD as part of the Healthy Communities Northern Rivers initiative, a whole of community approach to making it easier for people to lead active healthy lives.

Health Promotion Manager, Jillian Adams, said one of the key criteria for the grants was that young people were involved in the planning of the projects.

"It's important that these projects to get



Grant winners at the announcement in Lismore

young people active and eating healthy food, come from a youth perspective, because young people know best what will work for them," Ms Adams said.

"We invited Dr Kate Neale from the Centre for Children and Young People at Southern Cross University to be on the grant assessment panel, because of her expertise in youth engagement."

Other criteria for the grants included value for money, sustainability, innovation, planning and evaluation, and addressing social disadvantage.

The projects focus on healthy eating or physical activity, or both, and are for young people aged 13 to 24 years.

The ten grant winners are from across the Northern Rivers and include projects to address girls' physical activity, Indigenous youth health, young people with disability, and social disadvantage.

For the full list of grant winners, head to the Health Promotion website:



<https://nswlhd.health.nsw.gov.au/health-promotion/healthy-communities/youth-health-and-wellbeing-grants-recipients-2019/>



Renowned child therapist, neuro scientist, university lecturer and New Zealand radio and television personality **Nathan Wallis** has a 2 minute message for talking to children about COVID-19




<https://www.facebook.com/nathan.wallis.969/videos/2585374401710171/>

COVID-19 Information and Resources

NSW Health website: <https://www.health.nsw.gov.au/Infectious/diseases/Pages/coronavirus.aspx>

Department of Health: <https://www.health.gov.au/resources/collections/novel-coronavirus-2019-ncov-resources>

NSW Department of Education advice: <https://education.nsw.gov.au/public-schools/school-safety/novel-coronavirus>

Resource	Audience	File	Source
Social script – <i>Coronavirus- Covid-19</i>	Children with ID and/or ASD Primary school	 SA_corona_socialstory.pdf	South Australia TBC
Social story- <i>My Story About Pandemics and the Coronavirus</i>	Children including special needs	https://carolgraysocialstories.com/wp-	Carol Gray carolgraysocialstories.com/
Booklet – <i>My name is coronavirus</i>	Children	 Mindheart_CoronavirusBookletforKids.pdf	Manuela Molina www.mindheart.co
Various E-books [Not corona specific but for various natural disasters including flu]	Children with and without ASD	https://littlepuddins.ie/coronavirus-social-story/	Little Puddin- The Autism Educator littlepuddins.ie/
Booklet/ social script on coronavirus with cartoons	Older children/ teens	 VIC_Covid19_for_tens.pdf	Victoria TBC
Info sheet/ Newsletter- <i>How to cope with the stress related to novel coronavirus</i>	Young people	 headspace_COVID_newsletter_newc1.pdf	Headspace headspace.org.au
Website/article – <i>How to cope with Stress related to Covid-19</i>	Young people	https://headspace.org.au/young-people/how-to-cope-with-stress-related-to-covid-19/	
Website article- <i>10 ways to take care of yourself during coronavirus</i>	Young people	https://au.reachout.com/articles/10-ways-to-take-care-of-yourself-during-coronavirus	Reach Out https://au.reachout.com
Information sheet – <i>Tips for coping with coronavirus anxiety</i>	Adults & parents of children	https://www.psychology.org.au/getmedia/38073179-4701-48bd-afd9-988c560ee2f9/20APS-IS-COVID-19-P1.pdf	Australian Psychological Society www.psychology.org.au
Website article – <i>How to talk to your children about coronavirus</i>	Parents of children	https://www.unicef.org.au/blog/news-and-insights/march-2020/how-to-talk-to-your-children-about-coronavirus	UNICEF www.unicef.org.au
Easy Read Information Booklet- <i>Staying safe from Coronavirus</i>	People with intellectual disability	https://cid.org.au/wp-content/uploads/2020/03/Staying-safe-from-Coronavirus-council-intellectual-disability-Mar2020.pdf	Council for Intellectual Disability www.cid.org.au

Virtual Tours

Many museums, art galleries, national parks, cities, are offering virtual tours, some for the first time

Eg. <https://www.louvre.fr/en/visites-en-ligne>



Adolescent Tech Use and Mental Health

Tori Rodriguez, MA, LPC
Psychiatry Advisor,
December 2018



It is estimated that 95% of youth aged 13 to 17 years across all demographic groups use smartphones, with near-constant internet use reported by 45% of teenagers. The current generation of adolescents spends less time in person with peers compared with previous generations, and technology influences their identity and socialization in numerous ways. The use of technology is also transforming the mental health landscape, with significant implications for clinicians who work with adolescents in particular. As 1 of many examples, teenagers often hide online activity from parents, but may share it with mental health providers, and this can present various ethical and clinical challenges. In addition, among the ever-increasing number of mental health apps, very few are evidence-based, and some of these sell user data.

"Given its powerful influence on mental health and behavior and the importance of parental modeling and limit-setting, technology is a vital topic for clinicians working with adolescents and families," according to a paper published in October 2018 in *Current Psychiatry Reports*.² "Ethical considerations in clinical work with youth are uniquely complicated by the developing capacities of the ever-maturing patient, the need for a dual alliance with patients and legal guardians, and the importance of working with the systems in which teens are embedded (e.g., schools)." Based on a review of the literature regarding adolescent mental health and technology use, the authors noted the following findings and other relevant points.

Clinical implications - Incorporating a "tech history" into routine evaluations is recommended, with questions "addressed to both the adolescent and caregiver to obtain a thorough understanding of the role of media in the psychological and social-emotional world of the patient," they wrote.² If the clinician reviews a patient's social media content, this should ideally be done in session with the patient, rather than without them.

Clinicians should also be educated about the role of social media as it pertains to the specific adolescent populations they treat. Some patients with autism spectrum disorders, for example, may prefer electronic vs face-to-face communication.

Although the use of technology can become compulsive and possibly addictive, there is no consensus definition for problematic internet use or internet addiction, which has also been referred to as "internet use disorder," and it is unclear how such use may affect brain development in adolescence. Screening tools for problematic internet use in adolescents include both the 18-item Problematic and Risky Internet Use Screening Scale and the shorter 3-item version.

Effect on adolescent mental health - there are numerous potential risks, such as cyberbullying, sending sexual content, excessive use, and compromised privacy. Emerging research indicates an association between increased technology use and higher depression rates among adolescents, and connections between internet use and increased self-harm and suicidal behavior. Other studies have found associations between increased use of electronic communication and reduced psychological well-being, as well as between problematic Facebook use and psychological distress.

An extensive body of research has linked youth exposure to violent media with increased fear and anxiety, a greater frequency of aggressive thoughts and violent behaviors, and desensitization to violence in general. "Parents can mitigate these effects by heightening exposure to prosocial video games, discussing the difference between on-screen and off-screen violence, and promoting empathy-building civic experiences," wrote the current authors.

In a survey of teenagers in the United States, 24% of respondents reported a mostly negative effect of social media on their lives, whereas 31% indicated mostly positive effects and 45% reported that the effect had been neither positive or negative. "Although a platform for disseminating successes and upbeat images, social media also engenders feelings of self-doubt and dissatisfaction and can leave youth vulnerable to affective disorders," as explained in the recent review.² A 2015 Pew Research Study found that 21% of teenagers felt worse about their lives because of exposure to friends' social media posts, and superficially positive content can make them feel lonely and excluded.

Read full article @ www.psychiatryadvisor.com/home/topics/child-adolescent-psychiatry/part-1-adolescent-tech-use-and-mental-health-expert-roundtable/

Take me outside Initiative

<https://www.takemeoutsidensw.org.au/>

WHAT IS TAKE ME OUTSIDE NSW?

Take Me Outside NSW aims to get kids across NSW playing and learning outdoors, connecting with nature and gaining knowledge about their environment through hands-on projects. These projects can take place on their school grounds or in a local park, community garden, bushland reserve, creek, river or beach.

Take Me Outside NSW offers a FREE 'one-stop shop' for teachers and educators to plan, deliver and evaluate their long-term, outdoor, environmental project. Find out [what else we offer you](#).

Community groups, state government, local councils and non-government organisations are also invited to [pledge their support](#) to help schools participate in Take Me Outside NSW projects.

READ MORE



[New Project AIR E-Learning](#)

E-learning

Adolescent Intervention – Guide for Clinicians

An e-learning training program for adolescent mental health clinicians and school counselling service staff

[Module 1 – Introduction to working with complexity](#)

[Module 2 – Engaging the young person, assessment and risk management](#)

[Module 3– Principles of psychotherapy and relational thinking](#)

<https://www.projectairstrategy.org/conferencesandevents/UOW244876.html>

MYTH BUSTERS

By Jeanne Wang

Psychologist, Justice Health and Forensic Mental Health (the Network) School-Link program

Harmful sexual behaviours (HSB) can be defined as *“sexual behaviours expressed by children and young people (YP) under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.”*¹

For most, initial reactions to YP’s HSB commonly include feelings of shock, disgust, fear, denial, shame, sadness or anger. As practitioners, teachers, principals, parents or community members, we must be aware of myths around YP engaging in HSB and how they hinder our capacity to support them and those affected by HSB. If these myths are not challenged, the social and emotional development, self-identity, risk, and willingness of YP to engage in or re-establish more age appropriate behaviours is negatively impacted.²



Source: iStock



Source: iStock

- YP with HSB will later become adult sexual offenders
- HSB must be punished or else it will continue or get worse
- To contain risk, these YP should be removed from their family, school, or community



Source: Thrive Global

- There is growing evidence that a large proportion of YP with HSB who receive appropriate treatment and intervention, do not re-offend^{3,4}
- Punitive action can be counterproductive, increasing rather than decreasing risk of continued engagement in HSB
- Doing so reinforces the stigma, shame, isolation, distress and rejection these YP feel, and results in their withdrawal from social, emotional and practical support, and ‘poorer’ life outcomes e.g. mental health and emotion regulation difficulties, vulnerability to exploitation, violent intimate relationships, unemployment, or drug and alcohol misuse¹

REFERENCE:

¹ Hackett, S. and Holmes, D. & Branigan, P. (2016). 'Harmful sexual behaviour framework : an evidence-informed operational framework for children and young people displaying harmful sexual behaviours.' Project Report. National Society for the Prevention of Cruelty to Children (NSPCC), London.

² South Eastern Centre Against Sexual Assault and Family Violence (SECASA). (2017). *Age appropriate sexual behaviours in children and young people: Information for carers, professionals and the general public* (2nd ed.). East Bentleigh, SECASA.

³ Chaffin, M. (2008). Our minds are made up - don't confuse us with the facts: Commentary on policies concerning children with sexual behavior problems and juvenile sex offenders. *Child Maltreatment*, 13, 110-121.

⁴ Caldwell, M. F. (2016). Quantifying the decline in juvenile sexual recidivism rates. *Psychology, Public Policy, and Law*, 22(4), 414-426.

SEXUAL BEHAVIOURS

By Jeanne Wang

Psychologist, The Network School-Link program

To assist in identifying, understanding and responding to sexual behaviours at various ages, it is helpful to refer to the **'traffic light' framework** devised by health organisation True (*please refer to True¹ for more specific behaviours in each category, per age*):



Source: Mastering Diabetes

Green - 'typical and developmentally appropriate' – behaviour is spontaneous, curious, consensual, age appropriate and easily diverted – response is to discuss, explain and provide support

Orange – 'concerning' – behaviour is more persistent, frequent and intense, involve inequality relating to age, size, or power, and causes discomfort in, or poses risks to others – response is to monitor and provide targeted support

Red - 'very concerning,' 'abusive,' 'causes harm' – behaviour is manipulative or secretive, significant differences in age, size or power, and are compulsive, forceful, threatening, excessive, abusive or aggressive. These behaviours have the potential to elicit fear and anxiety, or cause serious harm to the physical and/or mental health of others – response is to provide immediate protection and specialised support

In YP aged 13-17 years, 'green behaviours' include solitary masturbation, sexually explicit mutual conversations with peers, interest in pornography, and engaging in consensual sexual activity with other YP of similar age and developmental ability.² When evaluating these behaviours and supporting the development of age appropriate behaviours, the **context** must be considered. That is:

What	What is the behaviour? Is it age appropriate? Was it consensual?
Why	What is the function of the behaviour? Is it providing comfort or stimulation? Is it to control or humiliate? Is it a response to their own experiences of abuse?
How	How has the behaviour occurred? Is it planned or spontaneous? How long or often has the behaviour been happening?
Who	Who and how many YP are involved? Is there a power differential such as age, development, capacity, or physical size?
Where	Where did the behaviour occur? Was it in public or a place that was meant to be private and secret?
Impact	How has the behaviour impacted the individual on the 'receiving end' of the behaviour? Are they OK, scared, distressed?

REFERENCES:

¹ True Relationships and Reproductive Health. (2019). Traffic Lights sexual behaviours in children and young people: A guide to identify, understand and respond to sexual behaviours (v4). Brisbane, True.

² Brook. (n.d.) Sexual behaviours traffic light tool. Retrieved from <https://legacy.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>.

Getting help for teenagers

The following information is for parents who do not need help with a crisis or emergency. If you need help right away, see our [emergency help page](#).

This can help if:

- you're worried about your child's mental health, but are not sure if it's serious enough to get help
- you want to know how to get help for your child's mental health
- you want to know what kind of mental health support for teenagers is available.



Knowing how to approach the issue of teen mental health can be difficult. They may not be willing to acknowledge that they are struggling, or you may wonder whether the issue is serious enough for you and your child to get help. The good news is that there are a lot of options for help and support depending on what your child's needs are, and what they are ready for. Getting help early will give your child the best chance of managing mental health problems before they become more serious.

Get help early

- Most mental health difficulties first appear between the ages of 11 to 25, while the brain is going through a process of rapid development. Around 1 in 4 young people have experienced a mental illness by the time they are 25. It's important to look out for signs of mental health or emotional problems in your child from an early age. When mental health conditions are treated and managed early, the episode of illness is likely to be less serious and have a shorter duration.
- Mental health conditions are generally episodic, which means that your child will likely experience periods of being unwell in between stretches of time where they function well. Learning to spot the signs and symptoms of your child's mental health problems early will mean that you'll have the best chance of managing the illness and getting them the help and support that they need.
- Unfortunately, only around 30% of young people who experience psychological distress actually get the help that they need. This can be due to a number of reasons, including:
 - not accepting they may have a mental health difficulty
 - not believing their problem is significant enough to warrant help
 - unwilling to disclose their problem because of the stigma attached to mental illness
 - lack of belief that anything or anyone can help
 - environmental factors like cost, distance, inflexible opening hours and long wait times
 - close adults and friends not noticing or recognising the signs and symptoms and therefore not supporting the young person to seek help.

When to get help

Knowing when to get help for your child can be difficult. At times, the signs and symptoms of mental health problems can be similar to the 'growing pains' of being a teenager. It's not always easy to tell the difference between 'normal' teenager behaviour and when there might be something else going on.

Mental health difficulties will surface differently for everyone. There's no 'normal' and 'abnormal', except in relation to your own child's behaviour. As a parent, you have an important perspective, you've spent years with your child getting to know their patterns of behaviours and emotions. You're well placed to detect when your child's own 'normal' has changed. If the change is affecting your child's life negatively and they're not able to function effectively in daily life, it may be time to get help. Remember to trust your instincts, if you think there might be something wrong, it's best to find out.

What to do next

There are many different types of help and one way is not necessarily better than another. Different approaches will work for your child differently. Sometimes it's a combination of approaches that works best.

The first thing to do is to [have a conversation with your child](#) and find out more about what's going on. Things to remember when having a supportive conversation:

- take it seriously, actively listen to what they are telling you
- be positive in approaching the situation and support them to take a first step
- be your child's greatest advocate in getting the right help for them
- be optimistic that you will get through this together.

Even if your child doesn't open up at first, you'll have shown that you're concerned and willing to talk. Once you and your child have acknowledged there may be a mental health difficulty going on, it's time to look at [support options](#).

Books of Interest

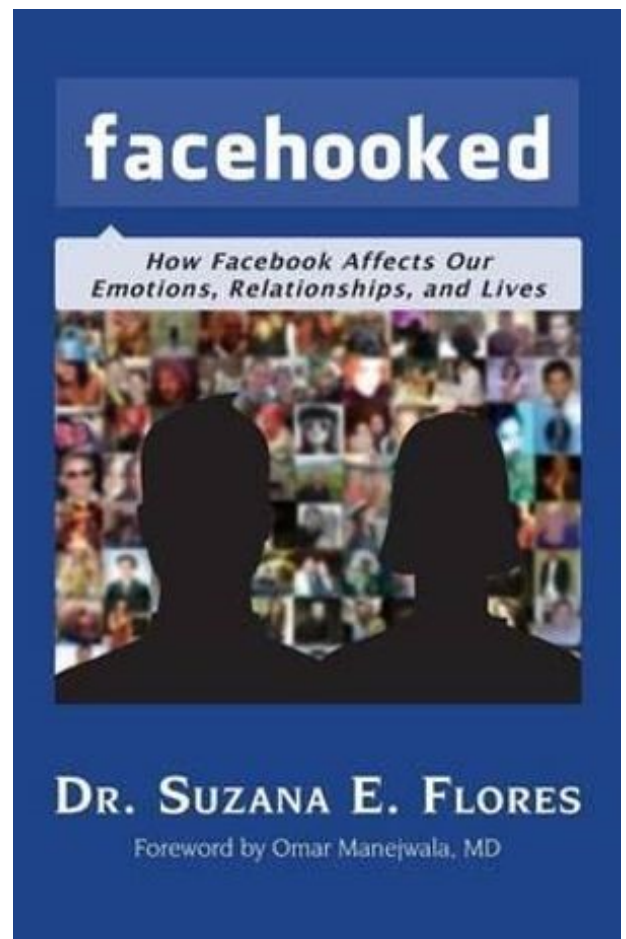


Welcome to Country

In its pages, respected elder and author Professor Marcia Langton answers questions such as what does 'country' mean to Indigenous people. A detailed introduction covers such topics as Indigenous languages and customs, history, native title, art and dance, storytelling, and cultural awareness and etiquette for visitors. This is followed by a directory of Indigenous tourism experiences, organised into state and territory sections, covering galleries and festivals, communities that are open to visitors, tours and performances.

facehooked

Facehooked explores the problems most commonly found on Facebook, including controversial topics such as self-esteem, privacy, peer pressure, stalking, emotional manipulation, among others. Readers are not only provided with practical tools to help identify and avoid unhealthy behaviors, but also suggestions for healthier interaction on Facebook.



MH Professional Development Opportunities



2020 Youth Health Forums dates and themes:

- ◆ 4 March 2020 (Weds) - Self-harming
- ◆ 29 July 2020 (Weds) - Grief and loss
- ◆ 4 November 2020 (Weds) - Rural and regional

Tweed Shire Schools

Are you interested in suicide alertness SafeTALK training for your school community?

Contact Cas Porter for more information or visit <https://www.livingworks.net/>



Be You Professional Learning Hub

[Click Here](#)



NNSWLHD School Link Network Meetings Term 1

Byron Ballina– *Cancelled till further notice*

Tweed– Tuesday 25th February 1-3pm, Murwillumbah Community Health

Lismore– *Cancelled till further notice*

Grafton- *Cancelled till further notice*

We are looking into online options for networking—stay tuned

What is School-Link?

School-Link is a collaboration between NSW Health and the Department of Education and other services to improve the mental health and well-being of children and young people in NSW.

This collaboration aims to improve mental health for children and young people, as well as enhancing partnerships between child and adolescent mental health services and their local schools and TAFE colleges.

School-Link coordinators are employed by mental health services across the state in each Local Health District. Our Local Health District stretches from Tweed Heads in the north to Grafton in the south, and west to Woodenbong and Drake.

School-Link coordinators work with education and health staff to:

- Develop clearer pathways to care for children and young people with mental health problems
- Support mental health prevention and early intervention programs in schools and TAFE
- Facilitate training for DoE staff on mental health and wellbeing
- Help DoE staff to support students and their families

For more information about School-Link or to see how the program can support your school, teachers, students and families, please contact your local School-Link Coordinator

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Welcome to the
NNSW School-Link
Team Mandy!