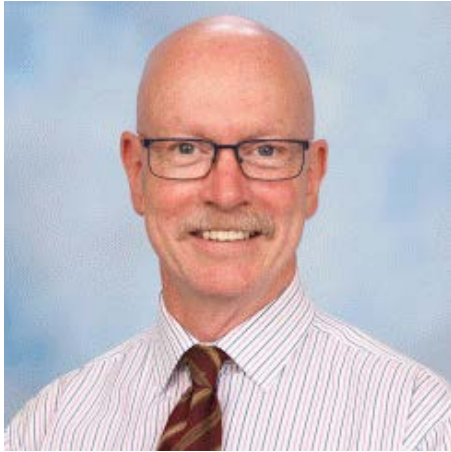




NEWS

APRIL

2:2020



Principal's corner

Well, a lot has changed since the last Principal's Corner in February. Troubling times have come upon us quickly with the coronavirus pandemic sweeping the world. Although we have no confirmed cases of the COVID-19 illness within our school, its effects are still impacting on us through the community.

I would like to reassure everyone that we are playing our part in slowing and managing the disease at school and within our community.

- We are providing the best, factual advice to our students, parents and staff about how the disease can be controlled through personal hygiene and distancing behaviour
- We encourage all students to undertake handwashing hygiene every time before eating, after toilet, and after using frequently handled items
- We have installed six hand sanitizer stations around the school at places where large numbers of students move, such as through the canteen and Hub
- We are improving our safe-distance practices including changes to activity-classes to reduce physical contact between students, and cancelled assemblies and other large meetings where students and staff cannot keep a safe distance from each other, and promoted safe-distance practices across the school including splitting some larger classes
- We clean shared laptops and computer keyboards daily before they are issued to students
- Our cleaners have additional time every night to clean door-handles, stair rails, and other surfaces that are exposed to large numbers of student contact

- We also are working hard to make sure that students can access online learning in case the school closes, and also for those students where families have decided that students should remain home
- We have identified students at Year 11 and 12 who do not have access to a device at home and have supplied them with a laptop from school
- We have increased staff training in using online learning tools such as ZOOM and Google Hangout and provided time for teachers to put resources and tasks onto Daymap so that students can access learning from home
- We have practiced with our classes accessing and using online learning for when it is needed

However, while we focus on the urgent task confronting us, there is still plenty of good news since my last letter. We had a very successful Sports' Day on the 2nd March, which Jupiter again won but by a very narrow margin of just 10 points. Several Primary Schools visited us for their "Taste of High School" experience, and a very successful Training day for staff to increase our skills in teaching Reading.

One program we will monitor closely this year is to have all our Year 8 students read 1000 pages during the year which we hope will improve our students' reading fluency.

Meanwhile, I wish every family the best for their health and wellbeing and, again, reassure you that we will all work our hardest to keep Woodville High School a safe, happy, and successful learning environment.

Neil Hendry

Acting Principal

Woodville High School

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Government of South Australia

Department for Education

South Australian Government Schools
CRICOS Provider No. 00018A



String Ensemble

On Wednesday, 11 March, the String Ensemble embarked upon their first Primary Schools Tour. They visited Woodville Gardens Primary School and Flinders Park Primary School where they performed to many enthralled young listeners. Young primary schoolers were delighted to find out that they too could have a go at conducting and participated enthusiastically.

Our students were very professional and represented the school well. Well done, String Ensemble.

All future tours have been postponed until further notice.

Celeste Wong

Music Teacher



Sports Day

Sports day this year was a great success as we witnessed student from all 3 Special Options and Inclusive Education classes participating in all events. Student wore ribbons with pride and took their place on the podium.

Photos: Sports Day (1) through (6)

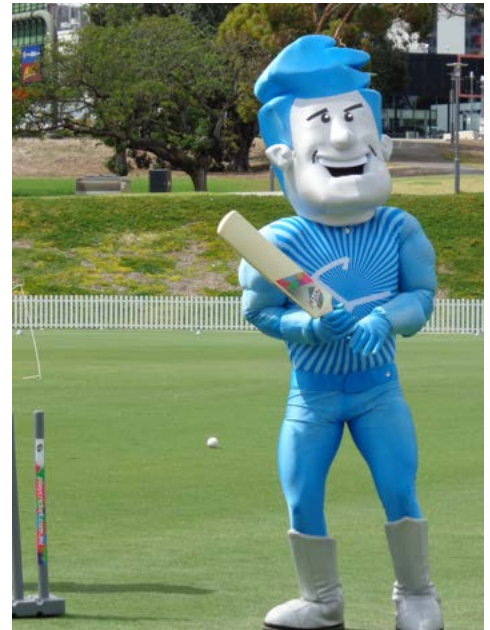
Parallel Cricket

10 Students from both 10.9 and 8.9 attended a Parallel Cricket event at the Karen Ralton Oval on the 12 March. It was a wonderful day where we met many student from several different schools.

Students had the chance to play alongside young cricketing athletes. All the group had a chance to play cricket against each other which included table cricket.

Sam Fleming

Co-ordinator of Special Options and Inclusive Education



Extreme Art for the 9.9s



Early Term 1 has seen Art come alive for Ms Carter's 9.9 class in A17.

Topics and techniques studied have included:

- research into surrealism resulting in a finished piece
- foil art in a mosaic frame
- the creation of their own personal hieroglyphics
- two minute figure drawing with the help of our obliging model, Mr P
- a scraperboard art piece after producing their own scraperboard
- exploration of different painting techniques culminating in a creation of a cover page for their folios
- learning how to classify art into different genres.



Students have really enjoyed delving into the world of visual art and participation has been 100%.

Our classroom SSO, Lou Washington, has a Visual Arts Degree.

She has enjoyed planning and facilitating these classes for our young students as they move along their art appreciation journey.

Sue Carter

Middle Class Teacher



Senior School culture

In the Senior School we aim to build a culture of leadership and positive attitudes towards learning, education and the future.

Our mentoring of Year 12 students has been highly successful and student-led assemblies are a highlight of the pastoral care program, Pathways, each week.

Later this year, students will lead Day of Action Projects and student-led Academic Review days, which replace parent-teacher interviews for Year 12 students.

Mentoring our Year 12 students

To support our Year 12 students to achieve their best in their final year, each student has a knowledgeable, experienced teacher who works alongside them to guide them through the opportunities and challenges of Year 12 and plan for their future studies. Year 12 students do not have Home Group.

Instead, Mentor teachers use two lessons each week to meet with each of their students individually to support and monitor their progress, and work with a small Mentor Group in weekly Pathways pastoral care lessons.

Mentor groups work together on global projects, reviewing their study schedule, study skills, preparing for the Academic Review and leading Year 12 assemblies.

Fundraising for Chris



2019 Year 12 graduate, Chris Cloma, is currently undergoing treatment for Leukemia at the Royal Adelaide Hospital.

Year 12 students conducted a bake sale for Chris as part of Harmony Week activities.

Money raised at the bake sale was donated to the family's Facebook Fund Me project to assist with medical expenses for Chris.

Further fundraising will be undertaken during the year.

Meanwhile, Chris' Woodville High School family wishes him all the best with his treatment and recovery.

Jan Ahrens

Head of Senior School/SACE Improvement

Reya Williams Excels at National Titles

Early mornings and a punishing training schedule have paid off for Woodville High School student, Reya Williams (pictured). Reya trains six times a week and three of those sessions require that she rises at 4.30am to train with her Western Aquatics Swimming Club. Reya represents South Australia in swimming, specialising in Freestyle and Backstroke.

Even more impressive is her recent achievement in Cardiac Pulmonary Resuscitation (CPR) at a national level. Reya was awarded a Bronze Medal in CPR at the Australian Pool Lifesaving Championships in Sydney in January, placing her 3rd in Australia as a Lifesaver.

Despite competitions and Reya's intensive commitments at the pool, she maintains a high academic standard.

Congratulations to Reya... a great role model and high achiever.



Senior School Learning During Transition to Online Study

Whether at school or working from home, Senior school students can be reassured that our teachers and mentors will continue to offer effective teaching, assessment and support to students. The SACE Board is assuring students that they will not be disadvantaged by changed conditions for their learning this year.

Subject teachers will keep them informed of any changes to their curriculum, deadlines and assessment tasks via Daymap and Google Hangouts.

Lessons will be delivered live to students via Zoom, recorded and uploaded onto Daymap.

At Woodville High School we are confident that our SACE students will be supported through the flexibility of the SACE framework.

The SACE Board has developed two videos - one for students, which can be seen on [YouTube](https://www.youtube.com/watch?v=...), and the other for parents, which can be seen on the SACE website - sace.sa.edu.au.

We encourage all parents of SACE students to view these videos and continue to visit the [SACE Board website](https://sace.sa.edu.au) for further updates.

Jan Ahrens

Assistant Principal: Head of Senior School/SACE



International Women's Day Breakfast

On Friday 6 March eight School Captains from Year 12 (including our newly appointed International Student Captains) joined Mr Hendry and myself to celebrate International Women's Day at the Convention Centre. We were welcomed to country by Dorothy Wanganeen.

It seems hard to think about over 2,000 people attending an indoor event just a few weeks ago celebrating International Women's day at a breakfast. Little did we know that there would be such strict restrictions on social events as there are now due to the Covid19 virus sweeping Australia and the world.

During breakfast, we were addressed by Elizabeth Broderick AO who is an Australian lawyer, and was the Australian Sex Discrimination Commissioner for over eight years from 2007 to 2015. She has been a United Nations special rapporteur for Discrimination against Women and Girls since 2017.

Elizabeth has also worked in refugee camps in Lesbos and Greece and has first-hand knowledge of the continued inequalities faced by many people in the world; particularly women and girls. She highlighted the violence against women in refugee camps alongside the domestic violence experienced by women in Australia. She also pointed out that many girls do not have access to primary school education and fears that there is a backlash across the globe against women's rights.

Her message to the audience was that you do not have to be extraordinary to create change in the world. Small actions become levers for greater change in our shared responsibility to build a world-wide culture of dignity and respect. The school captains were honoured to meet Elizabeth Broderick AO after the breakfast and were also privileged to meet Senator Penny Wong who hosts the annual Women's Day Breakfast and the leader of the opposition in South Australia, the Honourable Peter Malinauskas (MP).

Our school captains represented the school well and were thoughtful in their reflections on the messages from the event.

Meredith Edwards

Principal





GRIP Leadership Conference

The GRIP Leadership Conference was held on Thursday 5 March this year and was attended by 10 of our Peer Leaders.

Right from the start of the day students were engaged and uplifted from what they were learning and the way it was being presented.

It has inspired them to be advocates for their fellow students and I look forward to seeing what next steps they take to demonstrate their leadership skills and what contributions they make towards making their community an even better place.

A students reflection on the conference..

"The GRIP Leadership Conference taught me a lot of new qualities which a leader should practise on a day to day basis which include generosity, learning how to be leader not a boss, what all leaders have in common and what leads people to follow and support them.

It also encouraged me to nominate myself for Vice Captain next year. I made a lot of new friends who are leaders at their school and it was so fun to interact with other leaders from other schools and see what they do and how they make school a better place."

Anika Mangla

11.5



New school dentist

We have elected to use the Australian Dental Foundation (a registered charity) for our free dental service here at WHS.

The service "My School Dentist" will visit the school for a two week period to see those students who elect to use the service.

The program is for students who come under the Medicare Dental Scheme, where students can have \$1,000.00 worth of treatment over two years.

However the dentist will also see those students who are not eligible under this scheme but will not charge a gap, they will accept the Medicare payment as payment for the service.

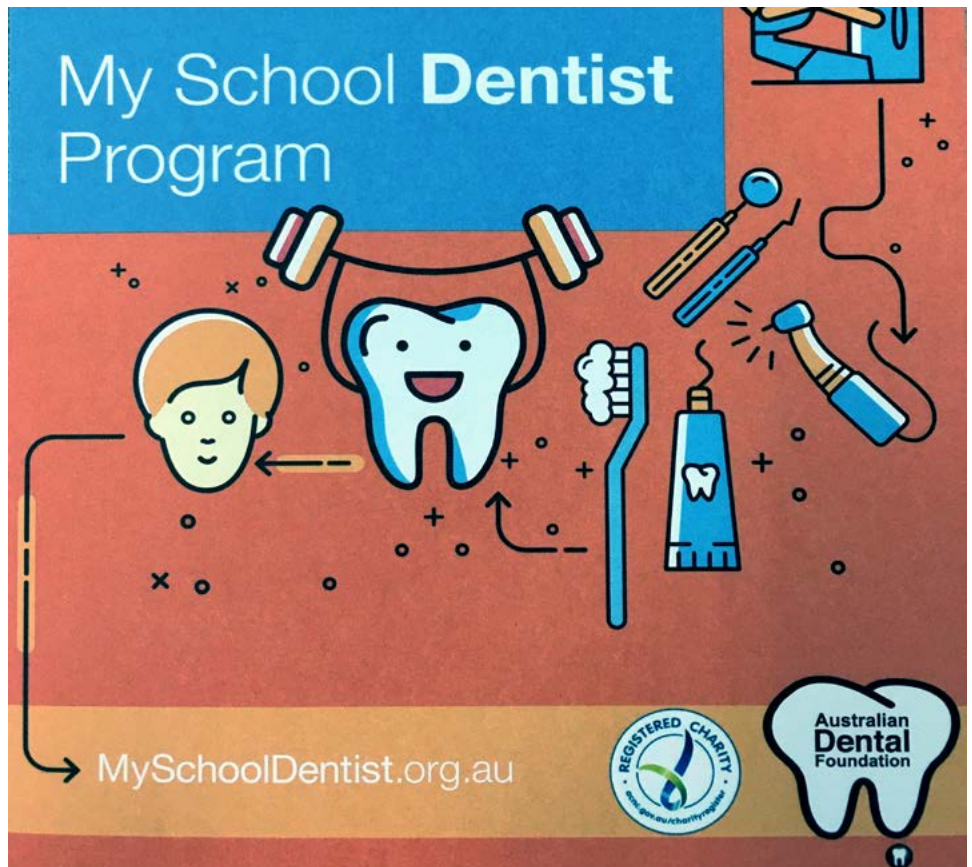
Forms have been sent home with the students, please complete them and return to school by week 1 of term 2.

However, the actual visit to the school has been postponed until further notice.

If you have any questions please do not hesitate to contact me on 8445-9833.

Cathy Bushby

Senior Leader Student Wellbeing





Term 1 update and information

Thank you to the homestay families who attended our BBQ. It was great meeting everyone, and so reassuring to know that our students are in good hands. Many thanks to the students who helped with setting up, cooking, and packing up.

On 21 February, some of our students attended Port Noarlunga Aquatic Centre, where they had the opportunity to participate in surfing, bodyboarding, and snorkelling. It was a beautiful day, and all the students had a go at everything, which was great to see. Thank you to Mr Lombardi for coming along and supporting us.

This term, we have introduced Tea with the Teacher – an opportunity for me to catch up with all International Students. We meet every second Friday at lunch time; nibbles provided. It's been fun so far, and I hope to keep seeing you all there.

Students, if you haven't yet, give @ [international_whs](#) on Instagram a follow.

Updates from school and IES will be posted here, as well information about events that may interest you.

Daymap will continue to be used, but we know that you'll be checking "the 'gram" quite frequently!

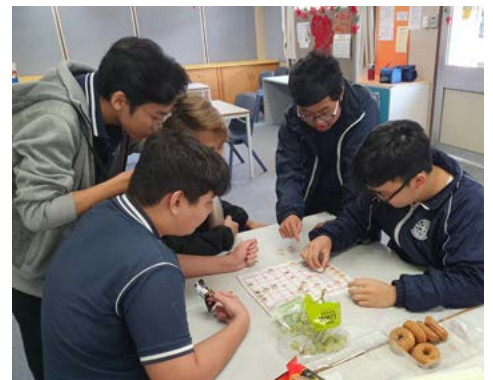
In light of the current COVID-19 pandemic I would like to remind students of their BUPA health cover. If you contract the virus in Australia your tests, GP visits, and hospitalisation will be covered with no changes to the benefit you are already paying.

The school has also switched dental providers this year, meaning International Students are now eligible.

Their private health fund (BUPA for most) will cover the gap fee. If you are interested in seeing the school dentist, please come see me for a form.

Dina Phan

International Students Program Manager



A day in the life of Laser

It was a beautiful morning and we, the Intensive Secondary English Course (ISEC) students, went to the Drama room, which is Laser's second home, to find out more about him.

Laser's birthday is 22nd August and he lives with Ms Sykes's family.

Also, he has a brother named Lance and a sister named Belle.

In addition to loving eggs, chicken, bacon and carrots, he won't say no to frozen apples on a really hot day. He comes to school at 8am every day. Occasionally, he sleeps in his doggy bed and snores very loudly but when he is awake, he really likes being with people.

Laser is a very cute dog, moreover, he can also do some tricks like sit down, lie down, shake hands and high 5. Even though he is a Labrador, he surprisingly doesn't like water. Additionally, Laser is trained to relieve students' worries and anxieties.

But he is not always working. In his spare time, he plays with the ball and sleeps. Sometimes he gets cuddles from everyone.

After playing with the intelligent and enthusiastic Laser, I felt relaxed because he is just so lovable and friendly.

Yvonne Toh

ISEC teacher and the ISEC Class



Nunga Tag

The Nunga Tag Carnival was held at Flinders University Stadium on Wednesday 11 March. Twelve Aboriginal and Torres Strait Islander students in Year's 8 and 9 from Woodville High School, entered as a mixed team and competed against other Aboriginal and Torres Strait Islander students from other schools in an NRL-organised competition.

Each student had two sashes hanging by their sides throughout the games with the objective of snatching one from the player with the ball in the hope of creating a turnover and, eventually, scoring a try.

Woodville High School played five matches throughout the day.

Their campaign got off to a slow start resulting in a loss to the Wiltja students for game 1. Consequent coaching and mentor inspiration provided immediate effect to Woodville High School students with the following two successive matches drawn.

Game 4 approached and the students were determined to taste victory.

In a game of end-to-end rugby and with scores tied in the final half, Woodville High School's, Lowannah Swan, tucked the ball under her arm from defence to barnstorm her way to the try line, sealing victory.

It was a fantastic day, enjoyed by all involved.

Jess Curnow

Aboriginal and Torres Strait Islander
Education Coordinator



Out and about @ Adelaide Festival

Year 11 and 12 English teachers used the opportunity of the Adelaide Festival and North Terrace to offer our students some wonderful learning experiences.

The Year 12 English classes were out on Tuesday 3 March. The English Literary Studies class started at the very early time of 7.30 meeting at The Guardsman for a quick coffee before attending Breakfast with Papers to listen to a range of artists and celebrities discussing the day's news events. The students enjoyed the intellectual conversations which covered a range of world and local topics.

They then meet the English class for a quick walk through the North West corner of Adelaide to peruse interesting art work at the new Uniting Church Centre. Thank you to parent, Peter McDonald for taking us for a short tour through this. This was followed by a futuristic simulation at MOD Museum and then onto Writer's Week to hear various writers.

Wednesday was the Year 11s opportunity and along with MOD Museum and Writer's Week they also attended the production of Lighthouse at the oldest of our beautiful city's theatres – The Queen Theatre. The production was well received and our students were commended on their excellent behaviour.

A great time was had by all students and these authentic experiences have led to the production of some great writing and reviews. It is always valuable to take advantage of the great opportunities we have open to us at Festival time.

Hellen Portellos

Coordinator of English



2020 Sports Day Results

Individual winners

U14 Girls	Ivony Ikun	Sirius
U14 Boys	Gman Paye	Jupiter
U15 Girls	Lana Priestly	Mercury
	Jashayla Wilson - Eglinton	Neptune
U15 Boys	Bailey Gibbs	Mercury
	Baraka Makabano	Mercury
U16 Girls	Delina Butcher	Mercury
U16 Boys	Jimmy Mey	Jupiter
Open Girls	Audrey Holt	Neptune
Open Boys	Yusuf Ali Ahmed	Mercury
Girls champion	Mya West	Jupiter
	Shieeka Wilson -Eglinton	Jupiter
Boys champion	Gibrilla Aboud	Jupiter

Record breakers

U14 Boys 200m	Harvey Knight	24.93 sec
U14 Boys Shot Put	Bailey Gibbs	10.56m
U16 Boys 400m	Ethan Simcock	58.60 sec
U16 Boys High Jump	Anthony Le	1.65m
U14 Girls 800m	Lyla Muir	3.00 min
U14 Girls Discus	Ella Shicker	16.06m
U14 Girls 100m	Litoria Frank	13.58 sec
U15 Girls Discus	Lana Priestly	21.41m
U16 Girls High Jump	Maddie McVee	1.27m
U16 Girls Javelin	Delina Butcher	22.15m
Open Girls 200m	Audrey Holt	30.56 sec

House points

1st	Jupiter (Red)	830 points
2nd	Mercury (Yellow)	820 points
3rd	Neptune (Green)	719 points
4th	Sirius (Blue)	695 points



Dear parents, guardians and carers

Re: Nationally Consistent Collection of Data on School Students with Disability (NCCD)

Every year, all schools in Australia participate in the Nationally Consistent Collection of Data on School Students with Disability (NCCD). The NCCD process requires schools to identify information already available in the school about supports provided to students with disability. These relate to legislative requirements under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, in line with the *NCCD guidelines* (2019).

Information provided about students to the Australian Government for the NCCD includes:

- year of schooling
- category of disability: physical, cognitive, sensory or social/emotional
- level of adjustment provided: support provided within quality differentiated teaching practice, supplementary, substantial or extensive.

This information assists schools to:

- formally recognise the supports and adjustments provided to students with disability in schools
- consider how they can strengthen the support of students with disability in schools
- develop shared practices so that they can review their learning programs in order to improve educational outcomes for students with disability.

The NCCD provides state and federal governments with the information they need to plan more broadly for the support of students with disability.

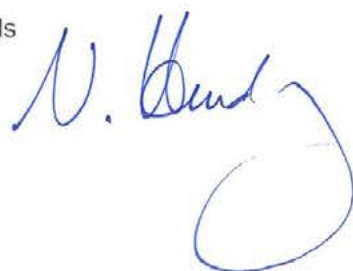
The NCCD will have no direct impact on your child and your child will not be involved in any testing process. The school will provide data to the Australian Government in such a way that no individual student will be able to be identified – the privacy and confidentiality of all students is ensured. All information is protected by privacy laws that regulate the collection, storage and disclosure of personal information. To find out more about these matters, please refer to the Australian Government's Privacy Policy (<https://www.education.gov.au/privacy-policy>).

Further information about the NCCD can be found on the NCCD Portal (<https://www.nccd.edu.au>).

If you have any questions about the NCCD, please contact the school.

Kind regards

Principal



Trường Trung Học Woodville

Bản Tin số 2

Tường trình của Hiệu Trưởng

Có nhiều thay đổi so với phần tường trình của tôi vào tháng 2 vừa qua. Chúng ta đang phải đối phó với dịch bệnh vi khuẩn Corona đang lan rộng trên toàn thế giới với một tốc độ nhanh đáng kể. Mặc dù chưa có trường hợp nào bị lây nhiễm COVID-19 tại trường chúng ta, tác động của dịch bệnh này ảnh hưởng rất lớn đến chúng ta qua cộng đồng xã hội.

Tôi muốn trấn an mọi người là chúng ta đang đóng góp phần trách nhiệm của mình qua việc làm chậm lại và quản lý dịch bệnh này tại trường và cộng đồng quanh ta.

- Chúng tôi đang cung cấp các hướng dẫn tốt nhất và thực tiễn đến các học sinh, phụ huynh và nhân viên trường về việc làm sao quản lý dịch bệnh này qua việc giữ vệ sinh cá nhân và khoảng cách với người khác.
- Chúng tôi khuyến khích mọi học sinh thực hiện việc rửa tay sạch sẽ mỗi lần trước khi ăn, sau khi đi vệ sinh, và sau mỗi lần đụng tay vào các đồ vật
- Chúng tôi đã cho gắn quanh trường 6 chỗ rửa tay bằng thuốc sát trùng nơi có đông học sinh qua lại như căn-tin và thư viện.
- Chúng tôi đang cải thiện việc thi hành giữ khoảng cách an toàn bao gồm việc thay đổi sinh hoạt lớp học nhằm giảm bớt việc học sinh đứng chạm nhau, và hủy bỏ các tập họp chung và các buổi hội họp đông người mà học sinh và giáo viên không có đủ khoảng cách an toàn, và khuyến khích việc thực hành giữ khoảng cách an toàn tại trường bao gồm việc chia nhỏ các lớp có đông học sinh.
- Chúng tôi lau chùi sạch sẽ hàng ngày các laptop và bàn đánh chữ của computer trước khi cho các học sinh mượn
- Các người dọn vệ sinh được tăng thêm giờ mỗi đêm để lau chùi các tay nắm cửa, tay vịn cầu thang, và các mặt bằng mà nhiều học sinh có thể đụng chạm đến

Chúng tôi cũng luôn tìm cách bảo đảm việc học sinh có thể học trực tuyến (on-line) trong trường hợp trường bị đóng cửa, và đồng thời cho các học sinh mà gia đình quyết định cho ở nhà.

- Các học sinh lớp 11 và 12 không có thiết bị điện tử tại nhà đã được nhà trường nhận diện và cung cấp cho các em một laptop từ nhà trường.
- Chúng tôi đã tăng cường đào tạo nhân viên trong việc sử dụng các công cụ học tập trực tuyến như ZOOM và Google hangout và cung cấp thời gian cho giáo viên để đưa tài nguyên và các việc cần làm lên Daymap để học sinh có thể truy cập học tập từ nhà
- Chúng tôi đã thử nghiệm với các lớp học của chúng tôi để truy cập và sử dụng học tập trực tuyến khi cần thiết

Tuy nhiên, trong khi chúng tôi tập trung vào các nhiệm vụ khẩn cấp phải đối mặt, vẫn còn rất nhiều tin tốt kể từ lá thư cuối cùng của tôi. Chúng ta đã có một Ngày thể thao toàn trường rất thành công vào ngày 02 Tháng ba, mà đội Jupiter một lần nữa giành được hạng nhất nhưng chỉ với 10 điểm khác biệt. Một số trường tiểu học đã đến thăm trường để có trải nghiệm "cảm giác của trường trung học", và một ngày đào tạo rất thành công cho giáo viên để tăng cường kỹ năng giảng dạy. Một chương trình nhà trường sẽ theo dõi chặt chẽ là tất cả các học sinh lớp 8 phải đọc 1000 trang sách trong năm, nhờ đó chúng tôi hy vọng sẽ cải thiện khả năng đọc của học sinh trôi chảy.

Xin vui lòng hồi báo sớm cho lá thư của trường gửi về cho gia đình về việc quyết định của phụ huynh cho biết lựa chọn giữa việc tiếp tục gửi con đến trường hay cho học tại nhà trong Học Kỳ 2 bằng cách gửi tin nhắn (SMS) đến trường qua số 0431 561 656 và nhắn "Attending School (đến trường)" hay "Learning from Home (Học ở nhà)".

Sau cùng, tôi mến chúc tất cả các gia đình dồi dào sức khỏe và hạnh phúc và, một lần nữa, xin trấn an quý vị rằng tất cả chúng tôi sẽ làm việc cật lực nhất để giữ cho trường Trung Học Woodville một môi trường học tập an toàn, hạnh phúc, và thành công.

Neil Hendry, quyền Hiệu Trưởng

ROTARY

BOOKMART

The Rotary Club of Kidman Park's new Bookmart in Woodville West is now open.

Come and see our large variety of wonderful pre-loved books and magazines at bargain prices. Some as good as new.

We are passionate about helping our local community, youth programs and international projects. Public support is vital for us to be able to continue our work, so please come and check us out.

VOLUNTEERS WELCOME.

FIND US HERE: SMITH RESERVE HALL



Smith Reserve Hall, Gawler Street, Woodville West

Opening hours:

Monday, Tuesday, Thursday 10am – 3pm

Saturday 10am - 3pm

Closed Sunday, Wednesday and Friday



Rotary
Kidman Park



Reassuring your children about the unknown

Information for parents during COVID-19



What this fact sheet covers:

- How to talk about the situation
- Strategies to reduce anxiety
- Tips to support wellbeing
- Seeking additional help

Introduction

It's not just adults worrying about COVID-19 and the day-to-day changes around the situation. As parents, it is important to listen to the questions coming from your children so you can offer clear and honest answers.

It's also OK to admit that you may not know the right answers rather than pretending to have the correct response.

Children will be picking up information from their peers, the media, and what they are observing in the outside world.

It is the role of parents to communicate openly with their children in a way that does not exacerbate any feelings of anxiety, and to tailor information to their kid's age and developmental stage so they can be sure it is understood.

Talking about COVID-19 with your children

- 1. Speak to them calmly and openly.** Don't shield them from everything but at the same time choose your words carefully. Saying that it is a 'pandemic never seen before in our lifetimes' does not help to calm your child.
- 2. Encourage them to ask questions.** Curiosity at this time is natural and it is a good sign if they are wanting to find out more.
- 3. Ask them what they know and what they are worried about.** Agree with them if you have the same concerns but also offer reassurance and set up a plan to help deal or cope with that worry.
- 4. Reassure them it's normal to be worried.** Both children and adults have worries about COVID-19 and most people are feeling concerned.
- 5. Provide reassurance that as young people, they are relatively safe.** Current data suggests that young people are less likely to catch the virus than others, and even if they do, they

are unlikely to get very sick or go to hospital.

6. Let them know that you will be available.

You will be there to talk to them about their worries whenever they would like to and if they think of questions after your chat, they can ask them anytime.

7. Identify other responsible adults in their life.

If you aren't there to field any questions they may have, it is reassuring for them to know they have other adults they can approach.

8. Get the right information. Choose one reputable website to get your information from (such as the Department of Health) and resist temptation to look at more sensational sources.

9. Let them know about family plans. Share what you are doing and plan to do to keep their family safe. Encourage regular safe contact with loved ones, e.g. video chat with grandparents.

Practical strategies to reduce COVID-19 related anxiety

Provide a sense of control by discussing and implementing practical steps your child can take to stay safe.

These may include:

- Regular handwashing for 20 seconds. They can sing 'Happy Birthday' through twice to get the right length of time.
- Cough and sneeze into elbows. For younger kids tell them to pretend to be elephants as they do it.
- Give them new chores so they feel able to help keep control. Things like cleaning areas at home each night or helping to prepare food will give them a feeling of responsibility.
- Limit unhelpful or excessive media exposure which can often increase anxiety.

General tips to support wellbeing

- Remaining active is very important for mental health and wellbeing. Many school sporting competitions have been postponed and substitute activities like going outside for walks or doing online exercise programs like yoga or zumba are great options
- Make sure you join in with their fun. It can be hard if you're not feeling well yourself or if you're having to make lots of decisions about changing your routine, but remember your child is looking to you to know how to behave. Show them there is still time for fun.
- Encourage communication with friends using virtual formats when face-to-face isn't an option.
- Develop a plan with your child about their schooling over the coming weeks. This will need to be done in collaboration with their schools, but it will be reassuring for them to know that there is a plan, even if it needs to be adapted at a later date.
- Help your child to get enough sleep. You can do this by limiting the use of screens late in the evening and encourage your child to start a wind down routine about an hour before they go to bed. This helps them prepare their body and mind for sleep.

Seeking additional support

If your child or teenager is experiencing anxiety that is very distressing to them or interfering with their ability to function, it is important to seek additional support. There are digital tools and helplines listed at the end of this fact sheet that you can recommend.

If you are struggling with anxiety yourself, you can find more information [here](#).

If you have significant concerns about your child and want some professional help, you can

get a referral to a psychologist or mental health professional through your GP.

It's best to contact your GP over the phone first and they will let you know how to proceed. Many psychologists are now offering their services using tele-health or online communications.

Helpful resources and online tools

Bite Back

biteback.org.au

Kids Helpline | 1800 55 1800

kidshelpline.com.au

Beyondblue | 1300 22 4636

beyondblue.org.au/get-support/national-help-lines-and-websites

eHeadspace

headspace.org.au/eheadspace

Brave online

brave-online.com

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