



**Asquith Girls High School
Term 2 Online Learning Manual
For Students and Parents/Caregivers**

Message From the Principal

Dear parents, caregivers and students, welcome to Term 2 2020

At Asquith Girls High School, we are committed to providing quality learning opportunities for every student. Whilst online learning is very different, it is also an exciting opportunity for us to take learning to the next level and deliver it in an exciting, interactive, and achievable way.

We would like to cater for this by offering certainty and continuity of learning through our AGHS Online Learning processes and procedures.

Based on feedback from students, parents/caregivers and teachers, we have refined our processes and procedures for implementing online learning to address:

- A best-practice model for teachers that incorporates the principles of visible learning and explicit teaching;
- Clear expectations for students so that learning routines are predictable across different online classrooms. This also aligns to the principles of Positive Behaviour for Learning (PBL);
- A focus on an online learning model where students are encouraged to have voice and achieve their best while supported by expert teachers;
- Reflection tools to embed the learning that occurs each lesson;
- Pedagogical innovation towards blended learning in all KLAs for inclusive and equitable education for all students.

To achieve this, we have encouraged teachers to use a consistent format where approximately 40 minutes will be dedicated to explicit teaching and learning, and the final 20 minutes will be focused on consolidation and reflection. There will be an increased use of video conferencing platforms for lessons, and students should follow their regular timetable wherever possible.

We understand that online learning is challenging for everyone - students, teachers and parents/caregivers. Parents and caregivers are not expected to be the teacher, and it is important to ensure that everyone is clear on their role. If teachers have set work, encourage your child to complete it or seek help from their teacher if they are having difficulty. When a teacher is running video conferencing lessons, encourage your child to join in and participate.

We are aware online learning has been a challenge for some of our students while others will love it. If it gets all too hard on any given day, allow them to stop and come back to it at a later stage. Encourage them to do their best and to communicate to their teacher regarding their learning concerns. Teachers are happy to assist them, but students must make sure that they ask for help.

We thank you for being an active partner in your child's education and for your continuous support to our learning community. We believe a healthy and well-managed approach to learning will ensure quality learning outcomes for our students while they engage in learning from home.

Kind Regards

Elizabeth Amvrazis
Principal

Summary of Organisation for Term 2

Week 1 and 2:

- Monday 27 and Tuesday 28 April are devoted to School Development Days. There will be no online learning during School Development Days. Students will commence their learning for Term 2 on **Wednesday 29 April**.
- Weeks 1 and 2 will continue following the same arrangement as the end of Term 1. Based on teacher, student and parent/caregiver feedback from Term 1, we have refined our processes to further support our students through these challenging circumstances.
- Asquith Girls High School will be in operation every day in Term 2 to accommodate those families who work for essential services. However, parents/caregivers are encouraged to keep students at home wherever possible to engage in online learning. No student who attends school will be turned away.
- The school will be using a model of synchronous learning, where students will be encouraged to follow their normal school timetable wherever possible. The most current version of students' timetables are available on the Sentral Student and Parent Portal <https://web2.asquithgir-h.schools.nsw.edu.au/portal/login>
- Week 1 Term 2 will be following the Week B timetable
- The Canteen and P&C Uniform Shop will not be open during this period

Week 3 - Week 10

- From Monday 11 May (Week 3), Phase 1 of the managed return of students will occur, where every student will have the opportunity to attend school one day per week. The details of the day that each student will be rostered to attend will be communicated to you as soon as possible.
- There will be one unit of work provided by teachers for each class so that students at school and those at home will be completing the same tasks.
- It is important that we maintain social distancing across the school. Classrooms will be limited to approximately 10 students and 15 students for bigger areas. Adjustments will be made to the use of the play-ground during recess and lunch.
- A priority will be placed on Year 12 with a particular focus on supporting students with major works or who need access to specialist equipment, however, the majority of learning will continue to be delivered online.
- The Department of Education will provide additional hand sanitisers and soap, and extra cleaning will be distributed to schools during COVID-19 restrictions.
- Communication about the implementation of each new phase in this process will be provided to you and your child as the information is finalised.

Below is the organisation flow chart from the Department of Education regarding the plan for the phased return to school for your consideration and understanding. More information including a higher resolution copy of this flowchart are available at the following website:

<https://education.nsw.gov.au/covid-19/advice-for-families/managed-return-to-school-guide-for-families>

As the information on COVID-19 is continuously being updated, please regularly check your email for any updates and advice regarding COVID-19 and school operational matters in Term 2.

PHASE 0

PHASE 1

PHASE 2

PHASE 3

PHASE 4

At all times

- Schools are safe places for students, teachers and staff.
- All students engage with a single unit of work.
- Keep up-to-date with your school's communications to make sure you receive important messages about timetable changes.
- Any identified cases of COVID-19 will continue to be managed in line with health advice, including temporary school closures where necessary.

Learning from home

Practical resources and guides to support students are available at the department's [Learning from home hub](#).

Schools are open for families who need it.

- Families are encouraged to keep their children at home wherever possible, with no student to be turned away.
- Students who attend school are supervised only, not in their regular classes.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You must continue to

- Keep your child/children at home if possible.
- Support your child/children to continue learning at home.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school at least one day per week.

- Schools have discretion for establishing which group attends on which day, with a preference to group siblings/families together.
- Families who need to send their child to school every day may continue to do so and no child will be turned away.
- Classes are split across different spaces and break times can be staggered.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school one day a week.
- You are encouraged to keep you child at home for the rest of the week wherever possible.
- Check with your school to see which day of the week your child/children should attend.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue learning at home on remote learning days.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school at least two days per week.

- Schools have discretion for establishing which group attends on which days, with a preference to group siblings/families together.
- Families who need to send their child to school every day may continue to do so and no child will be turned away.
- Classes are split across different spaces and break times can be staggered.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school two days a week.
- You are encouraged to keep you child at home for the rest of the week wherever possible.
- Check with your school to see which two days of the week your child/children should attend.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue learning at home on remote learning days.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school five days per week, with social distancing measures.

- Students with increased health risks may continue to learn at home to suit their individual needs.
- Students remain in the same classroom for the day, break times can be staggered to reduce mixing between class groups.
- No excursions or inter-school activities.
- Continued enhanced cleaning and hygiene supply arrangements.

You can now

- Send your child/children to school every day.
- Access community services run on school sites, where they are not restricted by Public Health Orders.
- Use the school canteen and uniform shop where appropriate hygiene measures are in place.
- Walk your child/children into and out of school while maintaining social distancing.

You must continue to

- Follow your school's advice regarding changes to drop off and pick up, including staying in your car when dropping off and picking up your child/children if safe to do so.
- Maintain social distancing by avoiding gathering outside of school gates.
- Make sure your child/children have access to lunch and snacks, noting some canteens may not be operating at this stage.
- Support your child/children to continue to learn at home if they are required to learn remotely.
- Communicate with your school via email and phone wherever possible.
- Follow the health advice and keep your child/children at home if they are unwell.

Students at school five days per week, with full school activities.

- Normal school breaks and entry/exit processes will resume.
- Infection control procedures will continue on a school by school basis.
- Communication to staff, students and families regarding NSW Health advice will continue.
- Continued communication to the Early Childhood Education sector regarding NSW Health Advice.

You can now

- Send your child/children to school every day.
- Participate in school excursions and inter-school activities.
- Use playground equipment at schools.
- Drop your child/children off at school as you would normally do.
- Participate in school based activities such as volunteering in classes and assemblies.
- Use services that usually operate at your school like canteens and other community run activities.

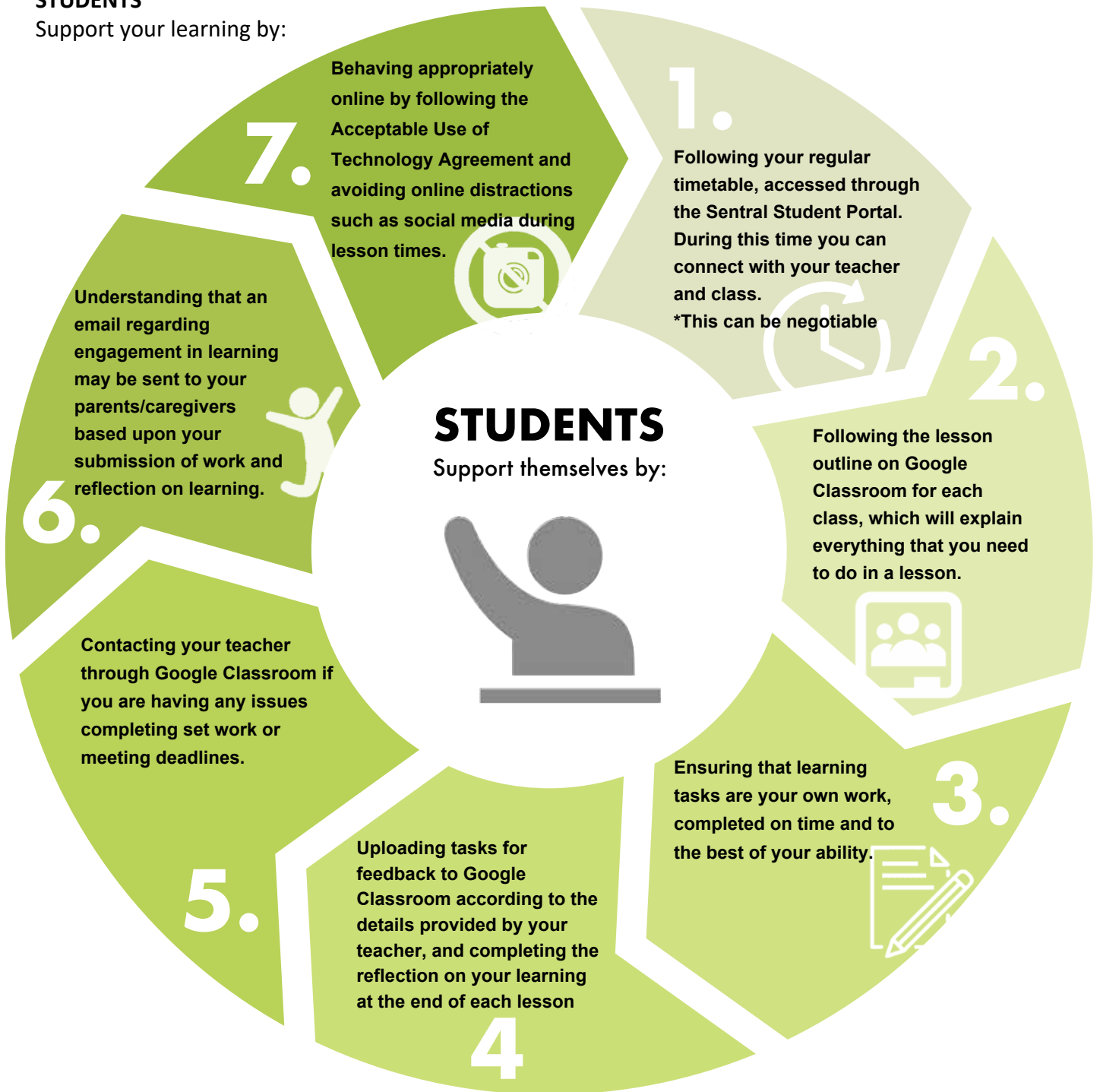
A managed return to school

Guidelines for families

Strategies to Support the Continuity of Learning

STUDENTS

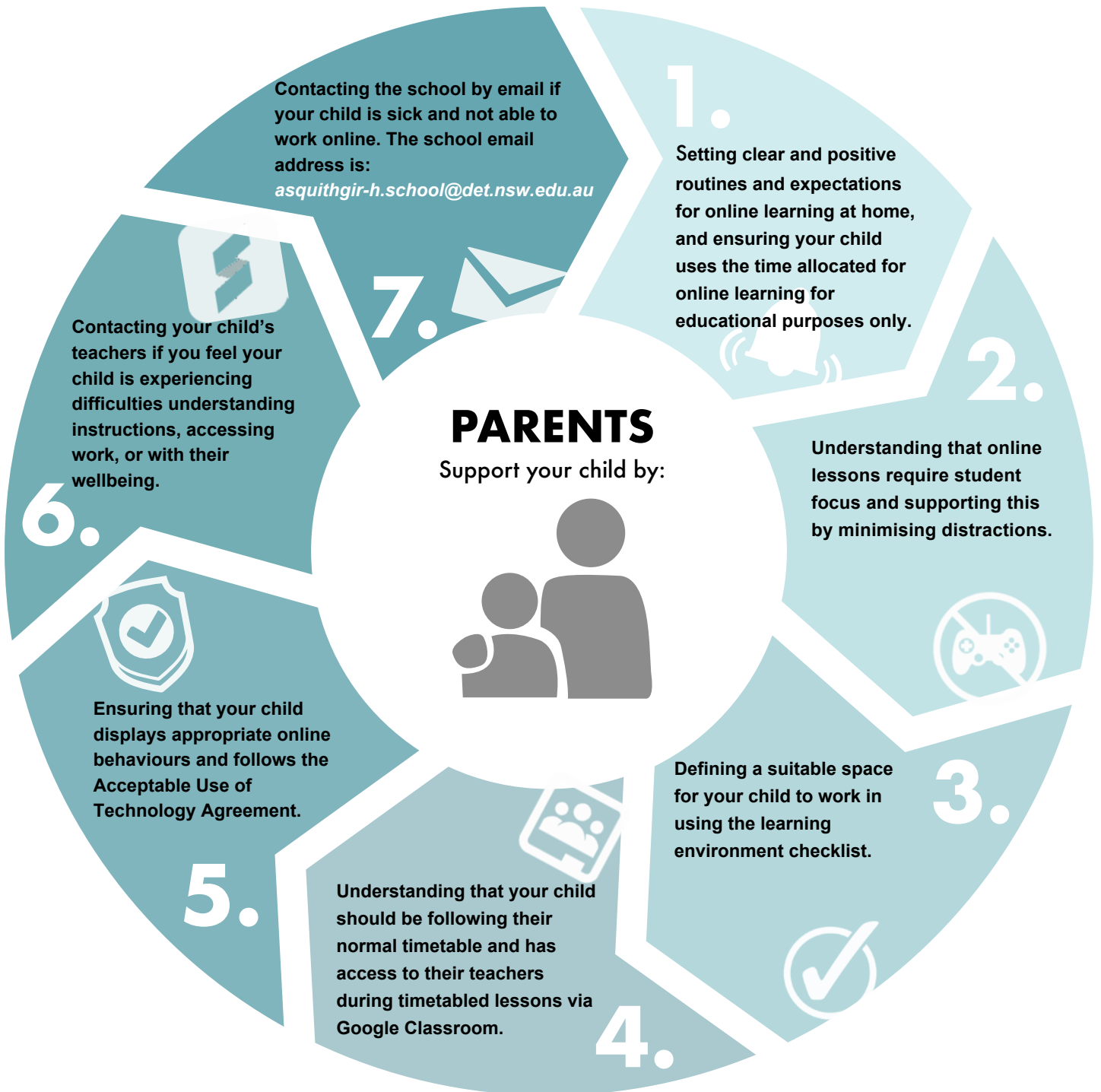
Support your learning by:



NOTE: While it is our preference in Term 2 for students to work using synchronous learning by following their regular timetable, there may be circumstances where some students may not be able to access online learning during the timetabled lesson due to access to computers and the internet. To cater for these circumstances, students may work asynchronously (ie. complete tasks at a time outside their normal timetabled lesson) but must engage with the classwork within 24 hours of their timetabled lessons.

PARENTS/CAREGIVERS

Support your child by:

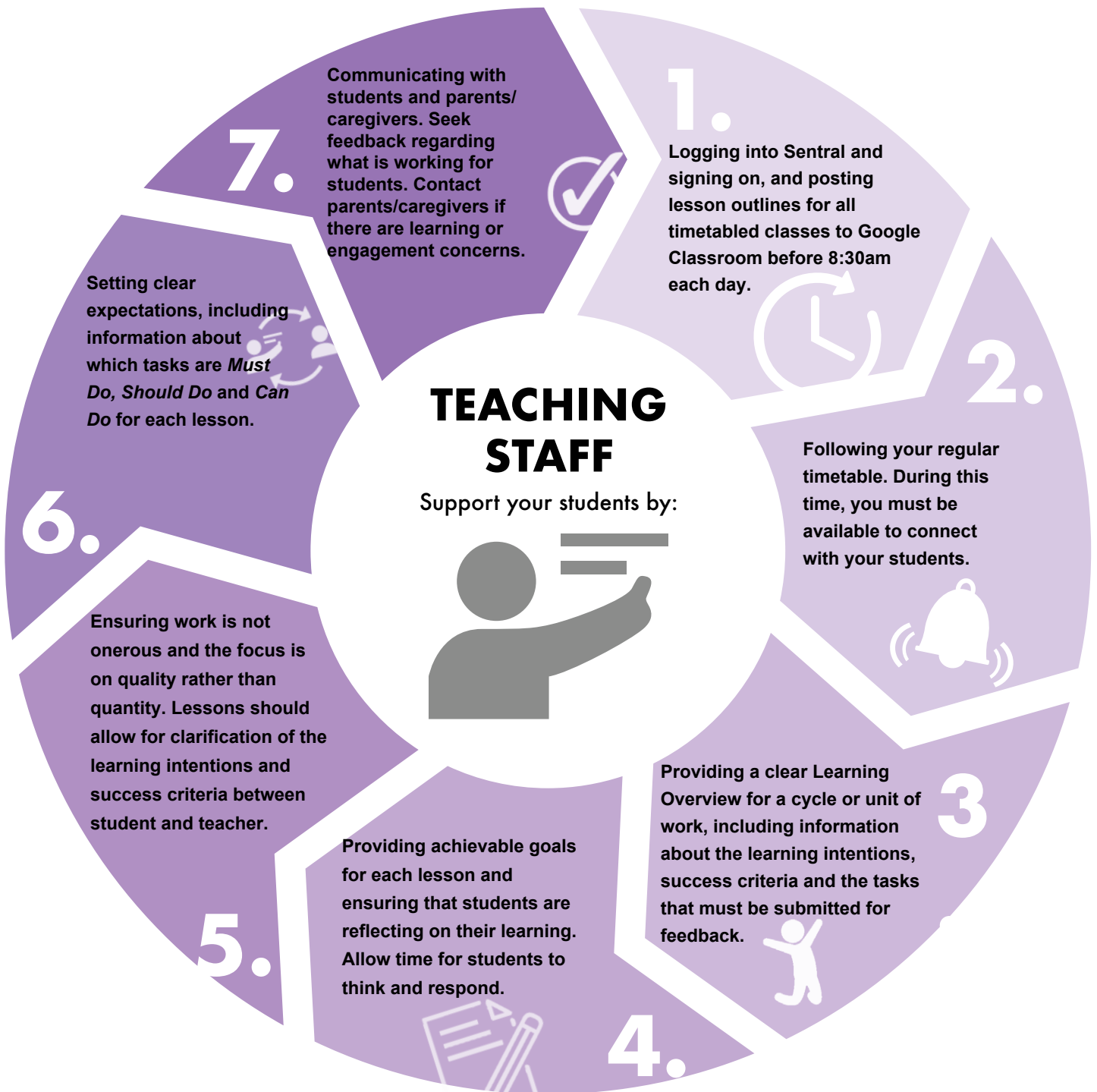


The learning environment checklist and other useful information to support parents and caregivers during online learning can be found in the AGHS Online Learning Advice for Parents and Caregivers document that was sent to all families last term. This document is available on the Sentral Parent Portal and can also be found on our website at

<https://asquithgir-h.schools.nsw.gov.au/learning-at-our-school/learning-from-home/aghs-online-learning-advice-to-parents-and-caregivers.html>

TEACHING STAFF

Support students by:



Summary of Strategies to Support the Continuity of Learning

PARENTS Support your child by:	STUDENTS Support yourselves by:	TEACHING STAFF Support students by:
<ul style="list-style-type: none"> ● Setting clear and positive routines and expectations for online learning at home, and ensuring your child uses the time allocated for online learning for educational purposes only. ● Understanding that online lessons require student focus and supporting this by minimising distractions. ● Defining a suitable space for your child to work in using the learning environment checklist. ● Taking an active role in helping your child process their learning. ● Understanding that your child should be following their normal timetable and has access to their teachers during timetabled lessons via Google Classroom. ● Ensuring that your child displays appropriate online behaviours and follows the Acceptable Use of Technology Agreement. ● Contacting your child's teachers through the school email if you feel your child is experiencing difficulties understanding instructions, accessing work, or with their wellbeing. ● Contacting the school by email if your child is sick and not able to work online. School email address is: asquithgir-h.school@det.nsw.edu.au 	<ul style="list-style-type: none"> ● Following your regular timetable, which can be accessed using the Sentral Student Portal. During this time, you should connect with your teacher using Google Classroom and other approved online learning platforms identified by your teacher. ● Checking the Learning Overview that will be provided for a cycle or unit of work on Google Classroom for each course. ● Following the lesson outline and instructions on Google Classroom for each class. This will explain everything that you need to do in a lesson, and will include approximately 40 minutes of explicit teaching and learning activities followed by 20 minutes for consolidation and reflection. ● Ensuring that learning tasks are your own work, completed on time to the best of your ability. ● Uploading tasks for feedback to Google Classroom for each of your courses according to the details provided by your teacher, and completing the reflection on your learning at the end of each lesson. ● Contacting your teacher through Google Classroom if you are having any issues completing work or meeting deadlines. This may include informing them if you share a device and cannot be online at the scheduled lesson time. ● Understanding that an email regarding engagement in learning may be sent to your parents/ caregivers based upon your submission of work and completion of reflection on learning. ● Behaving appropriately online by following the Acceptable Use of Technology Agreement and avoiding online distractions such as social media during lesson times. 	<ul style="list-style-type: none"> ● Posting lesson outlines for all timetabled classes to Google Classroom before 8:30am each day. ● Following the regular timetable. During this time teachers will be available to connect with students using Google Classroom and other online learning platforms identified in the lesson outline. ● Providing a clear Learning Overview for a cycle or unit of work on Google Classroom, including learning intentions, success criteria and the tasks that must be submitted for feedback. ● Providing achievable goals for each lesson and ensuring students reflect on their learning, so that the focus of lessons is on learning rather than the completion of tasks. Lessons should include approximately 40 minutes of explicit teaching and learning activities followed by 20 minutes for consolidation and reflection. ● Ensuring work is not onerous and the focus is on quality rather than quantity. Lessons should allow for clarification of the learning intentions and success criteria between student and teacher. ● Set clear expectations, including information about which tasks are <i>Must Do</i>, <i>Should Do</i> and <i>Can Do</i> for each lesson. ● Communicating with students and parents/caregivers. Seek feedback about what is working for students. Contact parents/caregivers if there are learning or engagement concerns.

Communicating with Teachers

- Students are able to communicate with their teachers through Google Classroom.
- Parents/Caregivers are able to communicate with the school and teachers through the Asquith Girls High School email: asquithgir-h.school@det.nsw.edu.au
- It is important to recognise that teachers may not be able to respond to messages from students and parents/caregivers immediately. Teachers will respond to messages sent using the methods listed above as soon as possible.

Sentral Student Portal

The Sentral Student Portal is an essential tool for accessing student timetables, daily announcements related to the general operations of the school and important school documents such as the assessment booklets and online learning resources

The Sentral Student Portal can be accessed by visiting
<https://web2.asquithgir-h.schools.nsw.edu.au/portal/login>

Students must sign in to the Sentral Student Portal using the same username and password that they use to sign into computers at school or access their Department of Education emails.

Sentral Parent Portal

The Sentral Parent Portal can be accessed by visiting
<https://web2.asquithgir-h.schools.nsw.edu.au/portal/login>

Parents/Caregivers have been sent a username and password to access the Sentral Parent Portal earlier in the year. Please email the school if you need any assistance in accessing the Parent Portal
asquithgir-h.school@det.nsw.edu.au

Instructions for Students in Using Online Learning Platforms

The following instructions have been sent by email to students and parents/caregivers to assist in using some of the online learning platforms being used by the school.

These documents can also be accessed by students and parents/caregivers on the Sentral Student and Parent Portals and can also be found on our website at
<https://asquithgir-h.schools.nsw.gov.au/learning-at-our-school/learning-from-home.html>

Adobe Connect

Advice on getting set up and using Adobe Connect
https://drive.google.com/file/d/1QnN0aZkQo_ReW_gBQeVD99AUoealYs2B/view?usp=sharing

Google Classroom

Instructions for signing in and joining a class

<https://drive.google.com/file/d/1AZFvIbGVIIJr9Z2P0VwtKijKPotJzTcL/view?usp=sharing>

Submitting work using the *Assignment* feature (including tasks for teachers to provide feedback and assessment tasks)

<https://drive.google.com/file/d/1Vq4uPMuDMWwizscSaZBGyNA1if1O0rcO/view?usp=sharing>

Completing the evaluation/reflection on learning at the end of each lesson

<https://drive.google.com/file/d/1n4gTudYBMHsrzuEPIFeZ7RGYgTN1EkEd/view?usp=sharing>

Posting messages and asking general questions

<https://drive.google.com/file/d/101kEaAWPbP3QofvgmRunEVGQLQ3L5wyP/view?usp=sharing>

Asking questions about work set for a lesson

https://drive.google.com/file/d/1z_NqWvF_D_2rEvN66Ti_R7IPsZrT3O-3/view?usp=sharing

Asking private questions about a specific task

<https://drive.google.com/file/d/1kk4K3r2Ut5h-IJaLqPqjtnSQslkJLTHB/view?usp=sharing>

Google Classroom Codes

Google Classroom access codes have been sent by email to all students in Term 1. These codes can also be accessed by students on the Sentral Student Portal.

Google Classroom Parent/Caregiver Email Summaries

This term, some teachers will be trialling the use of the *Guardian Summary* feature on Google Classroom. If your child's teacher chooses to use this feature, you will receive an email inviting you to be added to your child's Classroom.

When parents/caregivers join Classroom, they receive weekly, automatic email summaries for their child. These email summaries include:

- Missing work—Work that's late at the time the email was sent (if the work has been set using the *Assignment* feature with a due date)
- Upcoming work—Work that is due in the upcoming week (if the work has been set using the *Assignment* feature with a due date)
- Class activity—Announcements, assignments, and questions recently posted by teachers

This feature does not allow parents/caregivers to access the Classroom page, send messages to teachers or view the class stream

More information about the *Guardian Summary* feature can be found at

https://support.google.com/edu/classroom/answer/7126518?hl=en&ref_topic=9049978

Supporting Students During Online Learning

The Learning and Support Team is responsible for supporting students with additional learning needs in the following ways:

- The **Learning and Support Teacher (LaST)** is part of the teaching staff and has been added to the Google Classrooms to directly support identified students during their lessons. The LaST is responsible for liaising with the class teachers to adjust tasks and resources so they are accessible for students who require support. The LaST is also responsible for Disability Provisions.
- The **School Learning Support Officer (SLSO)** role in online learning will be to support funded students. They will be added to Google Classrooms and will adjust written resources for teachers to support students in a manner reflective of their individual learning needs.
- The **High Potential & Gifted student (HPG)** support teacher is responsible for supporting faculty Head Teachers to provide targeted support to HPG students. The emphasis will be on the development of differentiated resources to facilitate the growth of HPG students. The HPG support teacher to be added to the Google Classrooms of Enrichment classes.
- The **Careers Adviser** is responsible for disseminating available careers opportunities to students via the careers newsletter. There is also a Careers Google Classroom page for Year 10, 11 and 12. Additionally, the Careers Adviser is available for individual student careers support via email as required.
- The **Teacher Librarian** is responsible for supporting faculties through the provision of online resources that target specific units of work/syllabus outcomes. They are also responsible for supporting student research and literacy and numeracy.
- The **Literacy and Numeracy** teachers support the development of students' literacy and numeracy skills through the provision of targeted interventions centred on the Department of Education's Literacy and Numeracy Strategy 2017-2020. They are responsible for the dissemination of resources through Google Classroom for targeted students and supporting students who are below National Minimum Standards.
- **Special Support.** Additional support is given to students to exceed the NMS and achieve the Minimum HSC Standards through the sharing of resources on Google Classroom.

Wellbeing Support During the COVID-19 Pandemic

Asquith Girls High School operates on the principle that Wellbeing is at the core of our teaching and learning and the driver for our educational planning. This is vital during this epidemic.

The Wellbeing Team, consisting of the Head Teacher Welfare, Year Advisers and Assistant Year Advisers, School Counsellors, Deputy Principals and Principal, are available to support our students.

To boost mindfulness, an online wellbeing program has been developed to engage our students and encourage them to build skills such as resilience, kindness, perseverance, positive thinking, respect and courage. The XCEL values and positive psychology practices are encouraged through this program. This online wellbeing program will take place during the scheduled assembly time on Tuesday, and will involve virtual Year Meetings, AIM coaching and the SIS program.

The Head Teacher Wellbeing and the student leadership team will also be posting regular wellbeing messages in the daily notices that students can access through the Sentral Student Portal.

We want our students to stay connected with their teachers and their school and seek support as needed. It is equally important for our families to also reach out for support if they need it.

We also strongly encourage students to participate in activities in their own time that enhance their wellbeing, such as healthy eating, regular physical activity and social interaction with friends and family (even if it is through electronic means).

Processes to Support Students During Online Learning

The current arrangements for online learning have required significant adaptation by teachers, students and parents/caregivers. As a result, some students may not be successfully engaging with their learning during this period of time or may not be submitting tasks by set deadlines.

There are a number of possible reasons why students may not be submitting tasks or engaging in online learning, including:

- Lack of or limited access to technology
- Limited understanding of online learning platforms
- Learning difficulties
- Not understanding task requirements
- Not understanding submission requirements
- Poor time management and organisation skills
- Being overwhelmed with workload from all subjects
- Wellbeing issues
- Non-compliance

In Term 2, teachers will be using the following processes to support students in their learning by communicating with students and parents/caregivers to identify the reasons for non-completion of online learning and develop solutions to support students. These processes are not designed to be punitive.

Processes to Support Students During Online Learning - Flowchart

Step 1: Class Teacher to Establish Communication with Parent/Caregiver and Student

- Class Teacher sends individual message to student using Google Classroom asking the reason for not participating in their lesson and offers support.
- If this occurs **3 times** with no resolution, then Class Teacher sends email to parents/caregivers the day after the **3rd** missed lesson;
- Class Teacher creates Sentral Wellbeing entry.



Step 2: Class Teacher Follow Up Based on Parent/Caregiver/Student Response



No Response: Class Teacher follow up one week after initial intervention

- Class Teacher calls parents/caregivers if there has been no improvement or no response after one week from the initial intervention. Please note that calls may appear as **No Caller ID**
- Attempt to call both parents/caregivers if one is not responding. If both parents/caregivers do not answer, a message will be left if possible;
- Class Teacher to create Sentral Wellbeing entry.



Response Received or Engagement Improves: Teacher Support Management

- If parent/caregiver or student responds, Class Teacher provides support for student as necessary.
- Class Teacher to follow normal process for Learning Support Team referral, Wellbeing referrals and IT support if required.
- Class Teacher continues to support student learning as per usual practice.



Step 3: Head Teacher intervention

- Class Teacher notifies Head Teacher if there has been no parent/caregiver response or improvement after his/her intervention;
- Head Teacher sends an email to parents/caregivers;
- Head Teacher creates Sentral Wellbeing entry;
- Head Teacher follow up with phone call if no improvement or no response from parents/caregivers to email;
- Head Teacher provides feedback on intervention to Class Teacher.



Step 4: Deputy Principal Intervention

- Head Teacher notifies Stage Deputy Principal if there has been no parent/caregiver contact or improvement after previous intervention
- Stage Deputy Principal to create Sentral Wellbeing entry;
- Letter of concern sent to parents/caregivers by Deputy Principal
- Deputy Principal to follow up with phone call;
- Deputy Principal to provide feedback on intervention to Class Teachers and Head Teachers.

Wellbeing Support - Flowchart

Step 1: Year Adviser

Year Adviser runs Sentral Wellbeing report **each Monday** based on entries from the previous week;

Year Adviser to call parents/caregivers of any students with 3 or more **wellbeing entries** from the previous week;

Year Adviser records details of parent/caregiver contact on Sentral-Wellbeing-Student Issues stating actions;

Year Adviser sends email to Class Teachers, Head Teachers and Stage DP to notify them of students being supported and interventions being implemented;

Year Adviser makes referral to HT Wellbeing if unable to contact parents/caregivers or if HT Wellbeing intervention is required.



Step 2: Head Teacher Wellbeing

Year Adviser refers student to HT Wellbeing if interventions have not resulted in a reduction in wellbeing entries or unable to contact parents;

HT Wellbeing reviews case of any students who have been referred and implements intervention;

HT Wellbeing contacts parents/caregivers of any students who have been referred by phone or email;

HT Wellbeing makes referral to Counsellor or Deputy Principal if unable to resolve the issue or if student needs intervention by Counsellor or Deputy Principal.



Step 3: Deputy Principal

DP reviews and actions cases of any students who have been referred;

DP contacts parents/caregivers of any students who have been referred;

DP makes referral to Principal, Counsellor, HSLO or external agencies if required.

Additional Resources

Information about Online Learning

NSW Department of Education - Advice for Families

Latest information, updates and advice from the NSW Department of Education regarding COVID-19 and supporting students with online learning.

<https://education.nsw.gov.au/covid-19/advice-for-families>

NSW Education Standards Authority

Latest information, updates and advice from NESA regarding the HSC

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus>

Guidance for parents and caregivers on student wellbeing

Student Wellbeing Hub - Australian Federal Government resource

Wellbeing resources and online space for students in primary and secondary school, as well as for educators and parents.

[Education Services Australia: Student wellbeing hub](#)

Anti-bullying resources

Information for students, parents/carers and teachers about all forms of bullying. Includes phone and web helplines.

[Bullying. No way!](#)

Online Safety resources


Information for students, parents/carers and teachers about online safety from the Australian Government e-Safety Commissioner, with particular reference to the current situation with COVID-19.

<https://www.esafety.gov.au/about-us/blog/covid-19-online-survival-kit-parents-and-carers>

Resources to Support Mental Health 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
 <p>Kids Help Line</p>	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
 <p>Lifeline</p>	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
 <p>Suicide Call Back Service</p>	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.suicidecallbackservice.org.au/
 <p>Youth Beyond Blue</p>	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.youthbeyondbue.com/
 <p>SANE Australia</p>	SANE Australia supports people living with complex mental health issues and the people that care about them	1800 187 263 10:00AM – 10:00PM	Webchat 10:00 AM – 10:00 PM https://www.sane.org/about-sane

<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/re sources/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/carer-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>



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
Bite Back 	Promoting resilience and wellbeing in 12-18-year old's through activities	https://www.biteback.org.au/
The BRAVE Program 	BRAVE-ONLINE is an evidence-based cognitive behavioural therapy (CBT) available online to help children (8-12) and teenagers (13-17) cope with anxiety	https://www.brave-online.com/
ConnectEDSpace 	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	https://www.connectedspace.com.au/
Smiling Mind 	Online and app-based program to improve wellbeing of young people through mindfulness meditation.	https://www.smilingmind.com.au/
MyCompass 	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	https://www.mycompass.org.au/YoungAdults

If you are seeking additional information...

Name	About	Website
ReachOut 	Our mission is to deliver innovative e-mental health services that enable young people to take control of their mental health and wellbeing.	https://au.reachout.com/
Black Dog Institute 	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.	https://www.blackdoginstitute.org.au/