



HARP OF THE SPIRIT

From the Principal



Dear Parents, Students and friends of the College,

Congratulations to our Year 12 students and their parents for the fantastic graduation ceremony earlier this week. It was great to acknowledge all our Year 12 students for all their efforts throughout this year and for successfully completing high school and the requirements for the HSC. It was also wonderful to witness students and their families showing genuine appreciation to college staff at the conclusion of the evening.

In my address in the graduation ceremony, I congratulated the graduates for reaching the conclusion of their formal schooling and reminded them that they were going to face different societal and other challenges as they leave the safety of St. Narsai College and that they needed to always chose the right path and stay close to God.

All students were awarded their Year 12 Graduation Certificates, and several students were recognised for coming first in subjects and others were presented with other Special Recognition Awards as follows:

Franswa Lashko and Meshl Dhdl The Mar Meelis Award for Contribution to the Religious and Cultural Life of the College

Atiama David	St Narsai Award for Academic Achievement
Athraa Sheebo Citizenship	St Narsai Deputy Principal's Award for
Orak Misho and Mariam Bethuo	The Sporting Achievement Trophy
Jeo Youssef	Badgery's Creek Leadership Award
Meera Qachi	Ampol All Rounder Medallion
Sevan Hekmat	Reuben F Scarf Award for Commitment
Aniela Shemon	The Mayor's Community Spirit Award
Nina Khaey	The John Curtin History Award

ISSUE 3 | TERM 3

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ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

IN HIM WE GROW

HARP OF THE SPIRIT

We wish the Year 12 students all the best and pray that they prepare well for their upcoming HSC exams that are scheduled to commence on Wednesday, 11th October 2023. We look forward to this year's HSC results and pray that our students will do themselves, their parents and us proud.

I wish to thank all Year 6 parents for completing their Year 7 2024 enrolment applications and requirements this term. Year 7 2024 enrolments are now complete, and we have started a waiting list for any new applications from this point forward.

Next term, we will be continuing with Year 7 2025 enrolment interviews for current Year 5 students and their parents, and it is pleasing to know that we have received many applications already. I urge other year 5 parents to contact our friendly office staff for relevant details so they too can secure a placement for their child at St. Narsai College in the 2025 intake.

As I wish our students and their families a safe and relaxing two-week break, I want to take this opportunity to thank our wonderful parents for their support throughout this term and hope that all parents spend more time with their children with a focus on their children's wellbeing.

I also wish to thank our fantastic staff for their outstanding effort and passionate commitment to supporting their students across all levels in every possible way this term.

Thank you,

Edwar Dinkha

HARP OF THE SPIRIT

From the Deputy Principal (Curriculum)

Dear Parents, Students and Friends of the College Community

I take this opportunity to thank all students, staff and parents for their efforts and support of student learning in Term 3.

HSC Class of 2023

Congratulations to the graduating class of 2023. It has been a pleasure to have taught all the 2023 graduates throughout their journey at St Narsai. I wish them all the best with their future endeavours and hope to see them back at St Narsai as part of our Alumni events.

Now that they have graduated, students will be preparing for the upcoming HSC exams in October. Teachers analysed the Trial HSC exams and tailored their teaching in the last weeks of Term 3 to better prepare their students for the HSC exams. Teachers are also available during the weeks leading up to the final exams to answer any questions and check any practise questions from their students. We are hopeful that with the hard work of staff and students, students will receive pleasing results.

Preliminary HSC

Year 11 have completed their Preliminary examinations and achieved some pleasing results. They will be commencing their year 12 course work in Term 4. Final Preliminary reports will be emailed to all Year 11 parents before the commencement of Term 4. Please contact the office by email info@stnarsai.nsw.edu.au if you have not received your child's report by end of Week 1.

Term dates

These are the Term dates for Term 4 2023.

Students commence Monday 9th October

Last day for Students for 2023- Friday 8th December

2024 Calendar:

Please note that the Winter Term Break is 3 weeks from 2024.

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Calendar 2024

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

July

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

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19	20	21	22	23	24	25
26	27	28	29	30	31	

September

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Key dates

Term Start and End Dates
(not including 100s)

- **TERM 1**
Tue 30 Jan to Fri 12 Apr*
*Years 1 to 6 (SMMS)
*Years 7, 8 & 9 (SIACC)
- *Wendogator (SMMS) and
Year 8, 9 and 10 (SIACC) start
Wed 21 Jan
- **TERM 2**
Tue 30 Apr to Thu 27 Jun
- **TERM 3**
Tue 23 Jul to Thu 26 Sep
- **TERM 4**
Mon 14 Oct to Wed 11 Dec

**School Holiday Dates
For Students/Days Off**

- **SUMMER 2023**
Wed 11 Dec, 2023 to
Mon 29 Jan, 2024
- **AUTUMN**
Mon 15 Apr to Fri 26 Apr
- **WINTER**
Mon 1 Jul to Fri 19 Jul
- **SPRING**
Mon 30 Sep to Fri 11 Oct

**School
Development Days**

- **TERM 1**
Mon 29 Jan
- **TERM 2**
Mon 29 Apr
Fri 28 Jun
- **TERM 3**
Mon 22 Jul
- **TERM 4**
Fri 27 Sep
Thu 12 Dec; Fri 13 Dec

Public Holidays

- New Year's Day
Mon 1 Jan
- Australia Day
Fri 26 Jan
- Good Friday
Fri 29 Mar
- Easter Monday
Mon 1 Apr
- ANZAC Day
Thu 25 Apr
- Queen's Birthday
Mon 10 Jun
- Labour Day
Mon 7 Oct

As we enter the term break, I encourage all students and parents to take time to rest and enjoy their break from schoolwork. I wish all the St Narsai families the best during the holidays.

Mrs. Mary Khina

Deputy Principal – Curriculum / Teaching and Learning

HARP OF THE SPIRIT

From the Deputy Principal (Wellbeing)

Let your light so shine before men, that they may see your good works and glorify your Father in heaven. – Matthew 5:16

CONGRATULATIONS YEAR 12 2023

It's that time of year again, where we congratulate another wonderful group of Year 12 students on graduating from St Narsai Assyrian Christian College and wish them the best of luck in their HSC. We have seen them grow into mature, faithful young men and women. We have planted the seed of faith, national and cultural pride and through the College's teaching we pray they remember our school motto that, In Him, We grow. We also pray they remember our Christian theme of 2023 and know that they can do anything if they are Together in Christ. We pray they continue to exemplify the school values of Excellence, Commitment and Christian Values throughout their lives.

P and F KEBAB LUNCH FUNDRAISER

Another successful P&F fundraiser was held in week 9 of this term. Our kebab day was a hit with all students and staff. Thank you to our parent volunteers Mr Wilson Shimshon, Mrs Soria Namato, Mrs Nahrain Gorges, Mr Apram Shlimon, and Mr Bethuo Bethuo for their time and effort in making the day such a success.

We also thank our wonderful students for their help on the day.

If any parents are interested in volunteering their time and helping in future P & F Fundraisers, please let Mrs Ismail know on 88181300.



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RUOK? DAY



On Thursday 14th September St Narsai College held RUOK?Day. A day to remember the power of reaching out and connecting with those around us. A simple question can make a world of difference. You don't need to be an expert, just a good friend who's a great listener.

Students enjoyed loaded waffles at recess, picnic lessons and wellbeing pastoral care lessons throughout the day.

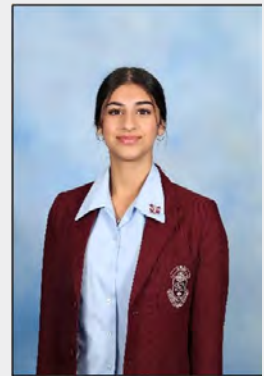
SUPPORTING OUR SPORTS SUPERSTARS

It is with great pride we share the amazing achievements of two of St Narsai College students selected to represent Australia in International elite sports.



Miriam Zumaya of Year 9 has been selected to be part of the national team and represent Australia in the National Futsal Championship that will tour Greece in October 2023.

Biblina Shamuel of Year 11 has been selected to be part of the national team representing Australia at the 2023 Aerobic Gymnastics World Cup event in Bulgaria in October 2023.



Both girls are honoured to be representing Australia, the Assyrian Community and St Narsai College.

We believe it is during these times a community needs to stand behind young achievers and support them in achieving their dreams.

It is for this reason, St Narsai College wanted to help and held a fundraiser on Monday 18th September to help raise funds to support our girls in achieving greatness. Money was collected during roll call and Year 11 students held a sausage sizzle at lunch.

Biblina Shamuel also has a GoFund Me page for any families wanting to donate further and this can be found at <https://gofund.me/e3bf2392>.

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We congratulate Miriam and Biblina on their achievements and we wish them both success in their journeys. We would also like to acknowledge the dedication and support of their families, for without them such opportunities and proud moments would not be possible.

TACKLING CHEWING GUM IN SCHOOL

I wish to remind parents, carers and students that chewing gum is banned from the college as mentioned in our college diary on page 9 under 'prohibited items'. Any student found to be carrying gum, or chewing gum will receive an immediate fine of \$20 and an afterschool detention. This will go towards the extra cleaning fee needed to clean chewing gum at the end of every term from the college premises. Parents and carers will receive a letter in their emails with more details regarding this issue.

Finally, I wish all of our staff, students and their families a fun and safe two-week break. Ensure to have some quality family time and moments that will make great memories. We look forward to seeing students return Monday 9th October 2023.

God bless you all.

Mary Ismail

Deputy Principal- Wellbeing

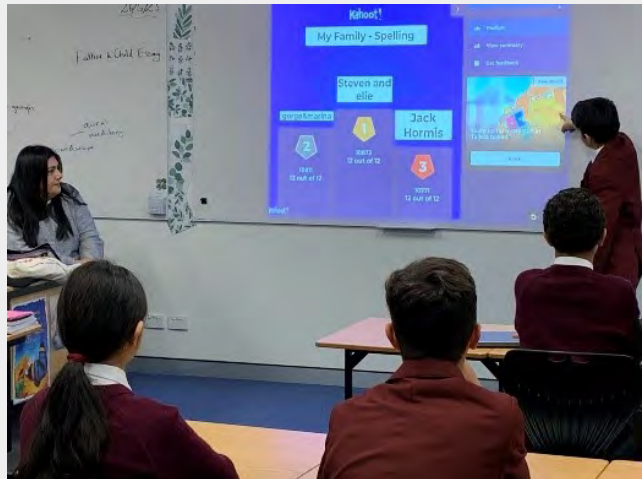
HARP OF THE SPIRIT

From the Assyrian Studies Department

During Term 3, Year 7 started learning about their house parts and how people have different types of dwelling such as a unit or a house. Students learned how to orally describe their house using various adjectives then implemented this skill to describe their house in writing. Below is the reflection of two students about their learning:

Adoreil Misho

In this term, our focus was writing a text about my house. This task may seem easy, but it was more challenging than we anticipated. For this task, we had to improve our writing skills in the areas of spelling, reading, vocabulary, and the structure of an informative text. For us to achieve high results, we had to be determined. This was a slow process but throughout the lessons, we always learned something new. We worked and slowly started gaining consciousness of our mistakes, so we strengthened our weaknesses and perfected our skills. Since the start of Term 3 until now, I have seen major improvements in my writing skills and because of my determination and hard work, it eventually paid off as I got an 'A' Grade in my writing assessment.



Let us keep on working hard because this generation is the future of our nation.

Joseph Solaka

This term in Assyrian, we are specifically focusing on writing and explaining our parts in our houses, and how they help benefit people, negatively and positively. This topic was challenging to all of us when we first heard it, as it took skill and lots of practise. The assessment we had to do this term, was to construct an informative text about the parts of our houses. This topic has taught me many useful skills to guide and strengthen my learning path in Assyrian. The skills I have learnt, helped me improve my weak aspects in Assyrian. For instance, I found building texts, and constructing paragraphs really challenging for me and others in the start of Term 3. Though, when we progressed further throughout the term, I started to assemble more, and more advanced grammatical skills, and I started to fill the empty holes in my weaknesses. This topic was a great starting foundation for my writing path in Assyrian. So overall, this topic helped me build my Assyrian knowledge and writing skills.

Year 8 students started learning about human body and how body parts and organ work by themselves, but also have a function in groups and in system to keep us alive. Furthermore, students learned how hygiene practices and doing physical exercise keeps us healthy. Below is the reflection of two students about their learning:



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Michelle Kamber

"The human body is the best work of art" – Jess C. Scott. This quote indicates why it is crucial for year 8 students to learn about the human body. This term in Grade 8, we have recently been studying the human body, particularly in Assyrian. We have read multiple texts regarding the human body systems and how each system works together. The information we have learnt mainly revolves around different body parts and systems and how they all work together. Whilst reading these texts, it is evident many of us have improved their comprehension skill, further extending our knowledge towards the Assyrian language. Thus, this term's topic of the human body has taught me many fascinating facts. Our body is evolving everyday, which is why it is crucial we must learn about it.

Anthony Dashto

Throughout Term 3 the Year 8 Assyrian classes have been learning about the human body under the supervision of Mr Oraham. During the course of this unit, my peers and I have learnt that each part of the body has its own role and is all an amazing creation of God. Our skills were exemplified through writing a text in our Assyrian language really uncovering each part of the human body using the form of a writing piece. All in all, I loved this unit of work as it touched on our faith, heritage and education which are the school mottos.

Year 9 students started learning about excursions and Assyrian community picnics during special events such as Easter, Christmas or during particular Saints' Commemorations. Students began to understand that attending community places and participating in community events assist them in improving their socialising skills where they implement grammatical structure to communicate effectively within such events. Here is how two students reflected on their learning this term:

Fiona Bihzan

Throughout this unit on community excursions and picnics, I've gained valuable insights and experiences related to Assyrian picnics and different community excursions. Exploring texts and activities focused on Assyrian picnics deepened my understanding of my cultural heritage and emphasised the importance of community gatherings in preserving Assyrian traditions. Among the various texts discussing special excursions we've been on in the past, the specific text about the kindergarten excursion to the farm allowed me, along with my classmates, to reminisce

about our experiences from many years ago and engage in meaningful discussions. Additionally, the text about the school year 6 excursion to Canberra broadened my horizons by exposing me to our nation's capital and its history. This was all assessed through a grammar exam based on this unit, which, though challenging, underscored the significance of effective language skills in both writing and speaking. Overall, this unit taught me the importance of preserving my Assyrian language, culture, the value of hands-on experiences, and the need for strong grammar skills in everyday life.



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Danaline Hasdo:

In this unit of our studies the Assyrian culture stands out because the unit of work focuses on communal outings and illuminates the social and recreational aspects of Assyrian life. The Assyrians value social gatherings and frequently organise festivals, ceremonies of faith such as Saints commemorations. These outings offered a venue for interaction with others as well as devotion to faith, strengthening a feeling of collective identity. The Assyrian celebrations, like the Ester or Christmas celebrations, shows how crucial communal celebrations and gatherings are to the Assyrian way of life. These gatherings gave Assyrians a chance to connect, share customs, practice their language and traditions on a community scale and establish their shared cultural history, demonstrating the importance of social gatherings in forming Assyrian identity.

As for Year 10 students, they were exploring, understanding, researching and learning about the different types of jobs and the importance of participating in the work force as citizens. They learned how to write their resume then use the resume information to create a role play about a job interview to improve their communication skills. Below is the reflection of two students from Year 10:

Larissa Kifarkis

Within Term 3, we have learnt the important skill of being able to speak confidently in Assyrian through constant role play practice. We have also learnt the significant skills required in order to get a job, such as communication skills and how to properly create resumes. Throughout these roleplay practices, we developed our speaking skills in Assyrian as well as blossoming skills which will be utilised in the real world in our search for employment opportunities. These have also helped not only our overall language skills and grammar within Assyrian, but also what to expect in a job interview and how to communicate effectively to get a job.

Netanya Mammo

Throughout Term 3, my class and I learned the importance skills of Assyrian speaking skills. We improved our speaking skills through our assignment which required us to make a role play of a job interview, teaching us valuable key words that increased our confidence in speaking Assyrian within a conversation. The role play allowed us to practice the real-life process of applying for jobs. Overall, the Assyrian role play allows us to learn speaking in Assyrian fluently and to maintain effective communication in conversations. Additionally, it'll also assist us in the real world as we are maturing and need to seek employment opportunities through knowing how to write a resume first and how to communicate in a job interview using our skills that we learn and practice in school everyday.



In conclusion, it is delightful to read the above students' reflections about their learning as they progress through the year from a term to another. This is a sign of positive collaborative teaching and learning which indicates that the school is in the right direction to serve students' interest and equip them with the required skills for their future life.

HARP OF THE SPIRIT

From the HSIE Department

Dear family and friends of the St Narsai school community,

As we approach the end of term 3, it is a great opportunity to reflect on what was a busy and rigorous term at the college and for such reasons are looking forward to the well-deserved break. Two exciting events occurred this term within the HSIE faculty; National History Week and Year 9 Commerce Market Day.

National History Week

National History Week is the annual, state-wide celebration of History organised by the History Council of New South Wales. The study of history is an important area of discipline for our learners as it gives them an understanding of the past and an insight into the future. During this week the faculty organised activities that learners participated in. A history trivia was held at lunch covering various topics such as world wars, ancient wonders and historical people. Learners also participated in a Guessing Competition where they had to guess various influential people in History such as Winston Churchill, Nefertiti and Genghis Khan. Learners also participated in a Scavenger Hunt where 10 artifacts were hidden around the college such as Tutankhamun and the Ishtar Gates. Learners enjoyed looking for clues and being the first to find these in return for a prize.

A cuneiform clay class was also made available for students to attend where they learnt about the oldest form of writing in the world, stemming from the Assyrian Ancestral homeland, dating to 3000BC. They inscribed their names on air drying clay using cuneiform script and engaged in discussions about the origins of writing. I firstly thank the HSIE faculty for being part of the activities and their time and organisation to make this a success. I also thank the learners who participated and took part of the fun. We look forward to organising more activities next term for National Geography Week.



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Year 9 Commerce- Market Day

This term, Year 9 Commerce learners were engaged in Market Day stalls. They have been studying the topic "Running a Business" and were given the opportunity to run a food stall as part of their assessment. Some of the creative food sold included loaded waffles, ice cream and cookie sandwiches, brownies and a sausage sizzle. Learners also submitted portfolios where they had to undertake market research, SWOT analysis and a reflection on how their stall operated. These amateur entrepreneurs have shown operational, marketing and financial skills for their assessments to be a success. Profits from the stalls were also donated to ACERO. I congratulate the learners on their efforts throughout this process.

HARP OF THE SPIRIT



This is just a small snippet of the wonderful learning activities and environments learners are engaging in within the faculty. Through the consistent support of the faculty, we pray that these learners continue to experience success in every aspect of their lives. I would also like to take this opportunity to wish you a safe break and look forward to writing to you next time.

Miss Sandy Nona

HSIE Co-ordinator

HARP OF THE SPIRIT

From the LSU Department

Dear friends and family of the Saint Narsai Assyrian Christian College community,

We in the Learning Support Unit (LSU) pray that everyone is safe and well. St Narsai has upheld the utmost concern for our student's academic success and wellbeing. This includes Learning Support staff who have been working tirelessly in collaboration with classroom teachers to ensure our students receive the support and assistance they need to achieve across all subjects.

The HSC examination is fast approaching, and the Learning Support Unit, along with members of the Welfare team, have been working hard to apply for provisions through NESAs for students with disabilities.

Information from the NESAs Website on HSC Disability Provisions:

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected.

It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAs determine disability provisions for the Higher School Certificate examinations.

To apply for provisions, schools must submit an online application to NESAs. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

This process began in Term 4 of 2022, but often takes time to obtain reports and conduct testing required to fulfil the criteria established by NESAs. Students and parents will be informed once decisions have been made.

If any application is declined, the Learning Support Unit seeks review through an appeal process. It is essential that parents assist where necessary, especially if the student is required to provide medical reports. Consent for LSU staff to speak to medical professionals may be required from parents or from students aged 17 and over in this process.

If you have any questions regarding disability provisions, please feel free to contact the school.

Sincerely,

Miss Ninva Yakou

Learning Support Co-ordinator

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NSW Education Standards Authority

GETTING EXAM READY

TIPS FOR PARENTS

It's normal for students to feel stressed when preparing for exams (especially big exams). It's also normal for parents to share this stress. A bit of stress aids success by increasing motivation, but at high levels it becomes unhelpful and can reduce academic performance.

This sheet is designed to help parents offer support to their children in preparing for exams by recognising when stress is too much—and if it is, how to reduce it.



When pre-exam stress is normal

- * It's short term (such as a few days or weeks around the exam, but subsides once exams are over)
- * Students can still distract themselves by other things
- * Students feel fatigued, but only until exams are over
- * Students feel butterflies or shaky right before an exam



When it's too much

- * The shakiness and nervousness doesn't go away
- * Students are unable to study or sleep properly
- * Students feel nauseous, depressed or constantly worried about not doing well or failing
- * Students appear to be overwhelmed and panicked

REMEMBER— It's normal for students to feel stressed when preparing for exams, but if it gets too much they should seek help.

Have you seen this in your child?

If you notice your child showing any of these signs, there are things you can do to help. First, simply talk to them, for example: "How do you feel about your exams?" Listen to what they have to say and give them time to say it without interjecting. Also try going through the tip sheet for students together. If you still have concerns, contact your child's school or your GP for more advice.

IN A NUTSHELL

Stress is the activation of our 'flight-or-fight' response—a natural part of our sympathetic nervous system designed to prepare us to deal with threat or danger. If we suddenly feel unsafe or under attack, the flight-or-fight system increases our heart rate (which activates

blood flow to our muscles to help us either run or fight), stimulates our sweat glands (to cool the body) and heightens our senses (to increase alertness).

At first it can be hard to see how this is relevant to exams. But when people think of exams as threatening (worrying they won't do well) the flight-or-fight response is activated. Although it isn't helpful to have a racing

heart or to sweat in an exam situation, the increased mental alertness and motivation that stress brings may be helpful.

When stress is too high or goes on for too long, the symptoms actually hinder performance.

If this sounds like your child, try some of the ideas and explore the websites and apps listed on the following page.



HARP OF THE SPIRIT

NSW Education Standards Authority

TIPS FOR PARENTS

MANAGING STRESS LEADING UP TO EXAMS

For most parents there are simple ways to help your children manage stress. We don't want to make it go away completely, but rather use it to their advantage. Different things work for different people, so encourage your child to experiment to see what works for them.



* Encourage balance between study and breaks

Help your child build a routine around realistic study times (eg before school, early evenings or weekends). Try to encourage study before downtime—but it's important not to nag. Be realistic when setting up routines, so that they are actually achievable.

* Provide a dedicated quiet space

A desk in an undisturbed part of the house is best, but wherever your child's study space is, encourage them to put their phone on silent, turn off chat features and keep the music low (or off). Don't get into battles about technology, but rather set clear parameters around its use.

* Remind them to rest

It's important for students to engage in activities that provide mental and physical rest and relaxation, like taking a bath or long shower, listening to music or a guided meditation, reading or watching a movie. Socialising is also a form of downtime. You could also plan some fun activities to enjoy as a family.

* Healthy body = healthy mind

Provide health food options to help keep your child's energy levels up. Encourage regular exercise like running, swimming or walking the dog, which uses up excess adrenaline and stress hormone (cortisol).

* Talk to your child

Ask what you can do to help, whether it's a pop quiz, reading drafts or just sharing your own experiences. When your child makes an effort to study, acknowledge it (even if it isn't as much as you'd like!). Research tells us that one of the things that is associated with severe distress in senior students is perceived pressure from parents. So offer support and encouragement rather than becoming directly involved in their schoolwork, or pushing a 'need to achieve'.



* Remember the bigger picture

It's important to acknowledge that exam results matter, but they're not the 'be all and end all'. While it's helpful for students to have academic goals to work towards, there are many pathways to post-school study options and careers.

EXTRA RESOURCES



Websites

ReachOut.com

Information, support and resources about mental health issues for young people

Headspace.org.au

A non-profit organisation for youth mental health

BeyondBlue.org.au

Helping with issues related to depression, suicide, anxiety and other mental illnesses



Apps

Calm

Soothing visual backgrounds and a range of meditations

Stop, Breathe & Think

Develop the skills to stop everything and just be still

Smiling Mind

Equipping young people with integral skills to thrive in life



Helplines

(available 24/7)

Lifeline

Call 13 11 14

Kids Helpline

Call 1800 55 1800

