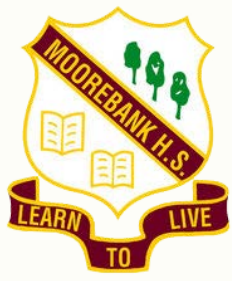


WELLBEING MATTERS @ MOOREBANK



POSITIVE RELATIONSHIPS POSITIVE OUTCOMES



WELCOME TO OUR FIRST ISSUE!

THIS FORTNIGHTLY NEWSLETTER BY THE STUDENT WELLBEING TEAM AT MHS WILL AIM TO SUPPORT STAFF AT MHS IN NOT ONLY FOSTERING POSITIVE RELATIONSHIPS BUT PROVIDE GUIDANCE AND SUPPORT IN DEVELOPING YOUR UNDERSTANDING OF CURRENT WELLBEING ISSUES.

THE NEWSLETTER WILL FOCUS ON UNDERSTANDING STRENGTHS STARTING WITH THE CREATIVITY STRENGTH AND HOW YOU CAN HELP FOSTER THIS STRENGTH IN YOUR CLASSROOM.

ON THE BACK OF THIS NEWSLETTER, WE WILL INCLUDE A VARIETY OF READINGS FROM DIFFERENT SOURCES TO HELP STAFF MANAGE AND SUPPORT STUDENTS. IN THIS ISSUE WE START BY LOOKING AT THE DIFFERENT TYPES OF ANXIETY AND WHAT TO DO IF YOU SUSPECT A STUDENT IS HAVING AN ANXIETY ATTACK.

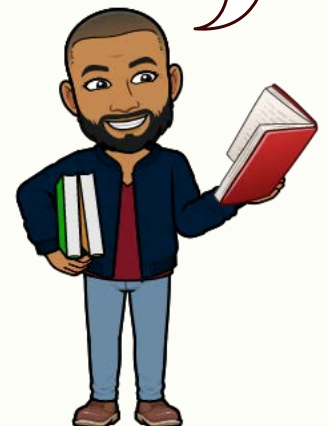
IN FUTURE ISSUES, YOU WILL ALSO MEET MEMBERS OF THE STUDENT WELLBEING TEAM AND GET SOME INSIGHT INTO WHAT THEY ARE DOING WITH STUDENTS AT MHS.

WE LOOK FORWARD TO HELPING AND SUPPORTING MHS STAFF - IF YOU HAVE ANY QUESTIONS OR WANT TO OFFER YOUR SUGGESTIONS, PASS IT ON VIA EMAIL TO EITHER DANIEL.GHOSSAIN@DET.NSW.EDU.AU OR MEGAN.DAHL@DET.NSW.EDU.AU.

WISHING YOU ALL A GREAT TERM 4 AND ENJOY OUR FIRST ISSUE!

DANIEL & MEGAN (HEAD TEACHERS STUDENT WELLBEING)

Keep a lookout for our Wellbeing @ MHS Website to be launched soon



CREATIVITY

It is common for parents and teachers to worry about those with the Creativity strength. They can appear lofty and ungrounded, distant from the realities of real work, real progress, real academics. But studies show that as they mature, Creatives often find practical expression and real-world application for their ideas.

They contribute in ways that others cannot, and are often successful. Allow them to dream, draw, write, create. They will eventually figure out where it all fits, but let them create for now. Those with Creativity need to feel freedom but may also need some encouragement to apply themselves to everyday tasks.



WHAT ARE THE DIFFERENT TYPES OF ANXIETY?

There are six types of anxiety, each with slightly different signs and symptoms.

GENERALISED ANXIETY DISORDER (GAD)

A person feels anxious most days and worries about everyday situations such as school, work, relationships or health for a period of six months or more.

PANIC DISORDER

A person has regular panic attacks for more than a month. The panic attacks are periods of intense fear or extreme anxiety that happen suddenly or when there is no sign of danger. Physical symptoms, like sweating, feeling short of breath, pounding heart, dry mouth, thinking that you're dying, and losing control or about to collapse are common in panic attacks.

SOCIAL PHOBIA

A person has an intense fear of being criticised, embarrassed or humiliated, even in everyday situations, such as speaking publicly, eating in public, being assertive at work or making small talk.

WHAT TO DO WHEN YOU THINK A STUDENT IS HAVING AN ANXIETY EPISODE

Give the student space - this can be outside the classroom but within your view and you may allow them to have a student support person with them.

Avoid minimising their distress - anxiety attacks are scary, it is important to practice empathy during an anxiety episode. Say something like "I will help you get through this, and it will end soon"

Focus on Distraction - breathing exercises, playing a game, looking at photos on a phone, eating a snack, using ice packs to cool down the body - can be used to distract.

If the episode doesn't resolve, call for support from your Head Teacher, Support personnel if the student has a plan, Year Adviser or Head Teacher Wellbeing.

Anxiety disorders are one of the most common difficulties facing children and adolescents. Around 7% of young Australians aged between 4 and 17 experience an anxiety disorder.

OBSESSIVE COMPULSIVE DISORDER (OCD)

A person experiences unwanted and intrusive thoughts and fears (obsessions) that leave them feeling really anxious. To manage these anxious thoughts they begin to do things, or use rituals (compulsions) to cope. Even though they often know that these thoughts are irrational, the obsessions return all the time and the compulsions are hard to resist. For example, a fear of germs can lead to constant washing of hands and clothes.

POST TRAUMATIC STRESS DISORDER (PTSD)

PTSD can happen after experiencing a traumatic event, for example, war, assault, an accident or disaster. A person may experience difficulty relaxing, upsetting dreams or flashbacks, and avoidance of anything that reminds them of the event.

SPECIFIC PHOBIAS

A person feels anxious about a particular object or situation, like going near an animal, going to a social event, or receiving an injection and will go to great lengths to avoid it. Some phobias include animals, insects, heights, and blood.

Common things students say:

- "I'm going crazy."
- "I can't control myself."
- "I'm about to die."
- "People are judging me."
- having upsetting dreams or flashbacks of a traumatic event
- finding it hard to stop worrying
- unwanted or intrusive thoughts