

St Mary MacKillop

Compassion ~ "Be of good heart" (St Mary MacKillop 1876)

NEWS

INSIDE

Vision

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

Mission

At St Mary MacKillop College we are people who affirm the dignity of every person, who act with respect and compassion, who reverence relationships, who have hearts for generosity and forgiveness.

We celebrate our Catholic identity.

We respect the unique dignity, faith and gifts of each person.

We value learning, aspiration and connectedness and we work together to create a positive future.

FROM THE PRINCIPAL

Dear Parents, Guardians and Friends,

Today we farewell Mrs Nella O'Brien. Mrs O'Brien began working at St Mary MacKillop College in 2002 as Miss Cimino. Mrs O'Brien has taught many students over the past 18 years, particularly in the subjects of Italian, Religious Education, Humanities and Art. She has also been the Homeroom Teacher for Solomon 1 for a number of years, however was the Tenison 5 Homeroom Teacher when we first started our vertical homeroom system. Mrs O'Brien also held positions of leadership over the years as Coordinator of LOTE and Curriculum Leader of Religious Education.

It is very difficult with the current restrictions to feel like we are giving Mrs O'Brien a suitable farewell. We have prayed with and for Mrs O'Brien at the staff prayer this morning and have shared some memories in our assembly video today with the students. Mrs O'Brien should be leaving us with a sense of achievement. She has been a part of so many young people's lives and we are all the better for having known her. Mrs O'Brien will become a part of the St Joseph's College Mildura community, and we wish her and her family a safe transition and prosperous future.



Come Monday morning the classes that Mrs O'Brien is leaving will have new teachers. I am happy to announce that Mrs Rianne Quaife has been employed to cover some of Mrs O'Brien's classes.

Friday, 1 May 2020

- 2021 Year 7 Enrolments Open
- Faith Matters
- Stay Informed
- Teaching & Learning

ABSENCE NOTIFICATION

PH: 5032 9771

Press 2

FUTURE EVENTS

MAY

Tues 5th School Closure Day

Wed 6th 2021 Year 7 Enrolment Expressions of Interest Open

Mon 18th – Fri 22nd LOTE Week

Mon 25th – Fri 29th Catholic Education Week Library Week

JUNE

Mon 1st – Fri 5th Humanities Week

Fri 5th School Closure Day

Mon 8th Queen's Birthday Public Holiday

Fri 26th Last Day of Term 2



FROM THE PRINCIPAL

Mrs Quaife has been teaching locally for a number of years and has recently been on leave having welcomed her second child in December. Other than the classes below that Mrs Quaife will teach, she is also an accomplished musician and currently teaches both voice and piano to students at our school through the instrumental program.

Changes to classes from Monday 4th May:

Class	New Teacher
Year 7 Italian	Mrs Rianne Quaife
Year 7A Humanities	Miss Ebony Dalton
Year 7A Art & Design	Mrs Catherine Howison
Year 7B Humanities	Mrs Rianne Quaife
Year 8 Italian	Mrs Rianne Quaife
Year 9 Religious Education	Mrs Catherine Smith
Year 10 Religious Education	Mrs Catherine Smith
Year 11 Religious Education	Mrs Rianne Quaife
Solomon 1 Homeroom	Mrs Rianne Quaife (Shared with Mr Nathan Lane)

Please note that the above changes will affect the current timetable for some students. Students should check their timetable carefully on Monday for changes.

School Closure Day

Please be aware that Tuesday 5th May is a School Closure Day. This information was shared in a letter to Parents last week. There are to be no staff or students on site on this day.

I hope that everyone has a sleep in and a rest on this day, to recharge the batteries for another four weeks of remote learning before our next mini break.

Parent Q&A Session

I, together with other members of the Leadership Team, will be available for parents to join in an online Google Meet to discuss any questions or concerns that you might have around the current remote learning program. The first session will be on Wednesday 6th May at 6:00pm. If you would like to attend, please email the Principal's Personal Assistant, Ms Emma Webb on ewebb@mackillopsh.vic.edu.au or call 5032 9771. Once registered you will be sent an invitation, with a link, to the Meet. If you cannot attend this session, however would be interested, please let Emma know and we will run another session.

The rain has been a welcome blessing this week. Let's hope that this is a sign of a much better year to come.

I pray that you and your families are healthy and managing isolation with a deep breath and the knowledge that isolation will end and the activities that we had come to take for granted can be enjoyed once more.

Regards
Michelle Haeusler
Principal

2021 YEAR 7 ENROLMENTS OPEN

Enrolment Expression of Interests for Year 7 2021 will be accepted from Wednesday 6th May 2020. To find out more, or to complete an expression of interest, please go to the enrolments page on our website, www.smmc.vic.edu.au. Please share this information with anyone not currently in our community that may be interested in enrolling at our school in 2021.

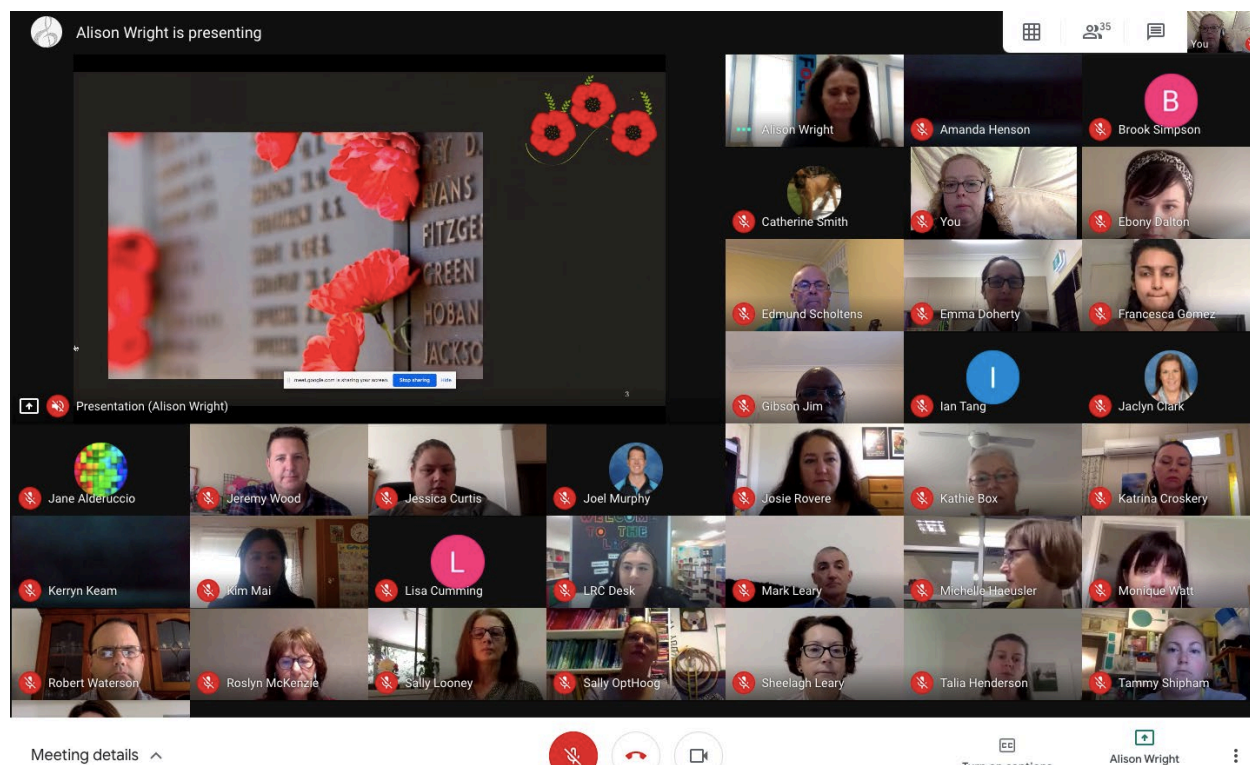
We will also run online information sessions for parents of 2021 Year 7 students on Wednesday 27th May. More information about these sessions will be promoted through our newsletter, website, and our Facebook page, <https://www.facebook.com/SMMCSwanhill/> in the coming weeks.

If you have any questions regarding our enrolment process, please do not hesitate to give us a call on 5032 9771.

FAITH MATTERS

Greetings to all in our school community!

This past month has been quite unprecedented. One of the positives to come out of this difficult situation is the new ways of connecting to each other. Even in our “virtual world” much of what we do can still be done. Our Friday morning staff chapel is still continuing to be an important way of remaining connected to our faith. It is easy to shift our busyness into our new reality, however what I have personally found at this time, is the need to stop, breathe and be still. Prayer allows us to do this.



Catholic Education Week is fast approaching and this year our celebrations will be a little different! It is an important celebration of Catholic Education and we are currently planning our Mass to be recorded, including student readings and prayers. We hope to make this available to everyone in our school community.

Lastly, I would like to wish Mrs Nella O'Brien and her family all the very best as they leave our community and move to Mildura. Nella has been part of the RE domain for many, many years and I sincerely thank her for her enormous contributions both in and out of the classroom. I know that staff and students will miss her.

Alison Wright
Director of Mission

SOCIAL JUSTICE AND WELLBEING COMMITTEE UPDATE

We hope, considering the circumstances, that you are all well and thriving in our new learning environment. The Social Justice and Wellbeing Committee have thought of an idea to help our school community to stay mindful during these tough times. It's called Wellbeing Wednesdays!

This will run from next week, starting on Wednesday 6th May. Wellbeing Wednesday will include tips, activities and quotes on the bulletin, as well as on our Facebook page. We are also hoping that it will be implemented into our Wednesday Homerooms. We hope that this initiative may brighten your Wednesday.

Remember that we are all in this together!

WELLBEING WEDNESDAYS

STAY INFORMED



www.facebook.com/SMMCSwanhill

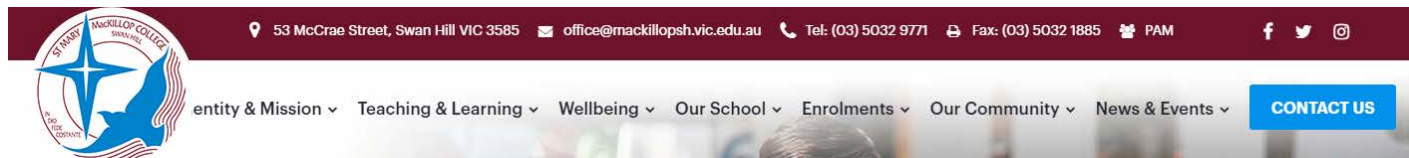


<https://twitter.com/SMMCSwanHill>



Parent Access Module

<https://pam.mackillopsh.vic.edu.au/Login/Default.aspx>



<https://smmc.vic.edu.au/>

	Solomon House Leader: Mr Chris Joyce cjoyce@mackillopsh.vic.edu.au		Woods House Leader: Mr Joel Murphy jmurphy@mackillopsh.vic.edu.au
Solomon 1	Mrs Rianne Quaife / Mr Nathan Lane rquaife@mackillopsh.vic.edu.au nlane@mackillopsh.vic.edu.au	Woods 1	Mr Rob Waterson / Ms Lyndal Robinson rwaterson@mackillopsh.vic.edu.au lrobinson@mackillopsh.vic.edu.au
Solomon 2	Ms Sheelagh Leary / Ms Mandy McCallum sleary@mackillopsh.vic.edu.au mmccallum@mackillopsh.vic.edu.au	Woods 2	Ms Jessica Curtis jcurtis@mackillopsh.vic.edu.au
Solomon 3	Ms Sally Op't Hoog sopthoog@mackillopsh.vic.edu.au	Woods 3	Ms Emma Doherty edoherty@mackillopsh.vic.edu.au
Solomon 4	Mr Mark Leary mleary@mackillopsh.vic.edu.au	Woods 4	Mr Jeremy Wood jwood@mackillopsh.vic.edu.au
Solomon 5	Dr Gibson Jim / Ms Sally Looney gjim@mackillopsh.vic.edu.au slooney@mackillopsh.vic.edu.au	Woods 5	Mr Damian Howison dhowison@mackillopsh.vic.edu.au
	Tenison House Leader: Ms Jen Salvo jsalvo@mackillopsh.vic.edu.au		Xavier House Leader: Ms Ebonee Gurnett egurnett@mackillopsh.vic.edu.au
Tenison 1	Mr Luke Crow lucrow@mackillopsh.vic.edu.au	Xavier 1	Mr Damien Hirst dhirst@mackillopsh.vic.edu.au
Tenison 2	Mr Geoff Hickmott ghickmott@mackillopsh.vic.edu.au	Xavier 2	Ms Francesca Gomez fgomez@mackillopsh.vic.edu.au
Tenison 3	Ms Catherine Smith csmith@mackillopsh.vic.edu.au	Xavier 3	Mr Tony Haley thaley@mackillopsh.vic.edu.au
Tenison 4	Ms Laura Crow lcrow@mackillopsh.vic.edu.au	Xavier 4	Ms Jane Alderuccio jalderuccio@mackillopsh.vic.edu.au
Tenison 5	Mr Eddie Scholtens escholtens@mackillopsh.vic.edu.au	Xavier 5	Ms Suzy Haley shaley@mackillopsh.vic.edu.au

TEACHING AND LEARNING

Our third week of online teaching and learning has finished and we commend all of our students for their support. They have responded in a positive way to working online and are showing commitment to their studies. They have showed resilience and flexibility in adapting to this new learning environment and to these extreme circumstances. The very nature of learning online challenges students to be more independent learners and more creative problem solvers. These are 21st century skills which schools focus on developing in students for success in the future. This new learning environment ensures we are able to continue to develop these skills in our students. I believe the focus of our first two weeks of the term was the seamless transition to online learning for our staff and students. We certainly achieved this and routines have been set up at home for remote learning and teaching.

I continue to be inspired by the work ethic and commitment of our staff who ensure our students have engaging and accessible lessons throughout this time of remote learning. We are all lifelong learners, both students and teachers, and as each day passes we are learning something new. Our teachers are learning new skills and coming up with innovative ways to engage students in their online learning to ensure the novelty of remote learning does not wear off. We also have the wellbeing of our students in mind and making sure they still feel connected to school and their peers. 'Google Meet', 'Google Classroom', the 'chat' and 'class forum' have become frequently used vocabulary for us working in this new space. We are also finding out how important the balance is between time on screen and away from the screen. Staff are using an online teaching and learning cycle to present their lessons. There are three phases in this model: launch, explore and revise. We have included an infographic explaining the cycle in this newsletter.

We encourage students to have conversations with their parents about their learning. Ask your son or daughter to show you the Google Classrooms that have been set up to support their learning, and the type of work they are engaging in online.

Earlier in the week I watched a short YouTube message from the Catholic Education Office Ballarat. One of the key learnings for me from this message was connectedness. We may be socially-isolating during this time, but that does not mean we are disconnected from each other. It is important to check-in on our family, friends and colleagues during this time through a phone call, email or text message.

The past three weeks have been a really positive start to the new term. We have more learning to do over the coming weeks, and no doubt we will face more challenges and make some mistakes along the way. As educators we place a great emphasis on forming positive working relationships with our students. We believe when these relationships have been established, students will achieve positive learning outcomes. I believe our relationships will grow stronger through this period of online learning. With the support of our College community we will continue to work together and return to school ready to resume learning at the same place we would have if these self-isolation restrictions had not been in place.



Changes to Years 7 to 10 Assessment for Term 2

During this time of remote learning assessment tasks completed throughout the term will be graded satisfactory (S) or not satisfactory (N). Students will receive a formal report at the end of Semester 1.

Nathan Lane

Deputy Principal: Teaching and Learning

TEACHING AND LEARNING

What I learnt today at SMMC...



Ms Gomez is all set up for online teaching from home.



Robert Rush and his dog Holly both studying hard at home.

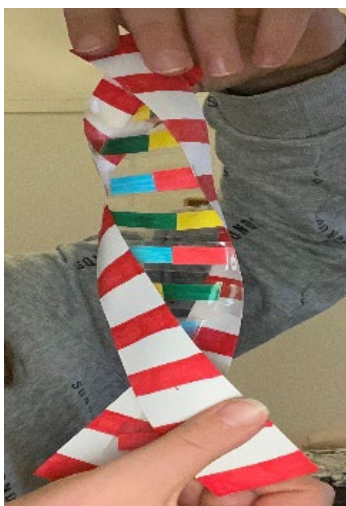
Ms Doherty's Year 10C students took some photos of the 3D DNA models that they have made using materials they could find around the home. They needed to show the double helix structure and the complementary base pairing rules.



DNA model created at home by Ruby King



DNA model created at home by Jordi Belton



DNA model created at home by Charlotte Oliver



DNA model created at home by Madison Davies

TEACHING AND LEARNING



Mr Crow's Year 12 class are having an 'Around the World' theme to link into Global Health. They started with Australia and next week they will be flying to Hawaii on Friday!

A big thank you to Josh Jenkins who joined Mrs Crow's Peer Support class last Friday. The class are currently talking all things leadership. Josh spoke about Leadership and the challenge of motivating himself to train on his own in this new environment - much like our students are now doing with remote learning!

The students were amazing and asked some great questions. Mrs Crow sent Josh the questions prior to the lesson and each student had the opportunity to ask their question. They really enjoyed it.

Coen Chislett-Wiltink, ardent Geelong supporter, wore 10 pieces of Cat's merchandise and Josh is going to post him a signed item!



John Hoare is practising cooking eggs for his Hospitality SAC.



College Captain Josh Sutton studying hard at home in his study space.

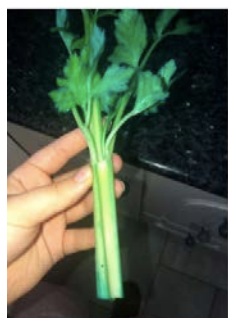
TEACHING AND LEARNING

Students in Year 7, 8 and 9 PE are focussing on their fitness, health and wellbeing through the encouragement and completion of a Daily Fitness Bingo Card.

The purpose is to maintain a health-enhancing level of personal fitness by working on all 5 components of fitness.

Students will be set weekly challenges that focus on one of the 5 Components of Fitness.

Feel free to encourage, support or even join in.



Year 11 Biology students have been doing experiments at home. They have been looking at plant transport systems and the movement of water from the roots to the leaves through the xylem. Their results look amazing!

MONDAY 5 Components of Fitness BINGO

Cardiorespiratory Endurance (20-30 minutes)	Muscular Strength (3 sets of 10 reps)	Muscular Endurance (3 sets of 15 reps)	Flexibility (5-10 minutes)	Body Composition (Healthy Habits)
Walking	Sit Ups	Plank	Yoga	60 minutes of physical activity
Running	Push ups	Burpees	Dynamic Stretching	Drink 2L of water
Biking	Pull Ups	Wall Sit	Upper Body Stretches	Chat with a Friend
Jump Rope/Free Choice	Squats	Walking lunges	Lower Body Stretches	Make half your plate fruits and veggies
Dancing	Dips	Superman	Core Stretches	Sleep 8-10 hours

Click the orange bingo chip to drag it onto a square.

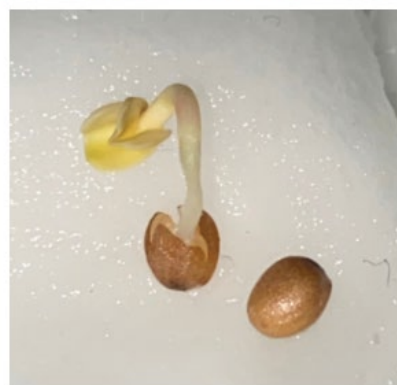


BINGO = One in every column

Total time spent doing physical activity & exercise: _____ minutes



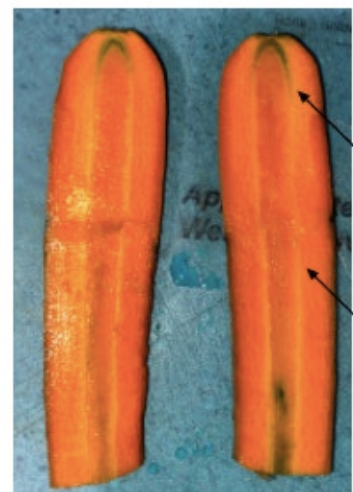
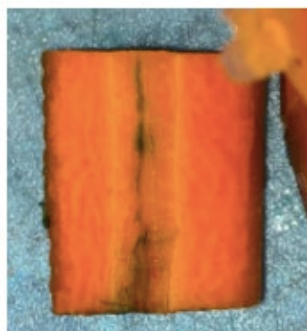
Q1. What do you observe? Draw the seed and the root.



TEACHING AND LEARNING



It was moved within a defined area, up through the xylem vessels



FROM THE VOICES OF OUR STUDENTS

Learning and teaching in an online environment is new to us all. Here are some comments from our students...

What I am enjoying the most about remote learning is...

- I can refer back to slideshows and other documents when completing homework
- The independent learning in your own quiet space
- The flexibility because I am at home

What I find challenging about remote learning is...

- That I don't get to go to school and see people
- Having the responsibility to have to organise more than usual
- Not having a teacher in class with you to physically demonstrate the task. However, they are doing a great job being as helpful as possible.

What I miss the most about school is...

- I can't hang out with my friends.
- Seeing my friends every day and getting out of the house
- My friends and the teachers

What advice I can give my teachers is...

- Keep up the awesome work!
- You are doing a great job. I know how much you are working so keep up the hard work. You're doing the best you can, keep it up :)



TEACHING AND LEARNING

What's happening at school while you are not here...

We really miss seeing you all each day. It is so quiet around the school without our wonderful students who make our learning environment so vibrant. We look forward to welcoming you back to school when the time comes. In the meantime, while you are learning at home, here's what has been happening at school...



Our classroom walls have been cleaned. Thank you Mr Daly!



Room 19 has a nice newly painted door.



Our wonderful canteen staff making the staff on site scones for morning tea...delicious!!



Year 12s, the kitchen in your common room has never looked cleaner! Amazingly there are no dishes in the sink! We hope it stays this clean on your return to school 😊



Sophie Sutton, Sophie Balkin, Will Balkin studying at school

Online Teaching & Learning Cycle



Phase 1: Launch

What does this look like?

- Running a Google Meet to introduce a topic or concept
- Sharing your screen and showing PowerPoint presentations or YouTube clips
- Students asking questions and engaging in the topic or concept
- Providing directions for students to work independently

Phase 2: Explore

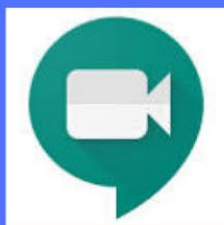
What does this look like?

- Working independently on set tasks – textbook readings and activities, making notes and summaries
- Collaborating using Google Docs, Sheets and Slides
- Emailing teachers with any questions
- Uploading posts to discussion forums or commenting on posts

Phase 3: Revise

What does this look like?

- Connecting with the class again through Google Meet to reflect, review and 'check-in'
- Going through posts in the discussion forums
- Undertaking formative assessments – interactive quizzes or tests
- Checking all set work has been completed

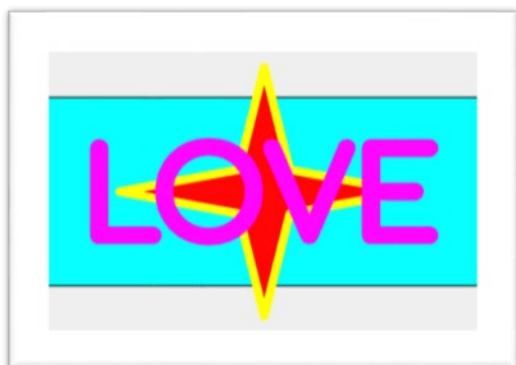


ART & DESIGN

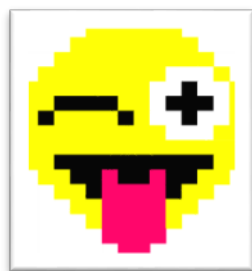
With each new term, there comes a new class of students and these Year 8 students have embraced digital art like no other. While learning how to use Google Drawings, Slides, Sheets, and Sites, students were able to create a variety of artworks including badges, pixel art, and a photo journal.

Jeremy Wood

Art & Design Teacher



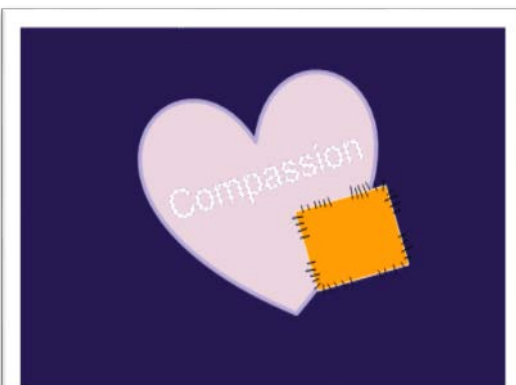
Caitlin Pringle



Grace Morton



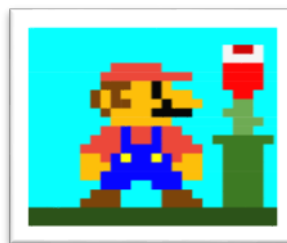
Harry Scott



Miranda O'Sullivan



Roderick Hampson



Roderick Hampson



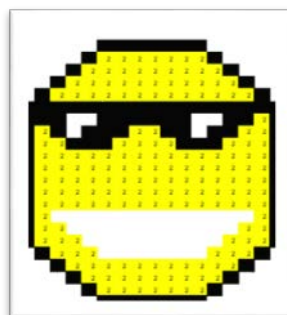
Sam Nelson



Eloise Storer



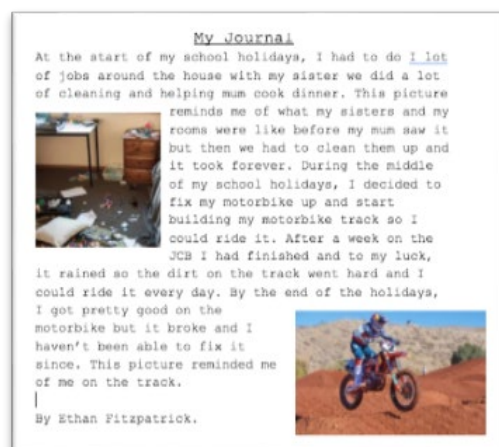
Miranda O'Sullivan



William Rush

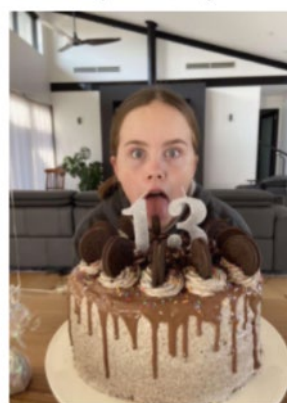


Ella Vrolijk



Georgie's birthday:

On this day it was Georgie's 13th birthday and her mum had made her a very good looking cake for her birthday. It had oreos and i'm not sure what flavor but yeah. I got this photo for the future and when she is 60 years old doing the same pose with a different birthday cake with a lot more candles.

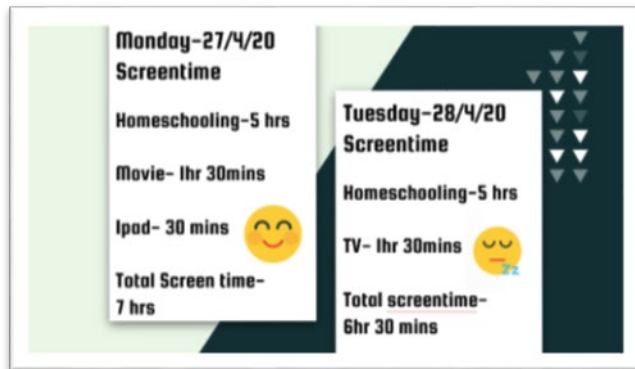
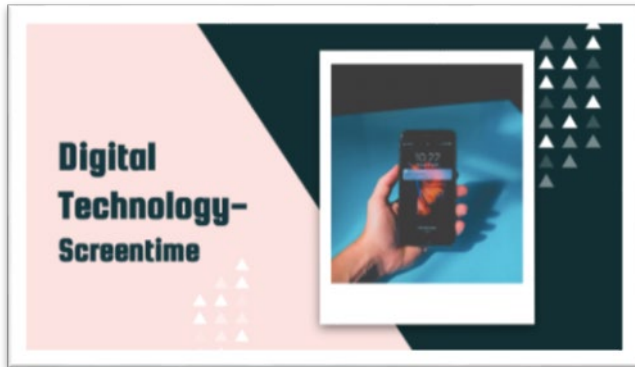


DIGITAL TECHNOLOGIES

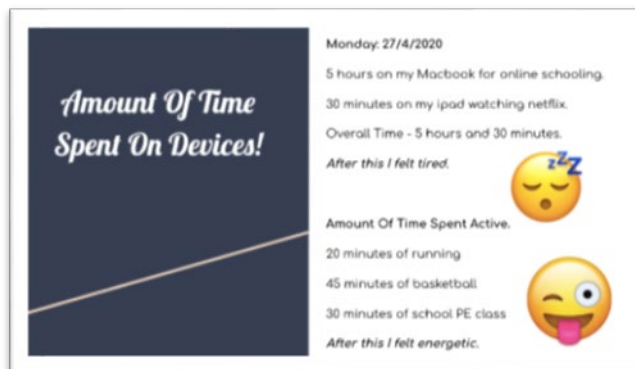
In order to build healthy digital habits, students were required to set up an online journal using Google Slides which would be used to track and monitor their internet usage over the course of the week. The results thus far have been fascinating.

Jeremy Wood

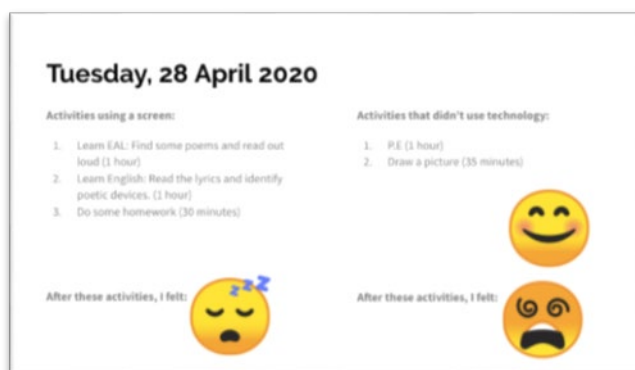
Digital Technologies Teacher



Zoe White

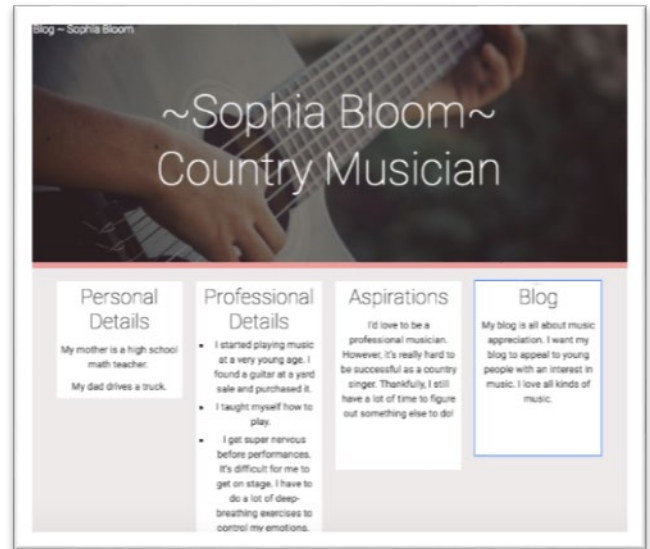


Montana Davies

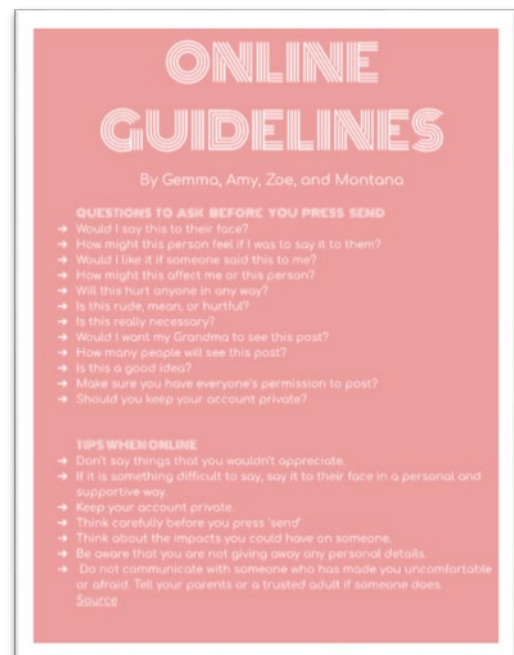


Abby Pham

Students have also worked in groups or individually to create their own scrapbooks, presentations, and responsible blogs to discuss topics of interest.



Zoe White



Gemma Girdwood, Amy Wishart, Zoe White, Montana Davies



Alicia Brunning

HELP YOUR **BRAIN** GROW BY TAKING A BREAK!

Roll a die and perform the brain break in the 1st column. For example, if you rolled a 1 for your 1st roll, do 10 jumping jacks. Roll again to perform the 2nd brain break, then the 3rd. For extra fun, print out the affirmations die on page 2 and roll both dice. Say the affirmations during or after you perform the activity!

1st Roll

2nd Roll

3rd Roll



Do 10 jumping jacks



Dance to your favorite song



Balance on one foot as long as you can



Imaginary jump rope for 20 seconds

Snake pose for 10 seconds



Do a triangle Pose



Run in place for 20 seconds



Dog pose for 10 seconds



Do a bear walk for 1 minute



Waterfall pose for 10 seconds

Hop like a frog 5 times



Run in place for 20 seconds



Flamingo pose for 5 seconds



Skip for 1 minute



Tiptoe for 10 seconds



Pretend you are walking on a tightrope

Walk like a robot



Air guitar to your favorite song



YOUNG WRITERS AWARD

SWAN HILL REGIONAL LIBRARY



The Young Writers Award Writing Competition is an exciting opportunity for Prep to Year 10 and multi-class school children across the Swan Hill district.

The competition is devised to inspire pupils to write a narrative piece of no more than 500 words for primary students and 800 words for secondary students. Typed entries are to be submitted on a single A4 piece of paper. Simple illustrations are allowed.

This year's theme is '*Eat*'. A writing prompt is printed overleaf if needed.

Schools are invited to submit up to five entries for each category listed below, based on a set criteria. Multi-class entries are unlimited.

Categories include: **Grade Prep, Grade 1/2, Grade 3/4, Grade 5/6, Year 7/8, Year 9/10 and Multi-class (those students who receive PSD funding).**

Prizes will be awarded to the winner in each of the seven categories.

Students from the Swan Hill Secondary College senior literature class will shortlist entries in each section.

Winners will be announced at a presentation to be held at the library during Children's Week (week three of term four), on Wednesday, 21 October 2020 at 7pm.

Shortlisted entries will be on display at the library during October.

Entries must include students name, grade and school and be delivered to Swan Hill Regional Library no later than Friday, 28 August 2020.

For more information, please contact Kellie at kcarlo@swanhill.vic.gov.au or phone the library on 5036 2480.

Eat

Food! Glorious food! I have all the colours of the rainbow on my plate. What shall I eat first?



You are to write a narrative – a made up story up to 500 words (primary) 800 words (secondary)

Thinking about your story

- Who are the characters in my story?
- Where and when does the story take place?
- What is the problem or conflict in the story?
- Use an interesting way to start and finish the story.

Thinking about your reader

- Make your writing interesting and write clearly.
- Select your words carefully (use WOW words and interesting vocabulary).
- Write your sentences correctly (word order).
- Ensure you check punctuation and spelling.

YOUNG WRITERS AWARD: Writing criteria

<p>IDEAS:</p> <ul style="list-style-type: none"> • The idea is clear and coherent. • The text is well developed, which includes a paragraph/s. • The writer offers believable, accurate details that create pictures in the reader's mind from the beginning of the piece to the end. • Pictures (if present) enhance the key ideas. <i>(For secondary students only)</i> <i>Thoughtful exploration of complex ideas with interesting perspectives is evident.</i> 	<p>ORGANISATION:</p> <ul style="list-style-type: none"> • The title is thoughtful and effective. • There is a clear beginning, middle and end. • The writer grabs the reader's attention from the start and leads into the writing piece naturally. • Important ideas are highlighted within the text. • The text slows down and speeds up to highlight ideas and shows the writer's skill at pacing. • Clear transitions connect one sentence to the next. 	<p>VOICE:</p> <ul style="list-style-type: none"> • The writer is mindful of the piece's audience and connects purposefully with the reader. • The tone is identifiable eg. bittersweet, compassionate, frustrated, terrified and so on. • The writer creates a truly individual piece of writing. • The writing is expressive and compelling.
<p>WORD CHOICE:</p> <ul style="list-style-type: none"> • The writer uses everyday words and phrases with a fresh and original spin. • The writer paints a clear picture in the reader's mind. • Figurative language works reasonably well, such as alliteration, similes and metaphors. • Colourful words/WOW words are used correctly and with creativity to capture the reader's imagination and to enhance meaning. <i>(For secondary students only)</i> <i>Some difficult and challenging words are effectively and accurately used.</i> 	<p>SENTENCE FLUENCY:</p> <ul style="list-style-type: none"> • Effective use of varied sentence beginnings. • The piece is easy to read. • The writer thinks about how the sentences sound. • Different kinds of sentences (statements, commands, questions, and exclamations) are present. 	<p>CONVENTIONS:</p> <ul style="list-style-type: none"> • High use words are spelt correctly and others are easy to read and phonetically correct. • The writer applies basic capitalisation rules with consistency. • Punctuation marks are used effectively to guide the reader. • The writer uses more advanced punctuation (dashes, ellipses, quotation marks). • Standard English grammar is used correctly. • Consistent use of tense and person.

financial support for young people impacted during COVID-19



With COVID-19 changing the way we live, your work situation might have abruptly changed, leaving you feeling increasingly anxious or unsure about your future.

Find out what financial assistance you might be eligible for and how to navigate Centrelink and other Government support options available during this time. For the most up-to-date information, please visit [Services Australia](https://servicesaustralia.gov.au). (servicesaustralia.gov.au)

Centrelink (Services Australia)

Services Australia (commonly known as Centrelink) is responsible for government payments and financial support.

Whilst lodging a claim to receive financial help is relatively easy, there is a lot of information to consider. So, we've outlined the financial support available.

Not receiving a payment and need financial support

Check your eligibility and sign up for financial support through the [Services Australia website](https://servicesaustralia.gov.au).

To do this:

- Create a myGov account: <https://www.servicesaustralia.gov.au/individuals/online-help/create-mygov-account>
- When you sign-in, you will be prompted to complete an 'intention to claim' for a Centrelink payment.
- Explore which payment options you might be eligible for. If you have questions, call Centrelink or talk to them online.



Please note

The latest medical information and financial assistance for COVID-19/Coronavirus is changing on a regular basis and may differ to what is presented here. If you suspect you are at risk, or would simply like to understand COVID-19 more, please visit the Department of Health's website.

health.gov.au

For the most up-to-date information on financial assistance visit servicesaustralia.gov.au

You can also find more COVID-19 mental health information at:

headspace.org.au/covid-19

- If you are 21 or younger and looking for work, or temporarily unable to work, you may be able to claim [Youth Allowance for job seekers](#) so explore this.
- If you are 22 and over, and looking for work you may be eligible for [JobSeeker Payment](#).
- If you are studying full time, you may be eligible for [Youth Allowance for students and Australian Apprentices](#).
- A wide range of other payments are available so check out the website.

Already receive a government payment

From 27 April 2020, the Jobseeker Allowance (previously 'Newstart'), Youth Allowance, Austudy and Abstudy will all be increased by \$275 per week for the next six months.

If you're already getting one of these payments, you don't need to do anything. The supplement will automatically be added to your payment from 27 April 2020.

Additional payments for people on other income support

The Australian Government is providing two separate \$750 payments to people on other types of income support, including those on a Disability Support Pension, and eligible concession card holders.

You don't need to do anything if you are eligible, it will be paid to you automatically. The first of these payments will be made from 31 March 2020 and the second from 13 July 2020.

Suspension of mutual obligation

Mutual Obligation requirements (the normal requirements you have to receive payment, e.g. visiting your employment service provider, following a Job Plan) have been suspended for people receiving *Jobseeker* and *Youth Allowance for Jobseekers*.

You now have the option to request meetings with your employment service provider over the phone or online. This means you can still receive support without the need to go into their office.

Employer impacted by COVID or you were recently stood-down

The government recently announced the JobKeeper payment to help keep people in jobs and support businesses affected by the economic impact of COVID-19.

If you are currently employed or have recently been stood down by an eligible employer or were employed on

1 March 2020, you may receive a minimum payment of \$1,500 per fortnight, before tax. This payment also applies to some casual staff who meet eligibility requirements.

Find more information and see if you are eligible:

<https://www.business.gov.au/risk-management/emergency-management/coronavirus-information-and-support-for-business/jobkeeper-payment>

Worried about rent

The Federal Government has announced measures to help protect people who can't afford to pay their rent because of the financial impacts of COVID-19.

The measures vary by state or territory so find out more about your housing rights by contacting the relevant consumer protection agency:

<https://www.accc.gov.au/contact-us/other-helpful-agencies/consumer-protection-agencies>

Need to talk with someone?

If you're experiencing work challenges, it can help to talk with a professional. If you're aged 15-25, headspace's team of qualified work and study specialists provide free and confidential support to help you prepare and look for work.

Visit digitalworkandstudy.org.au or phone 1800 810 794.

Questions

If you have any questions on your eligibility or need help submitting a claim, please contact [Services Australia](#).

The information in this document is subject to change, please refer to [Services Australia](#) for the latest information.

When should I get help?

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

National 24/7 crisis services

- **Lifeline:** 13 11 14 or lifeline.org.au
- **Suicide Call Back Service:** 1300 659 467 or suicidecallbackservice.org.au
- **Beyond Blue:** 1300 224 636 or beyondblue.org.au

Additional youth support services

- **headspace:** visit headspace.org.au to find your nearest centre or call headspace on 1800 650 890
- **Kids Helpline:** 1800 55 1800 or kidshelpline.com.au
- **ReachOut:** reachout.com
- **SANE Australia:** 1800 187 263 or sane.org

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

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