



Emily's story

Emily was a 15-year-old student who had been feeling overwhelmed by school pressures, friendships, and personal issues at home. Over several weeks, her mood had been low, and she was often anxious about upcoming exams and social situations. She found it difficult to concentrate in class and had withdrawn from her friends. Emily's mother noticed the change in her behaviour and encouraged her to talk to someone. Emily wasn't sure where to turn.

Emily felt low and anxious and was having trouble concentrating.

Seeking help

Emily's teacher noticed her disengagement in class and approached her gently after a lesson, asking if everything was okay. Emily confided in her teacher about her struggles. The teacher suggested she speak to a guidance counsellor and offered to set up an appointment for her. Emily agreed and felt relieved knowing someone was looking out for her. The counsellor contacted Emily directly via her school email address to confirm the appointment.

Understanding confidentiality

At Emily's first appointment, the counsellor explained that what they talked about would not be shared, but if the counsellor felt concerned that Emily might seriously harm herself or someone else, or if Emily knew of harm being done to someone else, then the counsellor would need to tell someone. The counsellor explained that this would likely be a trusted person in Emily's life, such as their parent or caregiver, or another trusted adult who could support Emily.

During the counselling sessions

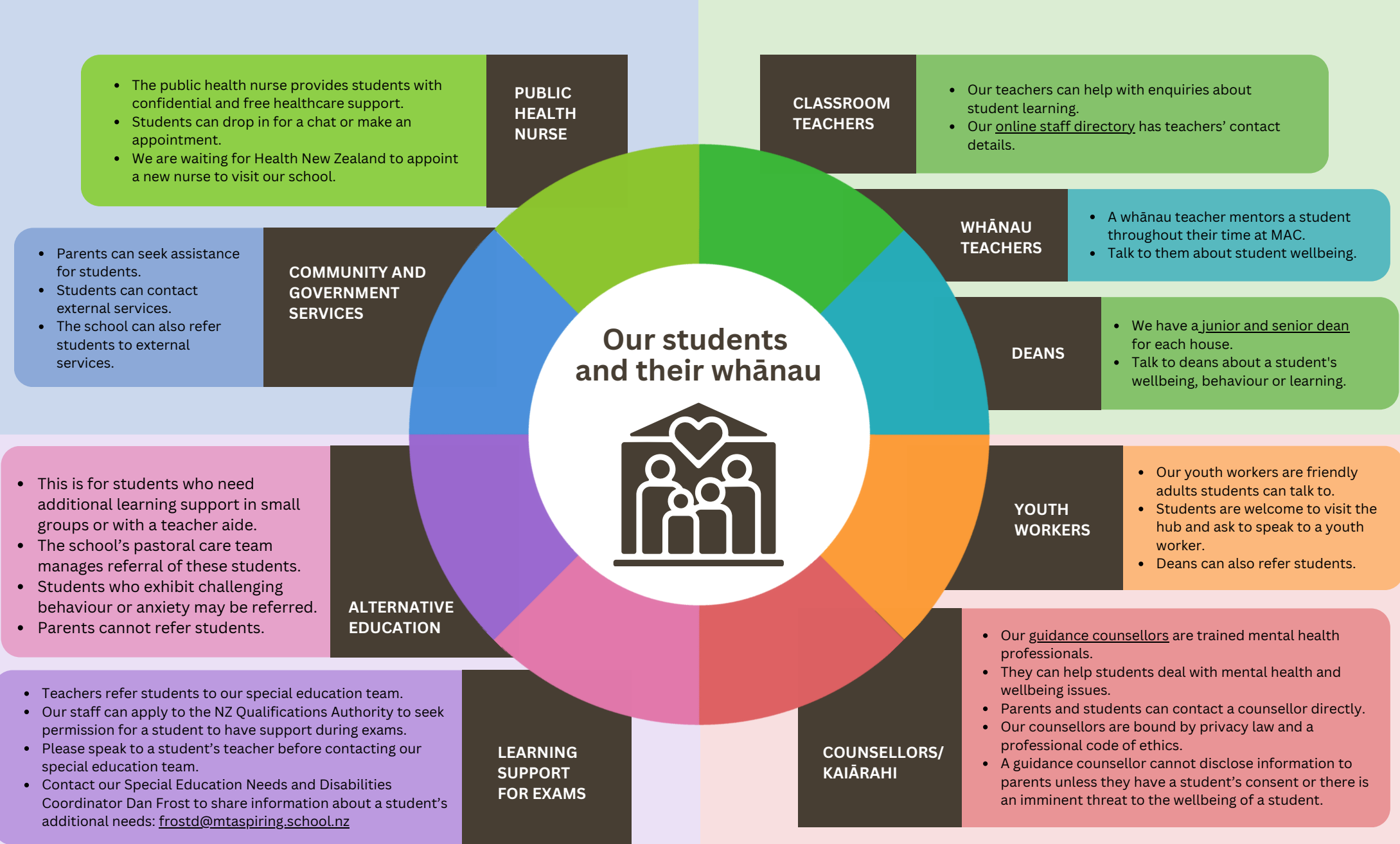
Emily and the counsellor spent most of their time together chatting, with the counsellor asking Emily questions so she could get to know Emily and understand what was going on in Emily's life. The counsellor could see that Emily was experiencing some anxiety and low mood, so she worked with Emily to identify the thoughts that were triggering her anxiety, and helped Emily recognise the warning signs that she was becoming anxious. Together, they worked out a plan with the skills and tools Emily could use to help manage her anxiety.

Moving forward

After four sessions with the guidance counsellor, Emily felt confident that if she started to feel anxious, she could handle the situation using the plan she and the counsellor had worked on. She also felt ready to talk to her Mum about how she had been feeling, and knew that if she needed more support, she could make another appointment to see the counsellor.



When students feel valued and supported, it helps them feel confident in who they are, engaged in their learning, and optimistic about the future.



THERE IS HELP.

Talk to a teacher or dean. | Visit the Wellbeing Hub near student reception.
 Contact a MAC guidance counsellor. | Monday to Friday during school hours in term time.
 E: dept-guidance@mtaspiring.school.nz | T: 03 443 0496



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