

A close-up portrait of a young woman with long, dark, curly hair, smiling warmly at the camera. She is wearing a light pink jacket with a visible zipper. The background is softly blurred, showing hints of green foliage.

# The Kidman Centre Impact Report 2024



## OUR MISSION

To understand, prevent and reduce mental health problems in young people aged 5 to 25, so that they can thrive through their formative years.

## ABOUT THE KIDMAN CENTRE

### WHAT WE DO:

- 9 Deliver preventative mental health talks in schools and the community
- 9 Provide evidence-based psychological treatments to young people and their families
- 9 Evaluate treatments through the application of quality research
- 9 Disseminate research through community outreach, presentations and training

### WHO WE SERVE:

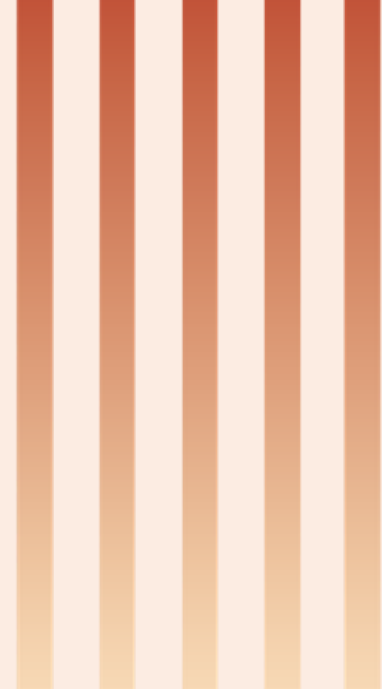
- 9 Children and teenagers
- 9 Young adults
- 9 Parents and carers

### TO IMPROVE THE SUPPORT AVAILABLE TO YOUNG PEOPLE, WE ALSO WORK WITH:

- 9 Teachers and educators
- 9 School counsellors
- 9 Health practitioners
- 9 Welfare professionals

### ISSUES WE TREAT:

- 9 Behavioural problems
- 9 Bullying
- 9 Anxiety
- 9 Depression
- 9 School-related stress
- 9 Mood disorders
- 9 Self-esteem issues
- 9 Trauma
- 9 Parenting issues



## TRIBUTE TO PROFESSOR ANTONY KIDMAN

Professor Antony Kidman was the director of the Kidman Centre for 30 years. His vision, one we maintain today, is that no child falls through the cracks of the mental health system.

Today and every day, we remember our founder Professor Antony Kidman, whose vision and mission is at the core of what we do.

He paved the way for youth mental health in Australia and we remain in his debt for founding the Kidman Centre and offering the leadership to ensure we remain a centre of excellence.





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## 2024 SERVICE SNAPSHOT



5,160 STUDENTS

ATTENDED THE HSC STRESS MANAGEMENT WORKSHOP



2,110 STUDENTS

ATTENDED THE COMING BACK STRONGER WORKSHOP



570 PARENTS

ATTENDED THE COMMUNITY SEMINARS



107 SCHOOLS

PARTICIPATED IN THE THRIVE WORKSHOP



2,300 PARENTS

SIGNED UP TO THE SUPERPARENT POWERS DIGITAL PROGRAM



3 MAJOR RESEARCH PROJECTS

ARE BEING CONDUCTED AND 3 PHD'S ARE UNDERWAY

## CLINIC SNAPSHOT



75 FAMILIES

ATTENDED 389 THERAPY APPOINTMENTS



## FROM THE DIRECTOR

This year has been one of growth, innovation, and deepened commitment to improving youth mental health. I'm proud to present our 2024 Impact Report, capturing the impact of our work and the progress we have made in supporting young people, their families, and educators.

This year, we have continued to expand our focus on prevention, working to reduce the onset and escalation of mental health issues among youth. Central to this effort is our work in schools, meeting young people where they are, in ways that reduce stigma and foster inclusion.

One of our major areas of focus this year has been bullying, following a series of tragic losses that received national media attention. The Kidman Centre has partnered with the Independent Schools Association to deliver keynote presentations at major education conferences, contribute to policy discussions, and provide school professional development workshops. We've also used media appearances to raise public awareness and advocate for evidence-based approaches to tackling this critical issue.

In addition, we have turned our attention to the mental health of teachers, a growing concern that has also featured prominently in the media. Alarming, recent statistics show that nearly 50% of Australian teachers are considering leaving the profession within the next 12 months, a sharp rise from 14% in 2021. More than half of teachers report moderate to severe symptoms of

depression, which is four times the rate in the general population.

**"Alarming, recent statistics show that nearly 50% of Australian teachers are considering leaving the profession within the next 12 months."**

This is not only a workforce issue, but it is a student and family issue. Teacher wellbeing directly influences students' academic success, emotional wellbeing, and the experience of families more broadly. **To support educators, we have developed a comprehensive new initiative: the Teacher Toolkit**, a suite of professional development workshops designed to help mitigate the risks contributing to burnout and attrition. The workshops address key challenges affecting teacher wellbeing. These include managing classroom behaviour, particularly with neurodivergent students (autism, ADHD) and those experiencing mental health difficulties, balancing growing workloads and administrative demands, and how to work well with parents.

As always, our work would not be possible without the strong support of our partners. I extend my sincere thanks to UTS Vice-Chancellor Professor Andrew Parfitt; Dean and Deputy Dean of Science, Professors James Wallman and Philip Gale; and the board members of the Antony Kidman Foundation: Stephen Peach, Philip Walker, Antonia and Craig Marran, Sharon Porter and Scott Bell.

I'm incredibly proud of what our team has achieved in 2024 and excited for what lies ahead in 2025.

Dr Rachael Murrphy

# ANNUAL SUPPORTERS LUNCH AT BARZURA RESTAURANT COOGEE

This year's Annual Supporters Lunch took place at the stunning Barzura restaurant in Coogee Beach and it was a day to remember. Framed by sparkling ocean views and sunshine, the atmosphere set the tone for a truly special gathering.

We were honoured to welcome the incredible Layne Beachley, seven-time world surfing champion, as our guest speaker. Layne's warmth, wisdom, and powerful message captivated us all.

The event was a wonderful opportunity for our community of supporters to come together, connect and share the many stories of impact made possible through our work. We are so grateful to everyone who joined us for this celebration. Your ongoing support, passion, and belief in our mission continue to inspire and uplift us every step of the way.

The event was a wonderful opportunity for our community of supporters to come together





## EMPOWERING TEACHERS: LAUNCHING THE TEACHER TOOLKIT SERIES IN 2024

At the end of 2024, we were incredibly fortunate to receive funding to launch a brand-new initiative supporting teachers.

We know that teacher burnout is at an all-time high, with more educators leaving the profession than ever before. They are juggling student behaviour challenges, increasing workloads, and limited support, all while trying to create the best learning environments for their students.

**UTS UNIVERSITY OF TECHNOLOGY SYDNEY**  
**The Teacher Toolkit**  
The Kidman Centre UTS

- 1. UNDERSTANDING MENTAL HEALTH: WHAT TEACHERS NEED TO KNOW**  
Key insights into anxiety and depression to help teachers identify and support students.
- 2. DEALING WITH CHALLENGING BEHAVIOURS**  
Effective strategies beyond rewards and punishments using Ross Greene's Collaborative and Proactive Solutions.
- 3. WORKING WITH NEURODIVERGENT CHILDREN**  
Practical tools for supporting students with Autism and ADHD (split into two 1-hour sessions).
- 4. WORKING WITH PARENTS**  
Assertive techniques for managing and resolving issues with parents.
- 5. TEACHER MENTAL HEALTH & WELL-BEING**  
Strategies to support teachers' own mental health and resilience.
- 6. ACCIDENTAL COUNSELLOR**  
What to do when a student shares serious personal issues.
- 7. ENGAGING SHY CHILDREN IN CLASS**  
Methods to encourage participation from shy students using exposure hierarchies.
- 8. MANAGING ANXIETY IN THE CLASSROOM**  
Strategies to help manage and reduce student anxiety and increase confidence.
- 9. TRAUMA-INFORMED APPROACHES IN THE CLASSROOM**  
Techniques for applying trauma-sensitive practices in the educational setting.

INTERESTED? EMAIL ME AT: [ANNA.DEDOUSIS-WALLACE@UTS.EDU.AU](mailto:anna.dedousis-wallace@uts.edu.au)  
LET US DISCUSS HOW WE CAN SUPPORT YOUR SCHOOL COMMUNITY.

[www.tkc.uts.edu.au](http://www.tkc.uts.edu.au)



The statistics on stress and the teaching profession are sobering:

- ↑ 30-50% of teachers depart within the **first five years** of their careers
- ↑ About 5-8% of teachers **leave the profession each year**, either permanently or temporarily
- ↑ 35% of teachers **intend to leave before retirement**
- ↑ 60% of teacher absences are **attributed to mental health** or emotional issues

This is a significant problem to address because teacher well-being significantly impacts students' academic and emotional outcomes.

### WHY ARE TEACHERS STRUGGLING?

Teachers have identified several reasons why they are struggling with their emotional health. These include the ongoing challenges of managing student behaviour - particularly among neurodivergent students and those experiencing mental health issues - often without adequate training or support. Also, growing administrative workloads and expectations to work outside school hours are also major contributors to stress and burnout. Many teachers feel unsupported in their roles, citing a lack of backing from leadership and limited opportunities for collaboration with peers. Additionally, managing complex and sometimes challenging interactions with parents further adds to the emotional strain of the profession.

To address these critical issues, we believe that teachers would benefit from training that directly addresses the reasons they have given for attrition and burnout. That's why we are excited to introduce the Teacher Toolkit, a new in-person workshop series, designed to give teachers the skills, strategies, and support they need to stay in the profession and thrive. Developed by our team of clinical psychologists, this program is all about practical, hands-on solutions to the biggest challenges facing educators today. Each school can choose 2-3 free workshops from a suite of options, tailored to their needs, with topics covering:

- ↑ Managing student behaviour, including strategies for supporting neurodivergent students
- ↑ Navigating the first three years of teaching
- ↑ Working with parents as allies

The Teacher Toolkit workshops will be delivered face-to-face, directly in schools, ensuring teachers receive practical support and strategies that they can immediately put into action with their students.

We have started to develop the workshops in this toolkit series and look forward to delivering them to schools in 2025!



We believe that teachers would benefit from training that directly addresses the reasons they have given for attrition & burnout

**THE TEACHER TOOLKIT**  
Practical, evidence-based strategies for Primary & High School educators. Delivered on site at your school for FREE!

- Choose 2-3 Workshops (1-2 hours each)
- Presented by Senior Clinical Psychologist & former teacher
- Fully funded - FREE for a limited time!

INTERESTED? SEND US AN EMAIL  
[Anna.Dedousis-Wallace@uts.edu.au](mailto:Anna.Dedousis-Wallace@uts.edu.au)

**UTS UNIVERSITY OF TECHNOLOGY SYDNEY**  
[WWW.TKC.UTS.EDU.AU](http://WWW.TKC.UTS.EDU.AU)

## ADDRESSING BULLYING: SUPPORTING SAFER FUTURES FOR YOUNG AUSTRALIANS

As part of our ongoing commitment to improving the mental health and wellbeing of young people, the Kidman Centre is preparing to undertake vital work in an area that has emerged as a critical national concern: bullying.

In May 2024, the release of the Programme for International Student Assessment (PISA) results highlighted the urgency of this issue. Australia was ranked second among developed nations, behind only Latvia, for the prevalence of bullying in schools. Also concerning, Australian students reported feeling significantly less safe at school than the average student in other OECD countries.

Throughout 2024, bullying in schools gained increasing national attention, not only through widespread media coverage but also through government action. A nationwide review into school bullying was initiated in November 2024, followed by the announcement of an Anti-Bullying Rapid Review in February 2025. Bullying is a serious issue that is often misunderstood and underestimated. Research shows young people who experience bullying, and even those who engage in it, face significantly higher risks compared to their peers for mental health difficulties, including suicidal ideation and self-harm. These experiences can have long-term impacts on education, health, and success in life.

At the Kidman Centre, we are preparing to respond to this critical area of need by providing evidence-based, proactive support for schools and communities. In partnership with the Association of Independent Schools of New South Wales (AISNSW), we are planning to deliver presentations at major conferences next year, reaching school leaders, educators, school-based mental health professionals and governance teams.



## EQUIPPING EDUCATORS AT THE INDEPENDENT SCHOOL'S 'RISE AND SHINE' CONFERENCE

In early 2025 we are scheduled to present at AISNSW's K-12 Wellbeing Conference, Rise and Shine. This event is expected to attract approximately 700 educators. Our contribution will include a presentation and an interactive Masterclass Workshop titled "Bullying in Focus: Turning Parents into Allies for Safer Schools". This practical session will explore the mental health impacts of bullying, equip teachers with evidence-based strategies, and highlight the vital role of parent-school collaboration. Building strong, trusting relationships with families is essential to addressing bullying effectively and remains one of the most significant challenges educators face.

## ENGAGING SCHOOL BOARDS ON GOVERNANCE AND RISK

We also plan to bring this conversation into the boardroom in April 2025 at the AISNSW Governance Symposium, From Risk to Opportunity, where 700 board members and leadership teams of independent schools in NSW are expected to attend. Our presentation, 'Bullying and Risk Management: Critical Considerations for Boards,' will focus on the psychosocial effects of bullying on young people, alongside the reputational and legal risks schools currently face. We will offer practical, evidence-informed approaches for school boards to consider as part of their duty of care to support and safeguard their students, staff, and broader school community.

## SUPPORTING SCHOOL BASED MENTAL HEALTH PROFESSIONALS

Finally, we will be presenting at the AISNSW School Counsellors' Conference in August 2025. While the event is still in the planning stages, we expect to focus on supporting and strengthening the role of mental health professionals in preventing and responding to bullying in schools. Our presentation will provide an overview of current research on interventions for minimizing and managing bullying, as well as best practices for supporting both those who have engaged in bullying and those who have experienced it.



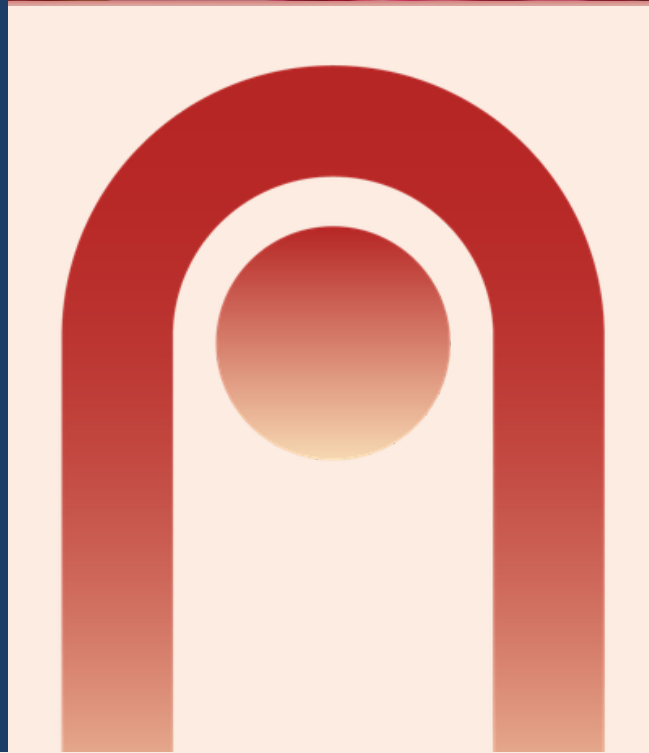
## BULLYING IN THE MEDIA

We have also been advocating for school reform relating to bullying through various media organisations, detailed further on page 31.

## LOOKING AHEAD...

We remain committed to supporting schools, educators, students, and families as we work to prevent bullying and foster safer school environments. The presentations planned for 2025 mark the beginning of a broader initiative in this space.

We feel there is an important opportunity to make meaningful progress toward safer schools for all young people. Tackling bullying is not just about managing risk; it's about supporting educators, school-based mental health professionals, and governance teams to address bullying and transform the environments where children learn and grow. Psychology has a lot to offer in this regard. Thank you for helping us turn evidence into action. Together, we can work toward a future where no young person feels unsafe at school.





## 2024 STUDENT WORKSHOP WRAP-UP: HSC STRESS MANAGEMENT & COMING BACK STRONGER

In 2024, the Kidman Centre UTS continued its commitment to supporting senior students through its highly requested HSC Stress Management and Coming Back Stronger workshops. This year, over 6,200 students participated in the programs, with 5,160 attending the HSC Stress Management workshop and 2,110 participating in Coming Back Stronger.



To stay aligned with the changing needs of students, all workshops were refreshed with a visually engaging design using Canva to help capture attention and increase engagement. Alongside the updated look, the content was revised to include the latest psychological research. One standout fact highlighted how regularly getting less than seven hours of sleep can impair brain function to a level similar to having a blood alcohol concentration of 0.05%. Memorable, evidence-based insights like this helped students understand the real-life impact of stress and the importance of looking after themselves.

The HSC Stress Management workshops focused on practical strategies for managing stress, recognising unhelpful thought patterns, and boosting motivation, drawing on Cognitive Behavioural Therapy (CBT) techniques. The Coming Back Stronger workshops, based on Acceptance and Commitment Therapy (ACT), encouraged students to reflect on their personal values and learn from stories of resilience from figures like JK Rowling and Mr Beast. Students also explored the science of habit formation and practised creating new healthy habits during the sessions.

With schools continuing to request repeat seminars, the demand for mental health support in education remains high. The Kidman Centre UTS is proud to be a trusted resource for students and educators, helping young people thrive during the important senior years of schooling.

Following input from teachers and school wellbeing teams, 2024 will be the final year of our Coming Back Stronger workshop. Originally developed in response to the impacts of COVID-19, this workshop has played an important role in helping students rebuild confidence and resilience during a difficult time. In its place, we're developing a brand-new workshop focused on social and emotional learning, designed to build assertive communication skills and support healthy boundary-setting. This new offering, launching in 2025, will also be available to younger year groups in response to rising concerns around friendship challenges, bullying, and the changing ways young people communicate.

"It was validating to see how we were all going through the same stress but coped in different ways"



### STUDENT FEEDBACK...

***"I enjoyed understanding procrastination was a reaction from stress, not just a sign of laziness, and understanding how stress can affect our bodies."***

***"It was validating to see how we were all going through the same stress but coped in different ways - the presentation was made to be very interactive."***

***"I loved learning about how the body reacts to stress e.g. nausea is a sign of digestion pausing in the fight-or-flight response and the ways to cope with it."***

***"Understanding that stress can actually be good for study when it's at a balanced level."***



In 2024, we delivered 11 seminars to the public, with over 570 registrations from community members, including parents, carers, and teachers. All seminars were delivered online via Zoom in a flexible one-hour, after-hours format to accommodate busy families and working professionals.

This year's topics covered ten key areas, including screen time, anxiety and emotion coaching, child anxiety (6–12 years), teen anxiety (12–18 years), supporting parent mental health, nurturing neurodivergence, and building screen time routines ahead of school holidays, always with a focus on actionable strategies and clear, research-backed guidance.

Average ratings for overall satisfaction were 4.7 out of 5, while overall helpfulness and relevance scored 4.6 out of 5 across the workshops.

All seminars encouraged live questions and open discussion, allowing participants to engage directly with facilitators and one another. As always, we are guided by the generous and thoughtful feedback we receive.

## FREE COMMUNITY SEMINARS ON PREVENTATIVE MENTAL HEALTH

The Kidman Centre UTS continues its proud commitment to delivering free, evidence-based mental health seminars for young people, parents and caregivers, educators, and health professionals.

These sessions aim to equip the community with practical, preventative skills that support youth wellbeing and address common mental health concerns.



### PARTICIPANT FEEDBACK HIGHLIGHTS...

*"Anger is an emotion that is just the tip of the iceberg. Taking the time to validate emotions can save a lot of time and builds connection with your child."*

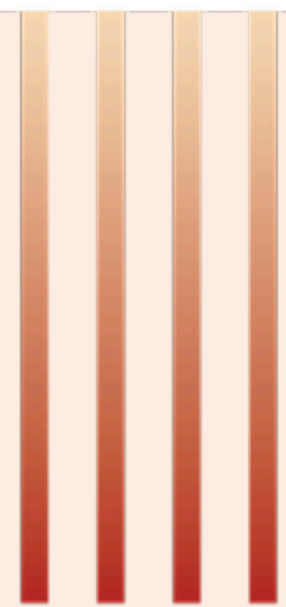
*"The emotional coaching section really resonated, especially the roleplay. It helped me realise I need to manage my own emotions as well as support my teen."*

*"Misnaming of ADHD, that it's not a lack of focus, but inconsistency in the ability to focus on one thing, was a real eye-opener."*

*"Building a ladder is such an effective tool to help with anxiety, and I appreciated the reminder to build it with your child and use it when they're calm."*

*"I appreciated the balance, Roanna was brilliant at finding common ground between the needs of kids and the concerns of parents."*

*"The idea of adding rather than subtracting when it comes to screen time and boundaries was really powerful. The idea of building trust with teens, not just controlling them."*



*"The emotional coaching section really resonated, especially the roleplay"*

## SUPPORTING REGIONAL EDUCATORS THROUGH THRIVE

In 2024, our free THRIVE workshops for school educators continued to make a powerful impact across regional New South Wales. We delivered training in communities including Albury, Coffs Harbour, Dubbo, Wagga Wagga, Armidale, Moree, Broken Hill, Blue Mountains, Ballina, Parkes, Forbes, and Merimbula.

Over the past year, 107 schools participated (45% classroom teachers, 25% learning support, 13% school principals). Led by two clinical psychologists, THRIVE workshops educate school staff on the science of anxiety and trauma and provide practical, evidence-based strategies they can implement immediately.

A new focus of the workshop is not only equipping teachers to support students, but also recognising the emotional toll on educators themselves. Many shared feeling overwhelmed and unsure if others felt the same. Creating space for open conversation and self-reflection led to some of the most meaningful moments in the workshop, where teachers felt seen, supported, and less alone.



## WHAT WE'RE HEARING FROM THE FIELD...

Across regions, educators consistently reported high levels of trauma-related anxiety among students, often linked to domestic violence, natural disasters, and displacement. Teachers described a growing expansion of their roles, often providing food, transport, hygiene support, and emotional care in the absence of other services, contributing to burnout and emotional exhaustion across the profession.

***"Some kids don't want to leave their parents, but many don't want to go home. There's poverty and domestic violence with parents using substances and there's just not the funding or support to help the whole family. We're not just teachers here - we also pick the kids up and feed them breakfast or get rid of their lice or ringworm."***

***"With the fires some of our students' homes have burnt down so when we're in the playground and they see any wisp of smoke or fog there's this huge panic"***

***"Teachers in remote areas hold a lot more responsibility because there's fewer services and access to services, there's at least a two-year wait for a psychiatrist and we don't have a school psychologist so we're just trying to do it all ourselves."***



Feedback has been overwhelmingly positive, with educators expressing deep gratitude for the opportunity to engage in face-to-face training, with some travelling more than two hours to attend.

Participants consistently rated the workshops 4 or 5 out of 5 for overall satisfaction, increased confidence, and likelihood of applying the strategies in their school settings. Importantly, 100% of educators said they would recommend the workshop to a colleague.

Looking ahead to 2025, we are excited to expand our reach beyond New South Wales into the Northern Territory, and we are currently in the process of co-creating an updated workshop in collaboration with Indigenous stakeholders to better meet the unique needs of these communities.

The THRIVE workshops serve as vital resources for educators striving to create supportive learning environments where all students can thrive emotionally and academically.





## SUPERPARENT POWERS: A YEAR OF IMPACT & GROWTH

This year we proudly launched the SuperParent Powers pilot, marking a significant milestone in our mission to support parents and enhance youth mental health. Through an extensive marketing campaign spanning META (Facebook and Instagram), YouTube, word of mouth, and our existing networks of parents and workshop participants, the program reached a broad audience. The response was overwhelming: nearly 2,300 parents signed up on our website, eager to strengthen their relationships with their children through evidence-based strategies.

### TRANSFORMING PARENTING THROUGH RESEARCH

SuperParent Powers is not just an online training program, it is a research-backed initiative designed to create lasting change. The pilot study required participants to complete pre- and post-training questionnaires, along with a three-month follow-up to assess the program's effectiveness. We are thrilled to report that the research phase is now complete, and our team is actively analysing the data. While we await the full results, initial feedback from satisfaction questionnaires has been resoundingly positive. Parents embraced the program, found the content highly valuable, and eagerly applied the strategies at home.

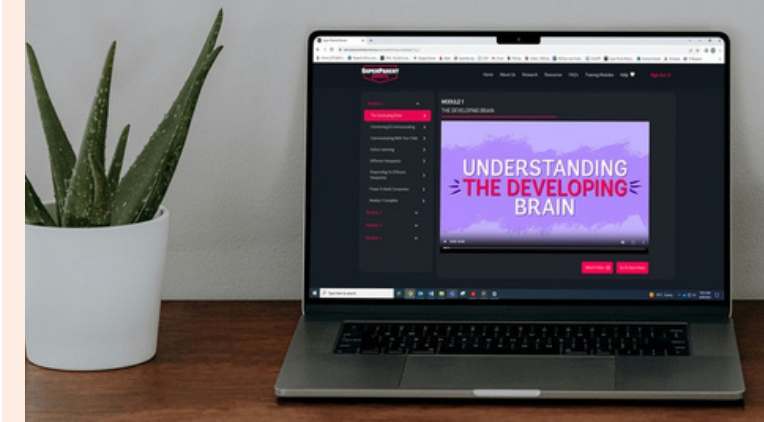
### ENGAGING WITH PARTICIPANTS: SUPPORT AND INSIGHTS

We maintained close contact with participants throughout the research phase. Many reached out with queries, which our team promptly answered within 24 hours. To gain firsthand insights into participant experiences, troubleshoot any issues, and engage and motivate parents, we arranged support phone calls with a select group of participants. These calls also provided an opportunity to discuss strategies most relevant to their families and gather feedback for potential improvements. In total, we conducted 35 phone calls, and the results were fantastic.

Parents praised the program, particularly appreciating its interactive nature, which demonstrated role plays of what not to do and how to implement strategies effectively. When they applied these strategies within their families, they observed positive changes in their children's behaviour and their overall relationship with them. We included some of their testimonials at the end of this report. Their feedback is incredibly encouraging, so we invite you to take a moment to read through them.

### THE NEED FOR DIGITAL PARENTING GUIDANCE

One of the most valuable insights from our engagement with parents was their strong interest in guidance on navigating digital life with their children. Many parents expressed a need for more support in managing screen time, social media use, and online safety. As digital technology continues to shape family interactions, we see this as an essential area for future program extensions. By equipping parents with effective strategies, we can help them foster healthier digital habits and strengthen family connections in an increasingly online world.



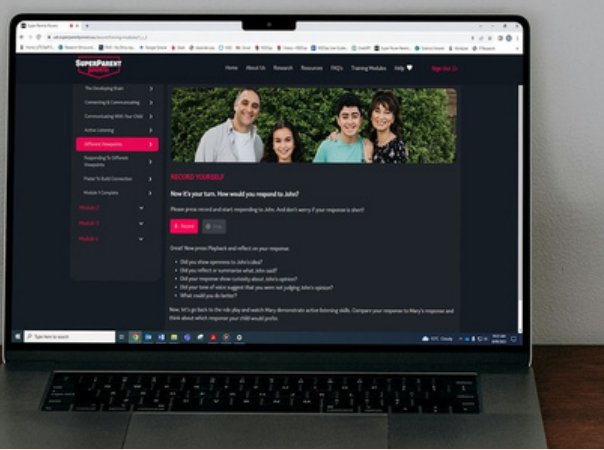
### ADDRESSING REGIONAL NEEDS IN PHASE TWO

Throughout our engagement, many parents in regional Australia voiced a pressing need for accessible mental health support. In these areas, resources are often scarce, and programs like SuperParent Powers may be one of the few options available. Recognising this urgent need, we are prioritising regional outreach in the next phase of our initiative. By tailoring our marketing and engagement efforts, we aim to reach more families in remote communities and provide them with the tools they need to support their children's well-being.

### WHAT'S NEXT?

As we move forward, we remain committed to refining and expanding SuperParent Powers based on our findings. Our next steps include sharing insights from the research, exploring ways to reach even more families, and continuing our mission to strengthen parent-child relationships. The enthusiasm from parents in 2024 has demonstrated the profound need for programs like this, and we are excited about the future of SuperParent Powers.

We invite you to continue this journey with us. Your contributions make it possible to develop and scale evidence-based interventions that have a meaningful impact on families across Australia. Together, we can ensure that all parents, regardless of location, background or socio-economic situation, have access to the tools they need to build stronger connections with their children and promote lifelong mental well-being. Stay tuned for updates as we build on this momentum and work towards empowering even more families in the coming year.





**PARENT TESTIMONIALS...**  
*(Either from the phone calls or satisfaction questionnaires)*

*"Fabulous! I've referred others. The pdf printouts are very handy for quick tips"*

*"Keep up the amazing work. I have passed the program on to my sister-in-law. I found it a big help"*

*"I live in rural NSW and work with families and such a program is much needed in my area. There is nothing out here where families can get support, especially not if it's free or easily available (online). I've already completed all modules and am recommending it to all my clients, it's great with all the roleplay examples. You know, I work in the field, but even I still learned something from it, especially from the videos about the adolescent brain. A lot of it might not be new to parents, but it's great to have a refresher and get reminded of what to do. I also enjoyed the exercises, I think it's great to reflect on what you would say and to practice some of the strategies."*

*"I'm really grateful for such a program, it really helps my family. I'm watching the videos on my phone so I can take screenshots of the tips and strategies. I particularly liked the module about communicating and connecting with your child. I tried one of the strategies and it was great. When I picked up my daughter from school, she was upset about her friends and instead of saying "don't worry about it", as usual, I said "that sounds really mean, no wonder you're upset. We can talk about it more when we get home if you'd like". And by the time we got home, she had already processed the incident and didn't go on about it as usual."*

*"I really like this program. My son is in year 7 and the roleplays are really speaking to me directly. You know, getting invited to parties or having fights with friends - these are all examples that are relevant to our family. I really enjoyed the modules so far and can see the value in this program. I think that co-parenting is also an important point and that disagreements with your partner aren't good. It's important that you know as a parent, what you're doing. I've already done some training before - a few years ago my husband and I attended a F2F parent training at Sydney Uni and SuperParent Powers is validating me and what I've been doing as a parent. It's just a confirmation that my approach is good."*



*"This program is just what we needed, thank you so much for creating it!"*



*"I really like that it is bite-sized, this fits great with my lifestyle. When I'm waiting to pick up my daughter, I can squeeze in a video as they're only a few minutes long. I knew a lot of the stuff already, but it's great to be reminded again as it's so easy to forget."*

*"This program is just what we needed, thank you so much for creating it! I'm parenting on my own and we have been going through a really tough time recently and the first module has really helped me better understand my son's behaviour. He's not just acting out, there are changes going on and his brain is still developing. And he's more influenced by other people around him. I started listening more and being less judgmental. I'm using a lot more 'I' statements and have been letting go minor things and not reacting as much and this has helped a lot with our communication. It feels like my son has now more ownership and responsibility over how things go between us, which makes it easier for me as a parent."*

*"The program has been both helpful and engaging. As a practicing psychologist, I'm used to working with younger children, so it's been interesting to explore strategies for older kids. I've enjoyed sharing the content with my husband, and together we've applied strategies like active listening without immediate criticism and taking a more coaching approach with our children. I've also started scheduling more 1:1 time with each child, motivated by the modules. My biggest barrier is finding time, but the check-in calls, and bite-sized videos have helped manage this. I appreciate the clear, easy-to-understand format and prefer it to reading long texts."*

*"I find the videos very engaging and highly relevant, especially as I'm raising teenagers who present challenges I hadn't anticipated, like pushing boundaries with social media. The video on the adolescent brain has been particularly helpful, even though I'm a teacher familiar with child behaviour. My main barrier has been finding time, balancing work and three kids, but I've managed to work on the program while my daughter is at swimming lessons, despite occasional Wi-Fi issues. I appreciate the bite-sized content and the ability to watch on the go, and I've added some strategies, like perspective-taking, to my parent toolkit, which has really improved my approach with my middle child."*



## GENERAL PSYCHOLOGY CLINIC: IN THE CLINIC WITH PSYCHOLOGIST ALIX RINGBAUER

A large proportion of young people I see in the clinic are studying for their Year 12 HSC, many of whom are seeking out a psychologist for the first time.

The HSC can be a highly stressful time for young people, often leading to worries about what will happen after high school, whether they can achieve academic goals to get into university, or not knowing what they want to do. They may experience significant pressure related to perceived expectations and the implications of their HSC results. This can lead to the emergence of stress, anxiety, and depression.

Tasks that are key to wellbeing are often the first to fall by the wayside, such as getting enough sleep, eating well, exercising regularly, taking time for enjoyable activities, and maintaining healthy social relationships. Young people may feel like they either need to be studying or worrying about study, with no time for anything else. This is counterproductive and often leads to a negative cycle involving increased stress, anxiety, guilt, procrastination, and poorer academic performance.

I work with young people and their families to break this cycle, problem-solve, and ensure there is a balance between study and wellbeing. For example, some young people I work with say they don't like sport or exercise, but often it turns out there's something they're willing to try, such as walking home from school instead of catching the bus, swimming or even a Zumba class!



With the increase in study time, feelings of isolation can also develop. To combat this, I often encourage students to maintain social connections by organising regular study sessions with friends. Taking breaks between study blocks, rather than attempting marathon sessions, is another key strategy. Together, we work on scheduling and time management to ensure that study, breaks, and wellbeing are balanced realistically.

Additionally, I address worries about the future and look at helpful ways to manage anxiety around it. It's common for people with anxiety to overestimate the likelihood of things going badly and underestimate their ability to cope. For example, young people may worry that if they do not achieve a certain academic level, their career hopes and dreams will be ruined. These worries can contribute to chronic stress, exam anxiety, and ultimately impact performance. In my sessions, I provide a space for young people to feel heard, explore alternative perspectives, and develop tools to challenge and manage their concerns based on their unique needs and circumstances.

**Alix Ringbauer**  
Clinical Psychologist



I work with young people and their families to ensure there is a balance between study & wellbeing

## CELEBRATING PHD SUCCESSES & EXPANDING OUR RESEARCH TEAM

As part of our Centre's strategic plan, we are committed to building research capacity by upskilling our team through doctoral studies.

This investment reflects our long-term goal of establishing a team of intern PhD students to drive projects that have a tangible impact in real-world settings.



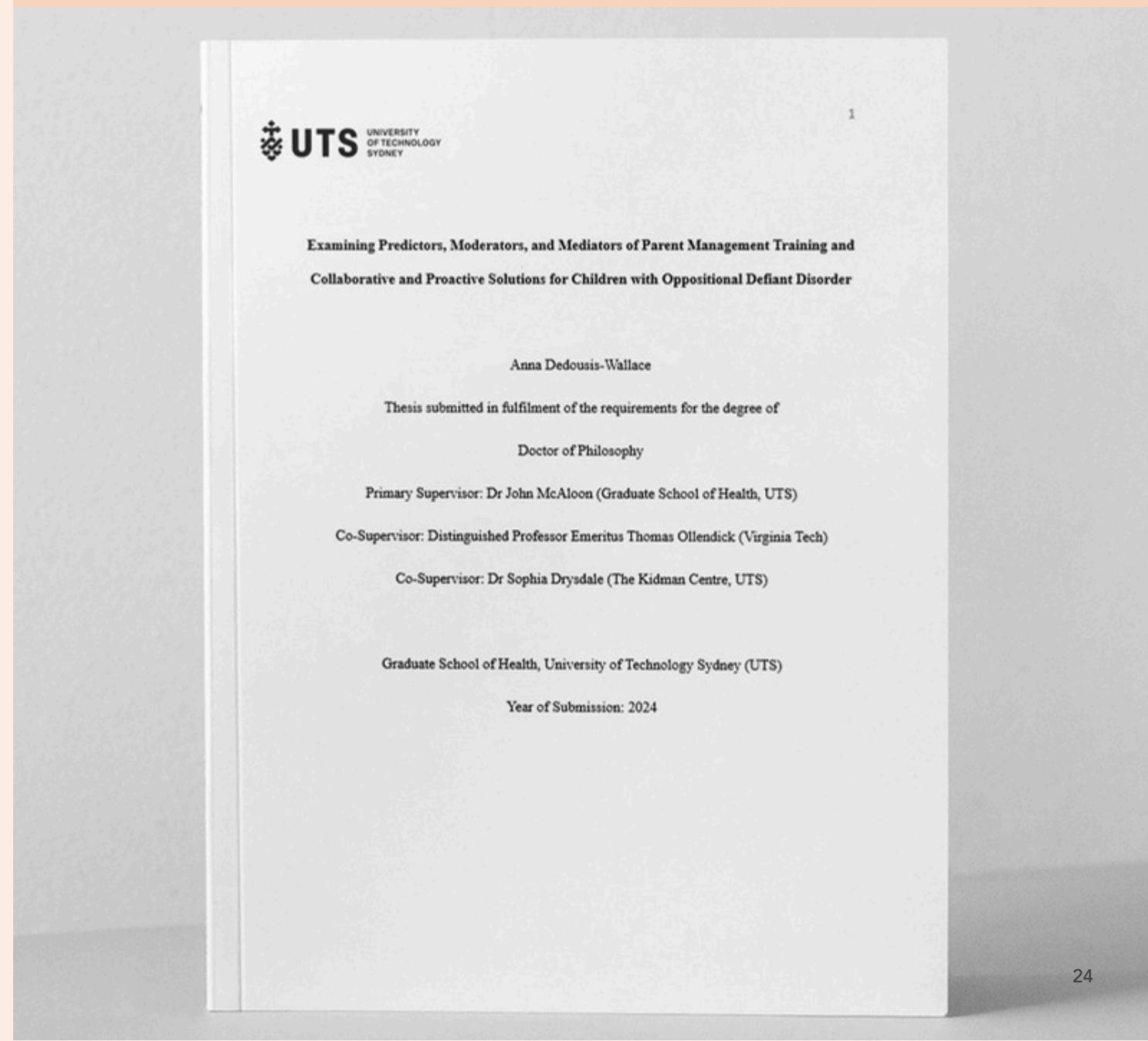
## We will be actively recruiting PhD students to join our growing research team

We are proud to congratulate Dr Anna Dedousis-Wallace and Dr Rachael Murrphy on the successful completion of their PhDs this year (supervised by The Kidman Centre's Dr Sophia Drysdale), an outstanding achievement that underscores their dedication to advancing clinical research and practice. We also extend our best wishes to Simone Hain; whose PhD is currently underway and on track for completion in 2025.

Dr Rachael Murrphy and Dr Anna Dedousis-Wallace have also assumed a role

on the Editorial Board for a world-leading psychology journal: Clinical Child and Family Review. These roles keep us up to date with the latest scientific advances and offerings.

Looking ahead, we will be actively recruiting PhD students to join our growing research team. This expansion will support our mission to deliver innovative, evidence-based treatments to the broader community and contribute to the development of new and effective approaches in mental health care.



## YOU MAKE OUR WORK POSSIBLE

As always, we want to thank our generous supporters who make our work possible.

We are able to do our work and conduct our research day in and day out because your contributions make it possible.

Donations to The Kidman Centre go directly to making sure our vision remains a reality, that no child falls through the cracks of the mental health system here in Australia.

If you would like to make a gift or would like more information on how to leave a bequest in your will, please visit our website at:

[www.tkc.uts.edu.au](http://www.tkc.uts.edu.au).

Alternatively, you can also make a direct bank transfer to support our work.

Account Name

**University of Technology Sydney**

Bank

**Commonwealth Bank of Australia**

BSB

**06-20-06**

Account

**107459 38**

Swift code *(for international donations)*

**CTBAU25**

Your reference

**Yourname-The Kidman Centre**

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TO VIEW OUR  
DONATIONS PAGE





## FUTURE DIRECTIONS FOR THE KIDMAN CENTRE

The Kidman Centre had a highly productive and impactful year in 2024. Our achievements were made possible through the dedication of our staff, the support of the UTS Faculty of Science Executive, and the ongoing commitment of the Antony Kidman Foundation. We also extend our sincere thanks to our donors. Your generosity continues to make our work possible.

Looking ahead, we are excited to launch the Teacher Toolkit in 2025. This initiative will be delivered across schools in metropolitan Sydney, targeting key risk factors that contribute to high levels of teacher stress, depression, and early attrition from the profession. By supporting teacher wellbeing, this program will ultimately enhance student learning and mental health outcomes across school communities.

We are also deepening our focus on bullying prevention, a pressing issue that continues to affect the long-term physical and mental health of young people. In 2025, our team will deliver keynote presentations at major educational conferences, engage with the media, contribute to policy development, and provide professional learning opportunities for school staff and students.

As we wrap up another successful year, we extend our heartfelt thanks to everyone who has supported the Kidman Centre's mission. We remain committed to ensuring that young people and their families have access to practical, evidence-based support. We look forward to continuing to make a meaningful difference in the lives of those we serve in the years ahead.

Dr Rachael Murrphy  
Director, The Kidman Centre



## BEQUESTS

Dear Supporters,

The best part of our work is engaging with supporters like you, learning about why you support our mission, and sharing the impact your generosity has had on the lives of young people.

Our work is made possible by your generous donations. Over the years, we've often been asked how supporters can ensure their impact continues well into the future. Australians are a remarkably generous group, and each year, thousands of men and women leave gifts in their wills to support their favourite charities.

Through your will, you have the power to help the Kidman Centre continue its work of understanding, preventing, and reducing mental health problems in young people, enabling them to thrive during their formative years.

After ensuring your family and friends are cared for, you may want to consider leaving a bequest to the Kidman Centre. If you choose to remember us in your estate plans, you can trust that your gift will be used wisely. It will help fund

evidence-based research, support our clinical practice, and enable our community programs that assist children aged five to twenty-five across the country.

If you would like more information or prefer to speak confidentially with someone about this, please don't hesitate to contact us at **9514 4077** or email **rachael.murrihy@uts.edu.au**. You can also visit our website at **www.tkc.edu.au** and find the "Leaving a Gift in Your Will" section.

We are deeply grateful for your ongoing support, advocacy, and dedication to our mission. Together, we continue to make a meaningful difference in the lives of young people. Warmest regards,

Rachael Murrihy  
Director, The Kidman Centre

## OUR TEAM

- Dr Rachael Murrihy • Director, Clinical Psychologist
- Dr Anna Dedousis-Wallace • Senior Clinical Psychologist
- Dr Sophia Drysdale • Clinical Psychologist
- Roanna Chan • Clinical Psychologist
- Simone Hain • Program Manager & Clinical Psychologist
- Alix Ringbauer • Clinical Psychologist
- Jessica Gengaroli • Clinical Psychologist
- Grace Lim • Clinical Psychologist Registrar
- Jessica Whelan • Administrative Officer
- Jahne Coutts-Smith • Administrative Officer
- Gopalan Nair • Financial Officer
- Alexandra Mruk • Intern
- Claudia Alvaro • Intern



## SOCIAL MEDIA

The Kidman Centre's social media presence on Instagram, Facebook and Twitter has continued to grow.

We frequently provide parents with valuable information on a variety of topics through regular posts on Facebook and Instagram pages, covering areas such as:

- Managing kids and technology.
- Nurturing your child's mental health.
- School holidays and boredom.
- Supporting a child undergoing the HSC.
- Free upcoming workshops for parents and children run by the Kidman Centre.

Follow us on:

- @TheKidmanCentre
- @thekidmancentreuts
- @thekidmancentre

## MEDIA ENGAGEMENT & PUBLIC ADVOCACY

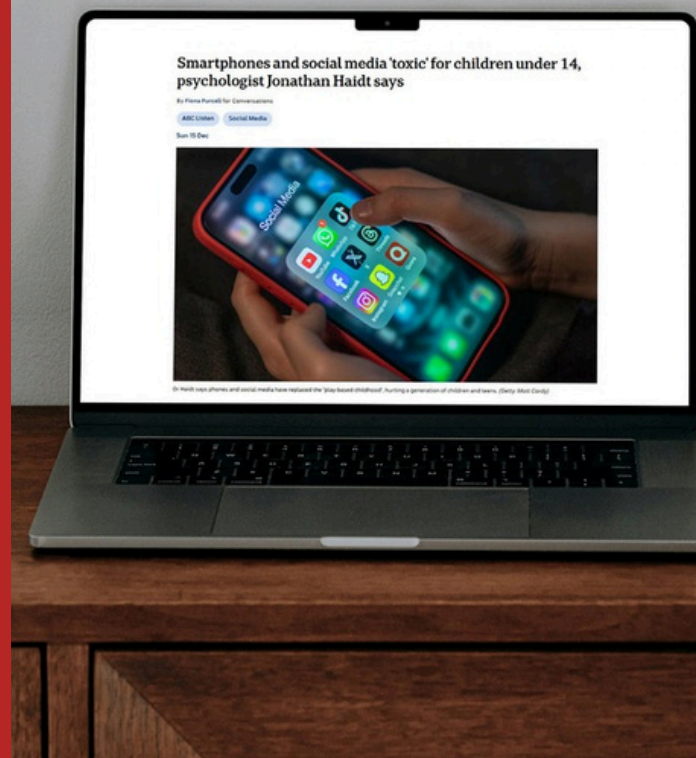
Throughout 2024, The Kidman Centre UTS and our Director, Dr. Rachael Murrhiy, were featured in a range of national media outlets, highlighting key issues affecting young people, particularly around bullying, mental health, and the impact of technology.

In November, Dr. Murrhiy appeared on the 2GB Afternoon Show with Chris O’Keefe and was also featured in the station’s news bulletins, where she offered expert commentary on school behaviour policies and their impact on student wellbeing. Her insights helped bring a clinical perspective to discussions about the need for balanced, supportive approaches in school settings.

That same month, she joined ABC Radio Sydney’s Mornings program to discuss how schools can implement a comprehensive bullying prevention policy. She emphasised the importance of a whole-school approach, focusing on prevention, fostering a culture of safety, and engaging students, staff, and families in the process. She also highlighted barriers to reporting bullying and the lack of evidence-based strategies in many schools, calling for consistent action and follow-through to ensure long-term effectiveness.

In December, she shared her clinical expertise in an ABC News article examining the effects of smartphones and social media on children under 14. She discussed how screen time can impact emotional wellbeing and stressed the importance of open, supportive conversations between parents and children about technology use. Her insights were also sought in several pieces in the Daily Telegraph, addressing school discipline and bullying.

In “Tougher rules ban bullies from school,” she highlighted the importance of early intervention and a whole school approach to managing challenging behaviour. In a follow-up piece, “Calls for more suspensions to stop school troublemakers,” she responded to new data released by the NSW Education Minister, emphasising the need for balanced strategies that support both student wellbeing and school safety.



Additionally, Dr. Murrhiy was featured in multiple articles in the Sydney Morning Herald in September 2024, discussing the impact of bullying on young people and the role of schools in providing effective support. In “The death that shocked Sydney and puts a school’s actions in the spotlight,” she spoke about the tragic loss of a student and the urgent need for schools to adopt victim-centred policies. In “The high price of withdrawing a bullied child from private school,” she discussed the emotional and financial toll that bullying can have on families. In “Life will never be the same: Parents distraught after daughter’s tragic final act,” she reflected on the lasting effects of bullying and the need for consistent intervention.

Finally, The Kidman Centre’s work was highlighted in The Guardian, where Dr. Murrhiy’s insights were featured in an article about how parents can advocate for their children when bullying occurs. The piece echoed many of our key messages: that feeling heard, supported, and empowered to act is essential when a young person is struggling. These media opportunities have allowed us to engage a wider audience, keeping essential conversations about youth mental health, digital wellbeing, and bullying prevention at the forefront of public discourse. Through these contributions, The Kidman Centre has solidified its role as a leading voice in advocating for young people’s safety and wellbeing.



## MAJOR DONORS 2024

### ANTONY KIDMAN FOUNDATION

Professor Antony Kidman established the Antony Kidman Foundation as a separate entity to the The Kidman Centre UTS. This Foundation exists solely to support the operations of The Kidman Centre UTS.

#### \$100,000 - \$200,000

Belanna Trust  
Fox Studio  
Nicole Kidman

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### THE KIDMAN CENTRE UTS

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Ross Howard  
Scott Germann



## STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2024

<b>INCOME</b>	<b>\$</b>
Donations	714,074
Clinical and consulting fees	95,432
<b>TOTAL INCOME</b>	<b>\$809,506</b>
<b>EXPENDITURE</b>	
<i>Salary and staff expenses</i>	
Salaries and consultants fees	822,712
Staff recruitment	245
Staff travel and amenities	1,631
Staff development	857
	<b>\$825,445</b>
<i>Non-salary expenses</i>	
Printing and photocopying	5,387
Marketing and supporters event	1,831
Postage	2,981
Travel expenses	23,790
Telecommunications	2,833
Office maintenance/workshop supplies and stationery	13,940
	<b>\$50,762</b>
<b>TOTAL EXPENDITURE</b>	<b>\$876,207</b>
<b>Deficit</b>	<b>(\$66,701)</b>





## In Memory of Janelle Kidman

We take a moment to honour Janelle Kidman, the beloved wife of Kidman Centre founder Antony Kidman.

Janelle was an extraordinary supporter of the Centre, not only during Antony's lifetime, but also in the years that followed.

Her presence at every Kidman Centre event became an integral part of our story.

A woman of remarkable intellect, great wit and deep compassion, Janelle is sadly missed.

X



**The Kidman Centre UTS**

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