

**MIND MATTERS PLUS AGCA PROGRAMS ACTIVITY REPORT AS AT**

**02/11/05 FINAL**

**School Name: Girrawheen Snr High School, WA**

**Objectives: (commonwealth requirements)**

- Information gained from the MM Plus initiative is widely disseminated at national, state and local levels and within the three education sectors to increase the number of MindMatters Plus schools and promote the initiative as “ best practice” approach for supporting students with high support needs in mental health.
- Stronger partnerships are developed between schools, AGCA and APAPDC and organisations and activities which support greater youth participation in mental health promotion in secondary schools such as AICAFMHA
- Current and useful Information about mental health intervention strategies and programs and good practice in application is available on the internet.
- A sustainable plan for universal and targeted mental health promotion and suicide prevention is developed by each demonstration school with support from APAPDC and AGCA
- Elements of MindMatters Plus good practice are embedded into school policies, practices and structures, learning and curriculum areas and their broader community partnerships to ensure sustainability.
- All students with high support needs in mental health have access to timely and accessible support within schools including appropriate referral pathways to service providers

**Brief Project description and target groups**

Girrawheen Snr High School, situated in Northern metro, low socio-economic suburb of Perth with a high transience rate, with a population of 650 students of whom .8% are of indigenous, 5% Other Asian, 18% Vietnamese, 8% non English speaking, European extraction 39% are from a CALD background and 61% Australian. The average daily absentee rate ranges from 15 – 20%, seeks to provide for those targeted students with HSN in mental health: and the general student population

- Improved student resiliency – focus on transition for Year 6 to Year 7 ([Aussie Optimism](#)), and Year 9 ([Rap-A](#))
- Parental with access to training through – [Triple P](#) program
- Targeted intervention for young people with high support needs through [ACE](#) (school psychologist and youth worker)
- Continuing workforce development in MindMatters and MindMatters Plus
- Access to services (GP promotion, GP plus program and [Reach Out!](#))
- Improved and more accessible case management/pathways of care
- Access to TED (program called ‘Treat Everyone Decently’) and bullying curriculum across all year levels

Developmental Continuum

Years 6/7

Feeder Primary Schools

— —

Transition and Year 8

— —

Year 9

— —

Year 10/11/12 Senior School

Aussie Optimism

Teacher training in Aussie Optimism

RAP-a program

Indicated case management with ACE

<p><b>Intended Project Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved student resiliency for all students</li> <li>• Improved skills and understandings in mental health identification and strategies for parent group</li> <li>• Students who have been identified as at risk are identified and supported.</li> <li>• Improved teacher awareness of Mind Matters resources and programs</li> <li>• Student access and referral pathways are improved to GPS and psychologists</li> <li>• Bullying is continuously addressed as an embedded part of the schools pastoral care structure and program</li> </ul>
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<b>Significant Milestones (dated)</b>	<b>Deliverables Achieved Against Each Milestone ( include quantitative data)</b>
<p>Pastoral Care Strategy embed in school development plan</p> <p><b>Level one WHO organisational ethos</b></p>	<ol style="list-style-type: none"> <li>1. Formation of 35 minute pastoral care lesson/week (Dec 2003)</li> <li>2. ACE (yr 9), Friends (Y 8) and Heartmasters (yr * and 9) – in junior school lifeskills classes (Dec 2003)</li> <li>3. Matching staff with expertise and passion in these areas into pastoral care and lifeskills classes (Dec 2003)</li> <li>4. School psychologist to be employed for 2 hours a week to counsel students at risk (Dec 2003)</li> <li>5. New and current staff have access to refresher MM training though MM website and school internet ( Dec 2004 ) <b>N=</b></li> <li>6. New and current staff have access to MM training with State based MM Officer and offered opportunities for further training in resilience programs ( MM conference March 2005)</li> <li>7. Sharing our Learning session ( ) <b>N= secondary schools and participants including staff members</b></li> <li>8. mental health promotion strategy reviewed continuously as part of school development plan( by Dec 2005)</li> </ol>

<p>Ongoing mental health promotion strategy and early identification and intervention strategy in place for staff and students</p> <p><b>Level one and 2 WHO Organisational ethos</b></p>	<ol style="list-style-type: none"> <li>1. mind matters introductory training provided to selected staff ( <b>Dec 2002</b>) <b>N=6</b></li> <li>2. New Staff attend refresher MM training with State based MM Officer (MM conference July 2003)</li> <li>3. PE staff provided with TRS time to review mental health curriculum (<b>Dec 2003</b>) <b>N=8</b></li> <li>4. Interested staff invited to participate in MMplus training ( <b>Dec 2003</b>) <b>N=12</b></li> <li>5. Mental Health awareness provided for all staff( <b>Dec 2003</b>) <b>N=70+</b></li> <li>6. Local community members and parents have access to MM + training ( <b>Dec 2003 2003</b>) <b>N= 20</b></li> <li>7. New and current staff have access to refresher MM training though MM website and school internet ( Dec 2004 ) <b>N= 70 +</b></li> <li>8. New and current staff have access to MM training with State based MM Officer and offered opportunities for further training in resilience programs ( MM conference March 2005)</li> <li>9. Sharing our Learning session (<b>May 2005</b>) <b>N= 10 secondary schools and 132 participants including 10 staff members</b></li> <li>10. mental health promotion strategy reviewed continuously as part of school development plan( by Dec 2005)</li> </ol>
<p>Early identification strategy in place for all year 9 students</p> <p><b>Level two WHO partnerships</b></p>	<ol style="list-style-type: none"> <li>1. Potential targeted incoming Year 9 students from year 8 2002 cohort nominated by teachers and support staff ( Feb 2003)</li> <li>2. Panel selects targeted yr 9 students ( March 2003)</li> <li>3. Parents of potential targeted yr 9 students interviewed to access parental consent , provide information and gather data ( April 2003)</li> <li>4. Self report questionnaires administered to selected students ( May 2003)</li> <li>5. identification manual developed and available to all participating staff for training (Dec 2004)</li> <li>6. Cycles of steps 1-4 repeated from Feb 2004 to April 2004</li> <li>7. Cycles of steps 1-4 repeated from Feb 2005 to April 2005</li> </ol>
<p>Strategy to embed student well being within curriculum</p> <p><b>Level two WHO curriculum teaching and learning</b></p>	<ol style="list-style-type: none"> <li>1. All teachers at the school have ongoing annual access to training in RAP-A and RAP –P programs to be implemented in YR 9 PEH.( by June 2003) <b>N=8</b> per year</li> <li>2. All parents at the school have ongoing annual access to RAP-A and RAP – P programs ( by June 2003) <b>N= 20</b> per year</li> <li>3. All year 8 PE teachers at the school have ongoing annual access to Heartmasters programs to be implemented in YR 8 PEH.( by June 2003) <b>N= 12</b></li> <li>4. Above steps reviewed and implemented on an annual basis ( 2004,2005)</li> </ol>

<p>Target programs implemented on an ongoing basis</p> <p><b>Level three WHO Curriculum teaching and learning</b></p>	<ol style="list-style-type: none"> <li>1. RAP – A All Year 9 team and selected other staff (N=?) (2003)</li> <li>2. RAP-A to be completed as part of the Health Education program in 2003</li> <li>3. Aussie Optimism Program – staff from feeder primary schools inserviced (N=?) (Dec 2003)</li> <li>4. Aussie Optimism Program – most of the 2004 year 8 students will have completed A/O program before the start of 2004</li> <li>5. ACE – selected students services staff (N=?) completed training during term 1 ( Dec 2003)</li> <li>6. ACE – Process in place to identify students at risk from various year groups</li> <li>7. ACE – Program to be conducted in Term 3 (2003)</li> <li>8. PPP-Teens – Selected staff to be trained (2003)</li> <li>9. PPP-Teens – Trial parents program during term 3 this year (2003)</li> <li>10. PPP-Teens - Possibly built into the transition for year 8 parents in 2004</li> <li>11. Reach Out.com.au – All year 11 students attended a presentation in term 1 (2003)</li> <li>12. Reach out.com.au – Students provided feedback directly to Reach-Out (2003)</li> <li>13. Reach out.com.au – 2 students selected to attend workshop in Sydney (2003)</li> <li>14. Aussie Optimism (2004)</li> <li>15. Peer Skills (2004)</li> <li>16. Seasons for Growth – (N=?) students, 2 teachers (2004)</li> <li>17. ACE – 10 at risk students, 1 staff (2004)</li> <li>18. RAP-A 12 high risk students, 1 teacher (2004)</li> <li>19. Friends – all year 8, 6 teachers (2004)</li> <li>20. Heart Masters (N=?) students (N=? teachers) (2004)</li> <li>21. Target programs implemented on an annual basis by trained teacher</li> <li>19. N= 10 teachers trained (2003), N = 6 teachers trained ( 2004), N teachers trained ( 2005)</li> </ol> <p>Training for additional teachers provided on on going basis.(2004,2005)</p>
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