

FINAL REPORT

MIND MATTERS PLUS AGCA PROGRAMS ACTIVITY REPORT AS AT

FINAL 20/10/2005.

School Name: Melba High School, ACT

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:

Melba High School, situated in north Canberra with a population of 450 students of whom around 20 are of indigenous background. And around 80 are from a CALD background, seeks to

- Enhance resiliency, develop supportive peer relationships and improve self-support seeking behaviours for all year 7 students through delivery of [Aussie Optimism](#) for Year 7
- [Kids Help Line](#) peer skills program focussed with year 9's
- enhance the peer support program by training selected year 10 students in Heartmastes who then mentor all year 7 students in groups.

This project adopts a whole school approach with a particular emphasis on year 7 students. The school has taken this approach in its efforts to increase school connectedness for students entering high school and to strengthen relationships between students across the school.

Arts based programs like Circus play a significant role across the school in building resilience in students particularly those with high support needs

FINAL REPORT

Intended Project Outcomes:

- A whole school approach to mental health in which staff are informed and therefore utilise knowledge in their teaching.
- Students with HSN identified and provided with appropriate intervention.
- Decreased bullying and harassment
- Increased student participation in school governance, leadership and peer mentoring *
- Maintained pathways of care to local community services.

Sustainability Plan

Key Learnings from trialling programs:

Audit existing strengths and build on them

Fully engage the students by ensuring students are trained and then train others – engage a wide range of students and ensure authentic mechanisms to acknowledge their contribution **

Start with one program and do it well making sure all staff and targeted or universal students share a common understanding of purpose and use a shared language

Establish a core well being team which integrates all activities related to student and staff wellbeing eg Health schools, safe schools, bullying etc (Mind Matters should not be a separate “program”).

Ensure all staff have a role in wellbeing / mental health promotion and the range of ways of being involved is acknowledged

Staff wellbeing is fundamental to sustainability

Develop strategies to build and promote positive relationships and celebrate and enjoy!

Funding needs to be flexible enough to cover all aspects of well being (eg student behaviour management) (using funding to purchase programs only is too restrictive

Ensure match between program material and student’s capacity to understand concepts and assess own feelings (for example used the Heartmaster’s primary book in year 10)

2006 and beyond:

Heartmasters program will continue as it has been successfully embedded within the year 7 curriculum

On going commitment to release teachers for mm training

Whole day activities like the Talent Quest will continue as this has been very effective in building morale amongst staff and students

FINAL REPORT

Significant Milestones (dated)	Deliverables Achieved Against Each Milestone (include quantitative data)
<p>Mental health promotion strategy in place for staff and students</p> <p>WHO – Level One Curriculum Teaching and Learning Partnerships and services, school organisation and ethos</p>	<ol style="list-style-type: none"> 1. Mind Matters and Mindmatters Plus training provided to all staff and students (Dec 2002) 2. Local community members and parents have access to Family Matters training (June 2003) 3. Mental Health First Aid training for Interested staff (2004) 4. Fathers and sons evening and camp and Mother and Daughter evenings (N=total 30-40 women and young women,N= 36 men an young men) (2004) 5. Heartmasters session run with local high and primary school staff and parents (2005) N=20
<p>Early identification strategy in place for all year 6 students in transition to year 7</p> <p>WHO Level 3 curriculum teaching and Learning</p>	<ol style="list-style-type: none"> 1. Local feeder primary schools and Melba established transition program (2003,04,05)
<p>Strategy to embed student well being within curriculum and develop better relationships between students and staff</p> <p>Level 2 WHO Curriculum teaching and learning</p>	<ol style="list-style-type: none"> 1. All year 7 teachers at the school (N=8)and year 6 teachers from feeder primary schools (N=5)have ongoing annual access to Aussie Optimism programs (2003,04,05) N= 14 total teachers 2. All teachers at the school have ongoing annual access to Heartmasters resources to be implemented in YR 8 -10.(by June 2003) N= 40 staff ,N=200students

FINAL REPORT

<p>Target programs implemented on an ongoing basis</p> <p>Level 2 WHO Curriculum teaching and learning</p>	<ol style="list-style-type: none"> 1. Programs are selected (by Dec 20 2. Aussie Optimism offered to all year 7 students (2003)N=100 3. KHL training to student peer leaders from year 8 and 9 students (2003)N=20 4. Staff members trained in KHL (2003) N=4 5. The Heart Masters implemented with 100 year 7 and delivered by 24 year 10 students (2003) 6. Aussie Optimism implemented with 100 year 6 and 7 students (2004) N=100 students, n=100 parents 7. ACE implemented with 12 year 9 students by student counsellor only (2003)N=12 students 8. KHL implemented with 16 year 8 and 9 students (2004) N=16 9. Seasons for Growth implemented with year 8 and 9.students (2004) N=16 students, N=3 teachers 10. The HeartMasters implemented with year 7 and 10 students (2004) (N=24,N=130) 11. Aussie Optimism (optimistic Thinking)implemented with year 7 students (2005) N=100 12. Seasons for Growth implemented with 2 groups of year 8 and 9 .students (2005)N=12 13. The HeartMasters implemented with 25 year 10.students and all year 7 students(2005)N=100+25
<p>Supplementary programs developed alongside MM+</p> <p>Level 1 curriculum teaching and Learning partnerships and services Organisation Ethos and environment</p>	<ol style="list-style-type: none"> 1. The Melba High School circus group involving HSNS has performed in varied contexts and been evaluated (2004,05) N=30 annually 2. On the basis of evaluation circus has been integrated into school curriculum and has demonstrate positive impact on student resilience. 3. pathways of referral with community health centres continued

Comment and Analysis re results/ barriers/ delays/ issues/ ideas/ unexpected outcomes:

MMplus has contributed to increase in public perception of this school being a great place with opportunities for young people realised (student intake has increased)(MMplus coordinator,2005)