

MIND MATTERS PLUS AGCA PROGRAMS ACTIVITY REPORT AS AT 02/11/2005.FINAL

School Name: Open Access College, SA

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:

Open Access College, R-10 School of Distance Education provides educational opportunities for students who are unable to attend mainstream educational institutions. It has one of the highest representations of educationally disadvantaged school students of any school in South Australia. Students who access this school are unable to attend mainstream education because of one or more of the following reasons; geographical isolation, psychological issues, severe harassment, medical issues, school exclusions, students travelling with parents, pregnant girls and teenage mothers and family carers, or an area of learning that cannot be offered at the local school.

The R-10 school has an enrolment of approximately 500 FTE students which equates to approximately 10000 individual students (many are part-time). The majority of students are in years 8-10, with most of these seen as students at risk. According to the school they have the highest representation of students with mental health issues of any school in the state and provide a systems response via DECS for alternative placements.

The OAC seeks to:

- Ensure MM and MMPlus are embedded in the school’s strategic plan with a focus on wellbeing so that all staff and students report benefits in “wellness”
- Put more effective strategies in place for staff, students by implementing **Friends** and RAP-A program
- Train and develop the staff to increase knowledge, awareness and skills to better meet needs of students with mental health issues
- Focus on parental engagement through [Rap-P](#), establish parent network
- Strengthen student voice, through access to services using [Kids Help Line](#) and [Reach Out!](#), establishing Internet café and drop-in centre

<p>Intended Project Outcomes:</p> <ul style="list-style-type: none"> Targeted students are supported through identifying and addressing mental health and well being issues using effective and appropriate strategies Staff work effectively in collaborative teams where staff well being effectively supported All educators of targeted students are continuously informed and involved in MMPlus interventions

<p>Sustainability plan</p> <p><i>Cognitive Behavioural theory (develop skills to change behaviours and feel better by challenging unhelpful thoughts)is embedded in health curriculum Health is a compulsory unit for all R-10 students ensuring that all students are taught skills and attitudes to improve resilience and wellbeing. Year 8,9 health curriculum is being re written to incorporate the CBT approach in 2006. Year 10 health curriculum was rewritten in 2004 to incorporate cognitive behavioural theory approach and has been implemented for 1 year. Staff are regularly updated through information sessions and training in mental health matters – eg DECS wellbeing policy. Staff members contribute to and influence state policy and practice eg mental health care plan and development of mental health first aid curriculum at regional, state , national , distance (Aust Distance Education Schools Association) levels.</i></p>

Significant Milestones (dated)	Deliverables Achieved Against Each Milestone (include quantitative data)
<p>Mental health promotion strategy in place for staff and students</p> <p>Level 1, WHO; Organisation ethos</p>	<ol style="list-style-type: none"> Mind Matters training provided to all staff (Dec 2002) all staff initially participated in MMPlus training and invited to participate in the project (Dec 2002) Programs selected (2003) Local community members and parents have access to MM training (June 2003) Health promotion strategy reviewed continuously(by Dec 2005)
<p>Strategy to embed student well being within curriculum</p> <p>Level 2, WHO: Curriculum, teaching and learning</p>	<ol style="list-style-type: none"> Health course is compulsory part of curriculum for all students(2002) Development of staff well being plan which results in staff forming well being teams (2003) Each term a wellbeing PD activity for all educators (2003,04) All staff trained in HeartMasters program (2005) Most staff trained in Friends for Youth and RAP - P(2003) Development of mechanism for student voice through drop-in centre (2004) Pastoral care strategy continually developed and evaluated (2001- 2005)

<p>Target programs implemented on an ongoing basis</p> <p>Level 3, WHO: Curriculum, teaching and learning</p>	<ol style="list-style-type: none"> 1. Programs are selected (by Dec 2002) 2. Selected teachers are invited to participate in training and implementation of programs with students (Jan 2003) N= approx 30 3. Friends for Youth implemented with year 8-10 students (2003) N=300 4. RAP- P (mail out) implemented with year 8-10 parents (2003,04,05) N= 1000 5. Selected year 8-10 student voice students and 2 staff trained as peer facilitators in Kids Help Line – Peer Skills N=10 students(2004) 6. Mental Health First Aid N=40 teachers (2004) 7. Year 8-10 Friends for Youth N=400 students, 5 teachers (2004) 8. Heartmasters implemented with all staff and students (2003,04) N=30 staff, N= 500 students 9. RAP – A (universal) implemented with year 9 students (2003,04,05) N=700 students 10. RAP- P (mailout) implemented with parents of year 8-10 students (2005) N=250 parents 11. Friends & Friends for Children implemented with year 7, 8 & 10students (2005) N=100 (yr 7&8) students N=200 (yr 10) students 12. The HeartMasters implemented with year 7/8 students (2005) N= 200 students
<p>Referral pathways developed and strengthened</p> <p>Level 4, WHO: Partnerships</p>	<ol style="list-style-type: none"> 1. Liaison with Adelaide Division GP (2003) 2. Development of process to screen and identify students’ medical needs (2003, 2004) 3. ongoing building of relationships with Divisions through presentation from OAC at regional meetings and development of communication tool. 4. Sharing of the learning statewide conference with DECS interagency healthcare, Wellbeing and social inclusion personnel