

MIND MATTERS PLUS PROGRAMS ACTIVITY REPORT AS AT**02/11/05 FINAL****School Name: Fremont-Elizabeth City High School – 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

Fremont-Elizabeth City High School is a large and complex school in the northern suburbs of Adelaide (N=1000 students). The school is a special interest music school, and has the largest number of mainstream students with disability in the state, including two special classes for students with intellectual disability. There are a significant number of indigenous students and the school works collaboratively with Kurna Plains Aboriginal School to support these students.

The community experiences significant compound disadvantage. There are limited employment opportunities especially for young people, some of whom have a background of third or fourth generation unemployment. Through Mind Matters+ the school seeks to:

- further develop Home Group curriculum, share work through Year Level managers
- Improve staff morale and broaden opportunities for staff well being
- Embed a systematic approach to supporting grief and loss in parents, staff and students
- Build on existing bullying and harassment strategies
- increase parent participation, especially concerning policies re drugs and bullying and harassment, using [Rap-P](#)
- further develop peer support program through [Kids Help Line](#).

<p>Intended Project Outcomes:</p> <ul style="list-style-type: none"> • Students at risk of not attending are identified and experience fewer absences related to anxiety and depression • More teachers are involved with Home Group Program and take leadership • Number of parents participating and contributing to decision about schools procedures relating to B&H, and drugs, increased • Students (particularly indigenous) experiencing grief and loss have their needs met appropriately through policy and practice embedded in school • Students at risk of being suspended or excluded for inability to manage anger in appropriate ways are supported to manage inappropriate behaviour in ways that do not require suspension for dangerous behaviour • All students develop peer social skills and strategies to reduce bullying and harassment
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<p>Sustainability plan</p> <ul style="list-style-type: none"> • Embed in curriculum through ensuring a critical mass of trained staff available to continue ACE & RAP (without manuals) • Extend no of staff involved in ACE & RAP at learning annexe to support HSN who are suspended or excluded and sharing common language and teaching approach

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) organisational ethos</p>	<ol style="list-style-type: none"> 1. Mind matters training made accessible to all staff (Dec 2002) 2. Interested staff invited to participate in MMplus training (Dec 2002) 3. Local community members and parents have access to MM information through newsletters and meetings (June 2003) 4. Health & wellbeing promotion strategy reviewed & developed(by Dec 2002 to 2005) 5. SOL session held May 27 N=20 attendees across 3 schools, April 28 N=25 attendees across 10 schools,plus further sessions to be held July 1st 6. Kids Matters shared in FECHS staff
<p>Strategy to embed student well being within curriculum</p> <p>(Level 3, WHO) (Curriculum teaching and learning)</p>	<ol style="list-style-type: none"> 1. All teachers at the school have ongoing annual access to Mind Matters programs to be implemented across the school in Home Group sessions years 8-10 (N=30) 2. Years 8, 9 offered integrated studies based on RAP & Heartmasters, by HG teacher in addition to HG. N=2300 (8), 220 (9) students, N=20 teachers 3. All year 10 students Stage 1Health Ed which incorporates MM+ ongoing drug strategy curriculum (04,05) N=160 students, N=6 teachers (see chart) 4. Peer mediation model and development of student leadership explored through Kids Helpline Peer Support program (June 2003)

INDIVIDUAL SCHOOL WORK REPORT FECHS

<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. All teachers are invited to participate in training and implementation of programs with students (Jan 2003) N=80 teachers 3. ACE implemented with selected year 9 students (2003) (N= 20teachers 4. Seasons for Growth awareness raising session made available (2003) (N=75 teachers), 1 counsellor trained) 5. Parent liaison worker trained to run parent work shops used RAP-P (N= 2 parents) 2003 (N=1 parent trainer) 6. ACE implemented with selected year 9 students (2004) (N=12 students 7. RAP – A (universal) implemented with 200 year 9 students (2004) N=200 students 8. RAP- P (targeted) All year 7 and 8 parents invited personally (2004) (N= 500 parents –however only 2 attended) 9. Kids Helpline Peer Skills Training implemented with 60 year 8 and 15 year 9 students (2004) N=30 + 2003 N= 75 Students 10. ACE implemented with n year 9 students (2005) N=12 students 11. RAP – A will be implemented with year 9 students (2005) N=220 students 12. KHL one day program (2005) N=15 students
<p>GP Initiative Education & Pathways</p> <p>(Level 4, WHO) (partnership and services)</p>	<ol style="list-style-type: none"> 1. Agreement (2005 only) to local division developed 2. 1 GP in place (local) 3. Visits school weekly yr 10 health N=25 students 4. Run stress workshop yr 11 N=150 5. Referrals run separately to GP division. 6. Strengthened connection through district behaviour support 7. Responsive to critical incidents (e.g. drug overdose)

Emerging themes/stories

Staff attitude has improved and increased enthusiasm towards universal involvement in pastoral care as a result of participation in MM and Mmplus

Involvement with ADGP has reduced level of staff stress around capacity to support young people whose parents would previously refuse consent for help.