

INDIVIDUAL SCHOOL WORK REPORT ST MARY'S

MIND MATTERS PLUS PROGRAMS ACTIVITY REPORT AS AT

12/12/05

FINAL

School Name: **St Marys College, Qld**

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:

St Mary's College, situated in Dalby on the Darling downs , three hours west of Brisbane, has a population of 275 students of whom 4 are indigenous, 10 students have been ascertained with learning disabilities, and fewer than 10 students are from a CALD background, seeks to provide for those targeted students who require enhanced support in the area of mental health;

- Development of resilience among selected Year 9 students using [Heart Masters](#)
- build confidence and develop self-concept in Years 8 students using [FRIENDS](#)
- develop assertion skills in Year 9 selected students using [ACE](#)
- build resilience in year 9 and 10 students using RAP-A

increase the capacity of schools to respond to students experiencing mental health problems more effectively by

- increasing staff awareness and morale
- raising awareness of mental health amongst staff and students

INTENDED PROJECT OUTCOMES

- Year 8 and 9 students have developed skills, attitudes and thinking styles which lead to an improvement in self esteem, a reduction in incidence of depression or anxiety and a broader range of self helping behaviours
- All staff have incorporated Mental Health promotion strategies into their general teaching through curriculum, methodology .and pastoral care activities.
- All staff have increased awareness about strategies to improve their personal level of well being.
- All students have exposure to a broader range of mental health strategies
- All students in years 8-10 are surveyed to identify high mental health needs.

INDIVIDUAL SCHOOL WORK REPORT ST MARY'S

Sustainability plan

Review in 2005 of what is happening and impact on students and strategic planning session to fully develop sustainability ;proposed Introduction of student welfare core group in 2006,additional training in latter part of 2005 to ensure neighbouring schools and community centre staff are trained in ACE and Heartmasters. Strategy to more effectively involve parents in training will start with RAP –P in latter part of 2005.

Significant Milestones	Deliverables (dated)Achieved Against Each Milestone (include quantitative data)
<p>MM and MM plus philosophy and practice embedded in school's pastoral care strategy through selected programs</p> <p>(Level 1, WHO) organisational ethos</p>	<ol style="list-style-type: none"> 1. Formation of 35 minute pastoral care lesson/week (Dec 2002) 2. ACE (yr 9), Friends (Y 8) and Heartmasters (yr 9) – in junior school life skills classes (Dec 2003)total of 7 teachers trained N=140 students 3. Matching staff with expertise and passion in these areas into pastoral care and life skills classes (Dec 2003) N=7 teachers 4. School psychologist employed for 2 hours a week to counsel students at risk (Dec 2003) 5. 1 teacher,2 parents trained in Family Matters (2003) 6. New and current staff have access to refresher MM training though MM website (Dec 2004) N= 34 staff 7. selected staff have access to MM training with State based MM Officer and offered opportunities for further training in resilience programs (MM conference March 2004) N=4 staff 8. Sharing our Learning session focussing on pastoral care as foundation for relationship building and mental health strategy at Bishops conference N=10 participants including staff members (May 2005) 9. Andrew Fuller (Heartmasters) address to cluster schools and separate parent information session on resilience (Oct 2005) 10. mental health promotion strategy reviewed continuously as part of school development plan(by Dec 2005)
<p>Early identification strategy in place for all year8, 9 and 10 students</p> <p>(Level 1, WHO) organisational ethos</p>	<ol style="list-style-type: none"> 1. Introduced Psychologist time to work on individual programs – ie assertiveness training, anger management, conflict resolution to 2 hours per week (Dec 2003) 2. Identification steps developed learning from experience of Coombabah (Dec 2004) 3. Increase in psychologist time to 1 day per week (2005)

INDIVIDUAL SCHOOL WORK REPORT ST MARY'S

<p>Strategy to embed student well being within middle school curriculum</p> <p>(Level 2, WHO) (Curriculum teaching and learning)</p>	<ol style="list-style-type: none"> 1. Selected teachers at the school have ongoing annual access to training in RAP-A and RAP –P programs implemented in YR 9 Life skills classes .(2004,2005) N=14 staff 2. All parents will have access to RAP – P programs (by Aug. 2005) N= 50 3. All year 8 Lifeskills teachers at the school have access to training in and delivery to students in Friends programs to be implemented in YR 8 .(2004,5) N= 8 teachers, N=210 students 4. 4 staff attend MYSA conference in April (2005) 5. Develop links with primary school (2005) through shared fitness activities, shared lunch area, combined school liturgy
<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) 1. selected teachers are invited to participate in training and implementation of programs with students (Jan 2003) N= 7 staff, 2. ACE (yr 9), Friends (Y 8) and Heartmasters (yr 9) – in junior school life skills classes (Dec 2003)total of 7 teachers trained N=140 students 3. RAP – A (universal) implemented with 130 year 9 and 10 students, 8 teachers trained (2004)N=130 students, N=8 teachers 4. Teachers trained in RAP- P but not implemented with parents (2004) N=3 teachers 5. Teachers trained in Seasons for Growth but not implemented with .students (2004) N=2 teachers 6. teacher trained in FRIENDS after survey with all year 8's showed high incidence of bullying (2004)N=1 teacher 7. All year 8 students trained in Friends (2004) N=65-70 students 8. 2 teachers trained in FRIENDS (2004) 9. All year 8's trained in FRIENDS (2004) N=60 10. RAP – A implemented with 70 year 9 students & 3 teachers (2005) N=70students 11. RAP- P delivered to interested parents from combined Dalby schools over two evenings term 3 (2005)N=50 12. train ACE ,Heartmasters for all year 9 students (term 4,2005)
<p>Implementation of alternative pathways to care</p> <p>(Level 1, WHO) organisational ethos</p>	<p>Develop school webpage with links to headroom, reach out, kids help line, (2005)</p>

INDIVIDUAL SCHOOL WORK REPORT ST MARY'S

<p>Implementation of referral pathways</p> <p>(Level 4, WHO) (partnership and services)</p>	<ol style="list-style-type: none"> 1. GP's visited the school in late 2003 to speak with Year 11 and 12 students about accessing health care and any questions they might have (Dec 2003) 2. Regular Gp and core MindMatters plus team meetings established(2004) 3. GP's run sessions with students related to lifeskills issues.(2004,05) N=9 sessions at school 4. GP referral brochure jointly developed between school and GP's and distributed to all students in Life Skills lessons. 5. Specific GP/parent session held at school on the effects of "partying" 6. Mini Sharing the Learning to be held with local division (SQRDGP)end of term 4,2005
<p>Staff Well being plan linked to Mind Matters and Mind Matters plus</p> <p>(Level 1, WHO) organisational ethos</p>	<ol style="list-style-type: none"> 1. survey of staff wellbeing conducted (2005) 2. Staff well being strategy developed which includes regular staff activities and processes for acknowledging work of staff such as dinners, and access to further training and development 3. Full day training with Andrew Fuller end term 3, 2005 for all staff.

Emerging stories/themes:

Impact of GP relationship on students, school and health community

Transition expo – students exiting school link with ADGP and surrounding business focus on well being , resilience and career information

Benefits of MMplus in influencing pastoral care