

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

**02/11/05 FINAL**

**School Name: Walcha Central School, NSW**

**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 land 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:**

Walcha Central School, K-12,situated in rural NSW, with a population of 408 students of whom 11.% identify as indigenous and no students identify from a CALD background, seeks to :

- build on strategies and processes designed to strengthen emotional well being by engaging
- staff, parents, students and community stakeholders
- increase confidence and competence of staff to deliver ad integrate emotional well being within curriculum
- create a welfare centre in school, which is private and has student access to the Internet

by ensuring:

- [Reach Out!](#) and [Kids Help Line](#) is accessible to all students through Information Technology curriculum
- [Kids Help Line](#) peer support program is available to targeted Year 10 students and all members of the SRC
- students ( years 7-12) experiencing issues of loss and change have access to support through Sasons for Growth
- Year 6 students experiencing distress about entering middle school have access to the FRIENDS program
- Year 9 students experiencing feelings of anxiety about moving into senior schooling are supported through the RAP-A program
- Year 10 students experiencing depression or anxiety are supported through the FRIENDS program.

**Intended Project Outcomes:**

- The skills and well being of ‘all’ students at Walcha are enhanced through whole school involvement of the MMand MM plus program
- Networks between parents, community and school are strengthened to ensure mental health issues of young people are addressed
- Issues of loss and change is addressed for identified students(years 7-12)
- Incoming year 7 students are supported and empowered to more adequately manage transition period.
- Anxiety of targeted at risk Year 10 students is decreased and students remain better connected to school and look more positively to the future.

**Sustainability plan**

Involved a staged strategy .Initially depended on several key staff members and admin team driving MMPlus. Later, involved spreading expertise across the staff and designating leadership roles. Ownership across the staff was important to develop so that individual teachers understood they each had responsibility . This embedding of ownership was evidenced by almost 80% participation in voluntary welfare meeting to select programs for 2004. MM and MM Plus matches the philosophy of the school , where “our school exists for our students”.

The three Key elements of the school ie, curriculum, organisational infrastructure including time tabling and involving community partners have been considered in planning to meet mental health needs of students. The learning ethos of the school has been open to new learning and willingness to adapt programs and strategies over the three year journey of MM Plus.

**Significant Milestones**

Mental health promotion strategy in place for all staff and students

WHO level 1 and 2 organisational ethos and curriculum

**Deliverables Achieved Against Each Milestone ( include quantitative data)**

- 1) Youth Health Forum involved groups of approx 5 community stakeholders groups (75 people) to identify significant issues of young people, to discuss ways in which young people are provided for, to develop collaborative ongoing strategies for providing for young people and to close gaps in service provision (December 4 2002)
- 2) Mind matters training provided to all year advisers and SRC N= 6 staff, N=24 students ( years 7-12) (Day 1, week 1, (2003)
- 3) Staff Development Day with one hour allocated for delivery and discussion of MM and MM+ Programs N= 20 staff (2004)
- 4) Multi Media Program with SRC/Parent/Staff delivered workshops covering aspects of good mental health ( Jigsaw Day)N= 19 staff, 45 community members,24 SRC

<p>Universal Mental health promotion strategy is reviewed, monitored and implemented on an annual basis( by Dec 2004,2005)</p> <p>WHO level 1 and 2 organisational ethos and curriculum</p>	<ol style="list-style-type: none"> <li>1) Delivery of MM concepts through key learning areas ( 20 mins per fortnight in vertical roll groups N= 400 students ( 7-12)(2004)</li> <li>2) Continuation of MM workshops across year levels into 2005 with one hour pr fortnight allocated to mental health such as valuing difference, emotional resiliency.</li> <li>3) Further refining of this process is anticipated n 2006.</li> <li>4) Folders for teachers of sets of 24 Lesson plans have been developed for teachers of each year level with a theme based on key needs identified by each yr level welfare centre within the school which provides privacy for consultation</li> <li>5) with the school counsellor, access to the Web for use of self help programs as an alternative counselling service made available term 3,2005 N= 410 students.</li> </ol>
<p>Target programs implemented on an ongoing basis</p> <p>Who Level 3</p>	<ol style="list-style-type: none"> <li>1. Programs are selected ( by Dec 2002)</li> <li>2. Teachers to participate in training <b>Kids Help Line</b> ( Jan 2003) N= 4 teachers, 20 students</li> <li>3. <b>Friends</b> implemented with 30 year 6 students (2003) N=30 students. N= 5 staff</li> <li>4. <b>RAP – A</b> implemented with year 9 students (2003)N= 8 students trained by school counsellor, students trained to co- run sessions</li> <li>5. Student ambassador to <b>Reach out</b> conference (2003)</li> <li>6. Introduce <b>Reach Out</b> and <b>Kids Help Line</b> through IT curriculum and PHP classes (Term 2, 2003) N= 180 year 7-10 students run by 1 staff member</li> <li>7. Train selected students as <b>Kids Help Line</b> Peers. (Term 3, 2003)N= 50 students ( year 8-11)</li> <li>8. Teachers participated in training <b>Kids Help Line</b> ( Jan 2003) N= 4</li> <li>9. <b>Friends</b> implemented with year 6 students (2004) N=24 students in a 2 day workshop</li> <li>10. <b>RAP – A</b> implemented with year 9 students (2004) N= 8 students years 8 and 9 in a group by school counsellor</li> <li>11. <b>Seasons For Growth</b> with selected year 2 students N= 8 ( 2004)</li> <li>12. <b>Friends</b> implemented with year 6 students (2005) in a workshop N=29</li> <li>13. <b>RAP – A</b> implemented with year 9 students (2005) and expected 30 students in 2006</li> <li>14. <b>Seasons for Growth</b> with year 8,9,10 selected students to take place term 4 2005 N=8</li> <li>15. <b>Heartmasters</b> material incorporated into Bounce Back program</li> </ol>

INDIVIDUAL SCHOOL WORK REPORT WALCHA

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