

**School Name: Mill Park Secondary College, Vic****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:**

Mill Park Secondary College is a large dual campus school serving the suburbs of Mill Park, Bundoora, South Morang, Epping, and extending into the rural fringe towards Whittlesea and Plenty, in metropolitan Melbourne. The Junior Campus located in Mill Park has 1250+ Year 7-19. The Senior campus located in Epping has 560+ students in Year 11-12, with a population of 1315 students. The indigenous population is small. Students identify from 56 CALD backgrounds. The project in 2003 sought to:

- incorporate [Heart Masters](#) and MindMatters into existing pastoral care for Years 7 and 8, and Years 11 and 12
- promote shared leadership, teachers and students: [Kids Help Line](#) peer program and [Supportive FRIENDS](#)
- develop partnerships by increasing participation of agency staff in development and delivery of programs ([Heart Masters](#) and [Kids Help Line](#)).

**Intended Project Outcomes:**

- Mental Health and well being has been integrated across the whole school students and staff curriculum resourcing infrastructure.
- All students in years 7&8 and 11&12 have improved resiliency as a result of strategies, programs and processes introduced in pastoral care
- All staff and students have demonstrated increased understanding and confidence in exercising shared leadership around mental health and well being.
- Staff have experiences an Increased awareness of options for SWHSN – both programs and agencies
- All staff and students have shown an understanding , acceptance of and increased awareness of mental illness as one part of the mental health promotion.

**Sustainability plan**

The school will match previous funding for MindMatters and MindmattersPlus from Department of Health and Ageing to enable continuation of programs and resources.

| Significant Milestones   | Deliverables Achieved Against Each Milestone ( include quantitative data)  |
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| Mental health promotion strategy in place for staff and students ( by Dec 2002)<br><br>Level 1 WHO; Organisational ethos                             | <ol style="list-style-type: none"> <li>1. Mind matters training provided to all staff and students (2003)</li> <li>2. Interested staff invited to participate in MMplus training annually (2003)</li> <li>3. Local community members and parents have access to MM Plus training ( June 2003)</li> <li>4. Health promotion strategy reviewed annually</li> <li>5. MMPlus embedded as part of pastoral care system where the home group teacher and same group of students stay together over the school lifetime(2003, 04, 05)</li> <li>6. MMPlus embedded as part of house system which provides main mechanism for student management &amp; support (2003, 04, 05)</li> <li>7. Transition programs offered at year 7(entry) and year 10 (exit to senior campus) – ongoing &amp; supports MM &amp; MMPlus (03, 04, 05)</li> <li>8. TAFE tasters available for disengaged students, coordinated by Transition Broker (03, 04, 05)</li> <li>9. Staff mentoring in place to support new and current staff.</li> </ol>  |
| Target programs implemented on an ongoing basis<br><br>(Level 3, WHO: Curriculum, Teaching and Learning)   | <ol style="list-style-type: none"> <li>1. Programs are selected ( by Dec 2002)</li> <li>2. Teachers are invited to participate in training and implementation of programs with students ( Jan 2003) N=</li> <li>3. <b>Kids Helpline</b> Peer skills for selected year 9 students N=30 students, N= 6 staff trained (2003)</li> <li>4. Students identified as “Reach Out’ ambassadors N= 2 students (2003)</li> <li>5. The <b>HeartMasters</b> training for all year 7 staff (2003)</li> <li>6. VCE – Supportive Friends training provided for year 11&amp;12 students (N=90 students) 2003</li> <li>7. ACE training for 4 staff ( 2003)</li> <li>8. <b>Kids Helpline</b> Peer skills for selected year 9 students N=30 students, N= 6 staff trained (2004)</li> <li>9. The <b>Heart Masters</b> implemented with year 7 and 8 students ( 2004)</li> <li>10. <b>Seasons for Growth</b> training for 6 pastoral staff members ( 2004)</li> <li>11. VCE – Supportive Friends training provided for year 11&amp;12 students (N=90 students) 2004</li> <li>12. <b>Reach Out</b> advertised through school website, posters, stickers, presentation on access to website for all school students (2004)</li> <li>13. The <b>HeartMasters</b> implemented with year 7 and 8 students ( 2005)</li> <li>14. <b>Reach Out</b> advertised through school website, posters, stickers, presentation on access to website for all school students (2005)</li> <li>15. VCE – Supportive Friends training provided for year 11&amp;12 students (N=90 students) 2005</li> <li>16. <b>Seasons for Growth</b> training for use with selected students N=2 staff (2005)</li> </ol> |
| Development of referral pathways and promotion of mental health awareness through association to ADGP<br><br>Level 4, WHO; Partnerships and services | <ol style="list-style-type: none"> <li>1. Steering committee formed to develop partnership protocol and practice (2003)</li> <li>2. Agreed first step for identified GP’s to contribute to school’s health curriculum (2003)</li> <li>3. GP’s identified (2004) N=</li> <li>4. Promotional material developed and disseminated (2004)</li> <li>5. Workshops held by GP’s for targeted students (2004) N= students</li> <li>6. Referrals to identified GP’s commenced N= students</li> </ol>  |

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