MIND MATTERS PLUS PROGRAMS ACTIVITY REPORT AS AT *02/11/05* final

School Name: **Berengarra School, 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:

Berengarra School, an independent, alternative school situated in Metro Melbourne with a population of 50 students years 7-10 each of whom has been diagnosed with severe, emotional and behavioural difficulties, seeks to

- enhance staff skills in welfare and mental health through MindMatters and Heart Masters professional development
- focus on quiet, anxious, withdrawn students – with depressive symptoms meeting specific needs of girls and boys as separate groups and use ACE
- employ youth worker to do outreach work with these young people out of classroom setting, and one to one counselling and support staff in a range of programs
- train students year 8-12 to support peers
- develop safe space (recreational area) out of class times.

Intended Project Outcomes:

- All staff have developed and further enhanced skills, attitudes and language which demonstrate an understanding of mental health needs and appropriate application of strategies
- All students have developed coping and resilience skills through targeted training
- All students feel safe
- All staff have broadened their learning by networking with a range of schools

Sustainability plan
• HeartMaster training is embedded in curriculum so that all staff use a common language • Youth worker incorporated into school global budget, and position made ongoing • Critical mass of staff trained in ACE which should sustain for 2-4 years In 2005 the design and direction for school will be supported from consultation by Andrew Fuller (HeartMasters) resulting in a 5 year plan.

Significant Milestones (dated)	**Deliverables Achieved Against Each Milestone (include quantitative data)**
Mental health promotion strategy in place for staff and students (by Dec 2002) **(Level 1, WHO) organisational ethos**	1. Mind matters training provided to all staff (Feb 2003) N=16 staff 2. Interested staff invited to participate in MMplus training (Dec 2003) N=8 staff 3. Health promotion strategy reviewed cyclically and as needed (by Dec 2005)
Strategy to embed student well being within curriculum (by Dec 2003) **(Level 2, WHO) (curriculum teaching and learning)**	1. Mind Matters programs is delivered by all teachers in Mind Power classes English & homegroup (2004,2005) N=16 staff 2. All staff and students familiar with and use Mind Matters vocabulary N=16, N=50 3. Above steps reviewed and implemented on an annual basis or as needed(2004,2005)
Target programs implemented on an ongoing basis (annual review) **(Level 3, WHO) (Curriculum teaching and learning)**	1. Programs are selected (by Feb 2003) 2. All teachers are invited to participate in MMPlus and HeartMasters training and implementation of programs with students (2003) N=16 staff 3. **ACE** implemented with separate group of boys and girls (2003) N=4 staff N=7 girls, N=16 boys 4. The **HeartMasters** implemented with all students (2003) (N=50) 5. **ACE** implemented with year 7-10 students (2004) N=16 (1 boys group/1 girls group) 6. The **HeartMasters** implemented with all year 9&10 students (2004) N=50 7. **ACE** implemented with year 7-10 students (2005) N=16 (1 boys group/1 girls group) 8. The **HeartMasters** implemented with year 7-10 students (2005) N=50
Specific Referral Pathways developed with Eastern Division and enhanced student confidence, skill and help seeking behaviour **(Level 4, WHO) (partnership and services)**	1. 2 GP's identified (2004) 2. Referral 2004 (student) N=1 student 3. Referral 2005 (student) N=1 student 4. Promotion booklet to access referral pathways developed by end T3 (2005) 5. GP's link with Mind Power (2 groups of students) (2004/2005) N=20 students 6. Link with Monash Secondary College to share learning about how to set up referral 7. Pool of 4 GP's available to Berengarra 8. GP presentation of certificates

Emerging themes for stories:

- Individual stories of girls group using ACE to develop coping skills
- MMPlus enabled perspective for developing staff welfare policy and practice in a specialist alternative setting
- Nature of leadership style at independent, alternative school to drive commitment to sustainable wellbeing (staff and students)

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