

MIND MATTERS PLUS PROGRAMS ACTIVITY REPORT AS AT**12/12/2005.****FINAL****School Name: Whitefriars 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:

Whitefriars Catholic Boys College, situated in metro Melbourne with a population of 1100 students of whom 0% are of indigenous. 20 are from a CALD background, seeks to

- improve student PD program and resilience at Year 7 by introduction of [Rap-A](#)
- train staff in [Rap-P](#) – run parent workshops in association
- reduce anxieties in selected students through the use of Cool Kids
- increase awareness of [Reach Out!](#) and [Headroom](#) websites.

Intended Project Outcomes:

- Young people have access to a range of information through about mental health through promotion of Reachout and Headroom websites
- Personal Development program at Yr 8 is improved by introducing the RAP program
- Yr 8 students develop strategies to improve resilience
- Yr 8 parents are involved in the RAP program, via the RAP-P program
- Parents of year 8 students understand and can apply strategies to improve adolescent resilience through exposure to RAP-P
- Selected students experience reduction in anxiety symptoms (yrs 7-10), through a range of programs and materials including MMPlus
- All students develop increased positive coping strategies (Yrs 7-10)

Sustainability plan	
<ul style="list-style-type: none"> Build budget to ensure financial allocation for ongoing programs. Embedded mental health is part of curriculum with allocated dedicated budget line. Train critical mass of teachers across school in as many programs as possible 	

Significant Milestones	Deliverables Achieved Against Each Milestone (include quantitative data)
Mental health promotion strategy in place for all staff and students (Level 1, WHO) organisational ethos	<ol style="list-style-type: none"> Mind Matters training provided to all staff (Dec 2002) N=80 Interested staff invited to participate in MMplus training (Dec 2002) Mind Matters Plus core team established and link to welfare team (June 2003) n=4 Revise and review policy documents relating to student wellbeing (June 2003) Local community members and parents have access to MM training including a range of mental health and MMPlus N=200 parents MH strategy closely linked to Pastoral Care student welfare and staff welfare policies (date Dec 2004) health promotion strategy reviewed (by Dec 2005) Pastoral Care Policy in vertical groupings (Yr 7-12, 24 kids) to strengthen relationships N=1,100 students

<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 June 2003) 2. RAP – A (universal) implemented with all year 7 students (2003) (N= 120) (N=16 staff trained) 3. RAP- P made available to parents of yr 7 students (2003) (N=50 parents) 4. Selected students from year 7, 8, 9 identified for participation in Cool Kids program through referral (N=approx 5) (2003) 5. Parents offered information sessions in Cool Kids through parent newsletter N=2000 parents (2003) 6. Student participation in Reach Out! (N=1) 7. Cool Kids implemented with selected students and parents year 7, 8, 9, 10 (Dec 2004) (N=1 school psychologist, N=20 students, N=40 parents) 8. VCE supportive friends introduced to selected students (N=24) Staff trained (N=4) (Dec 2004) 9. ACE implemented with year 9 students (2005) N=200 N=12 staff 10. RAP – A (universal) implemented with year 8 students (2005) N=200 students 11. RAP- P (targeted) implemented with year 8 parents (2005) N=50 parents, N=12 staff 12. Seasons for Growth implemented with selected year 7-12 students (2005) N=approx 10) 13. The HeartMasters implemented with year 7, 9, 10 students (2005) N= 600 students 14. VCE supportive friends introduced to selected students N=245 students, N=6 staff (2005)
--	---

<p>Build on referral pathways to Whitehorse Division of General practice and enhance student confidence/skills and knowledge in seeking help and managing their health through involvement of ADGP</p> <p>(Level 4, WHO) (partnership and services)</p>	<ol style="list-style-type: none"> 1. Implementation of GP connection with school community (Semester 2, 2004) 2. GP's in Whitehorse DGP identified for link with school (Dec 2004) 3. Evaluation and review process developed and implemented (July 2004) 4. Developed referral pathway (2004) and refined (2005) 5. Whitefriars identify appropriate student group (year 9&10) for information session with WDGP Advisory Committee (Dec 2004) N=2 staff (on advisory body), N=3 GP's, N=3 parents, N=2 students and administrative support from ADGP 6. Information sessions broadened to include staff, parents, student body (2005) N=80 staff (teaching) and parents with intention to continue for 5 years with _ dollar contributed from school, _ ADGP (Whitehorse) 7. Information sessions held for staff (N=80), 9&10 students N=360, parents N=20 (2004) to identify indicators of depression 8. Info session how to recognise symptoms of depression in others and how to help (2004) 9. Sessions will rotate bi-annually (organised using action research model) involving collection of baseline data 10. WDGP update promotional material (2005) (health services in the local area)
--	--

Emerging themes for stories:

GP Project strengthened link with agencies and enabled teachers to feel they can help HSN more effectively. Involvement in GP's has broadened staff perspective and understanding of MM needs for young people