



# Community Matters

## Appendices

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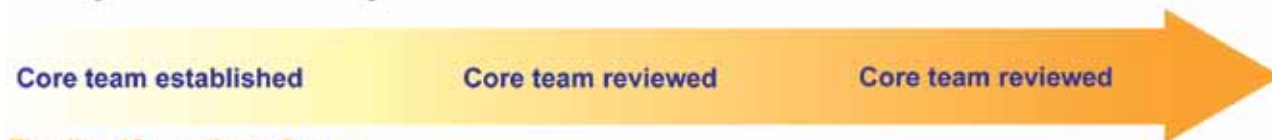
# CommunityMatters Appendices

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# 1. MindMatters Planning Overview and Recognition – for a Whole School Approach to mental health and wellbeing



MindMatters Professional Development Planning Overview for a whole school approach to mental health and wellbeing.



Timeline 18 months to 3 years



The MindMatters Professional Development Planning Overview and Recognition illustrates the range of workshops available from MindMatters that will assist and support a school to develop a Whole School Approach to mental health and wellbeing over a period time.

## 2. MindMatters Implementation Model - for a Whole School Approach to mental health and wellbeing

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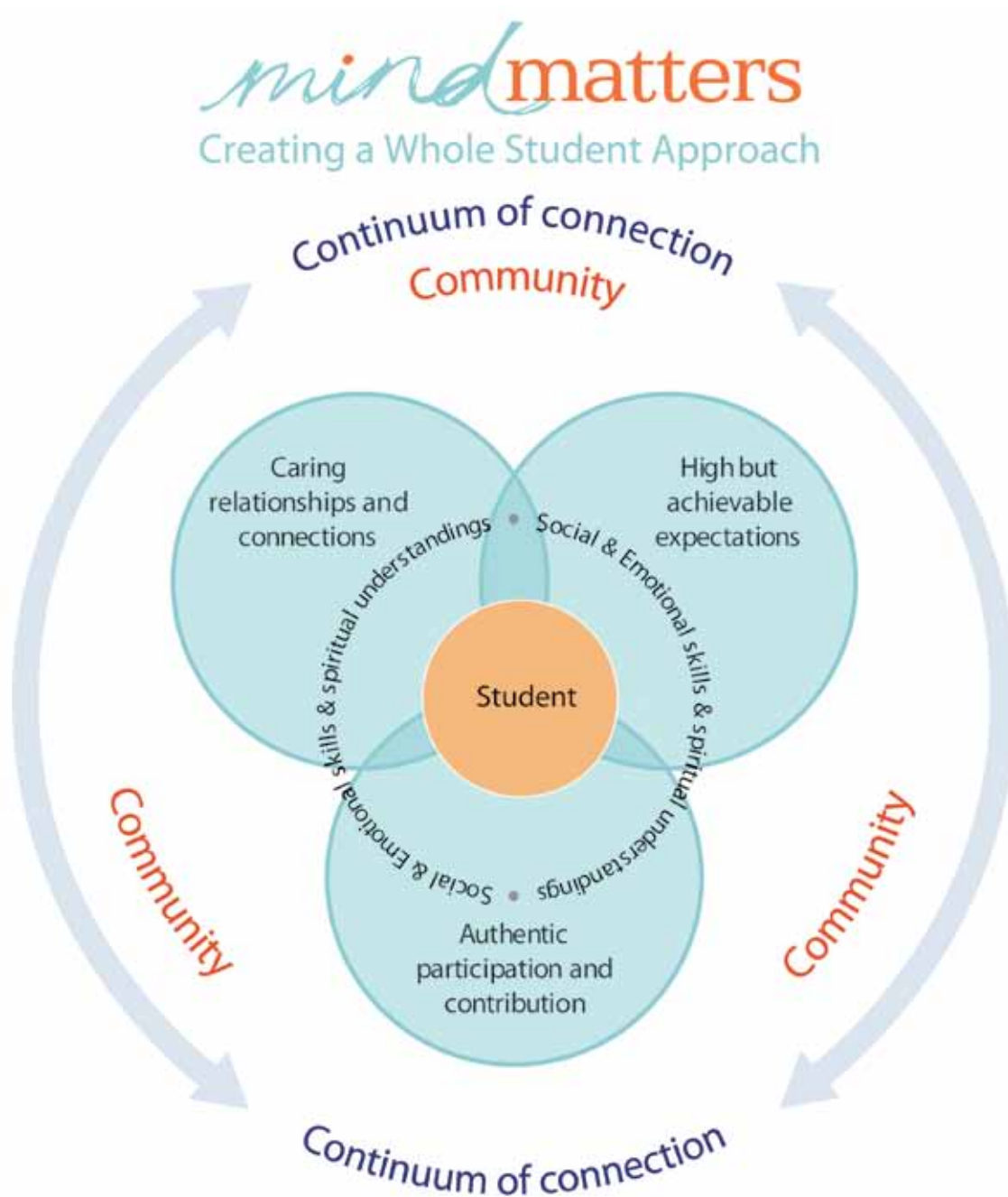
### MindMatters Implementation Model

for a whole school approach to mental health and wellbeing



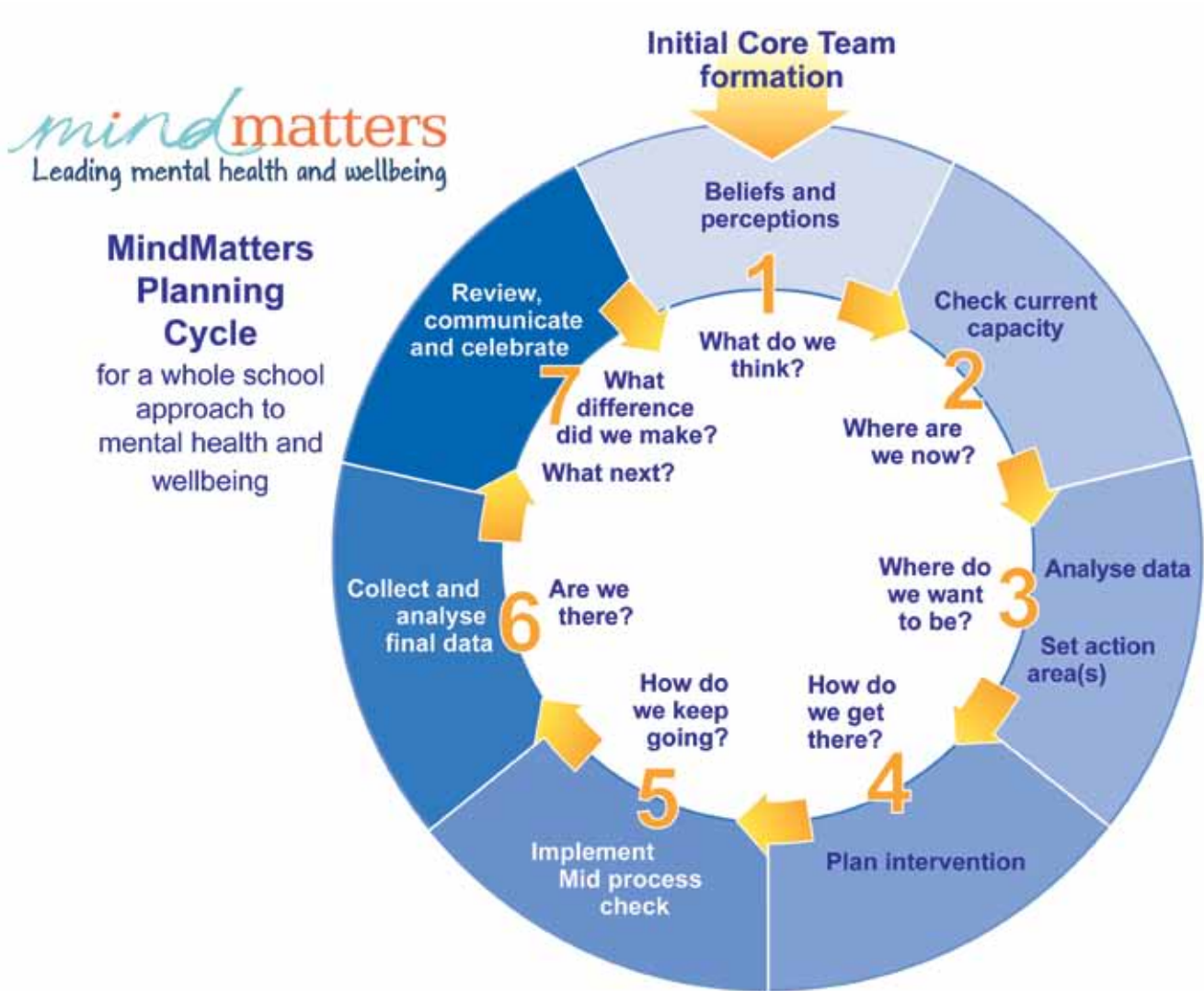
The MindMatters Implementation Model for a Whole School Approach to mental health and wellbeing was developed from the MindMatters evaluations and identifies the nine key action areas and four enablers for schools to address in maintaining a Continuum of Connection for all students.

### 3. The Whole Student Approach Model



The MindMatters Whole Student Approach is a holistic concept that acknowledges the individual needs of the students and the influences on their lives. It develops students' connection with the school and their learning

## 4. MindMatters Planning Cycle



The MindMatters Planning Cycle for a Whole School Approach to mental health and wellbeing assists a school to further develop an identified action area through use of data and planning an intervention (developing a school plan).

## 5. MindMatters Planning Cycle - Guiding Questions

### 1 – Beliefs & perceptions

- How do we operate as a core team?
- What are our beliefs about our chosen action area?
- What might be the perceptions of the wider school community? How could we check these out?
- What outcomes could we be looking for?
- How do we believe data relates to students experiencing high support needs in mental health and wellbeing?
- Do we need to review our core team membership?
- What might be some of the issues for schools?
- Who is not at the table but should be?



### 2 – Check current capacity

- What relevant audit and survey data do we have within the school?
- Does the data include students experiencing high support needs in mental health and wellbeing?
- What have been the school's experiences?
- Who else's voice do we need to hear in our data?
- How can we find out what we don't know?
- How can we involve others in our data collection process?
- What other initiatives are related to this action area?
- Do we need to review our core team membership?
- What relevant strengths, processes and structures do we have within the school?
- What is already working well? How could we celebrate this?



### 3 – Analyse data

#### – Select action area(s)

- How will we involve staff, students & community in the data analysis?
- How do we find out what we don't know?
- What does the data show as our strengths?
- What data surprised you?
- What top 3 action areas emerge from the data?
- Are there connections between those action areas?
- What are the specific issues for students experiencing high support needs in mental health and wellbeing?
- What data confirmed what you know?
- In the light of our data, what outcome do we now want?



### 4 – Plan intervention

- What is our current situation based on our data? (Start Point)
- What is/are our final agreed outcome(s)?
- How does our outcome include students experiencing high support needs in mental health and wellbeing?
- What is/are our final action area(s)?
- What could be our intermediate outcomes?
- What are our actions for intervention? Who will be responsible?
- How will our strategies lead to our outcome?
- What skills will we need as a school and as a core team?
- What resources will we need to support this strategy?
- What is our timeline?
- When and how will we collect our final data?
- How will we include and inform the school community in and of our plan?
- How can we link our school initiatives?
- What might be our barriers?



### 5 – Implement

#### – Mid-process check

- What information does our progress so far provide?
- How are staff, all students, parents and the community included and consulted?
- How will we communicate progress?
- How will we handle change of personnel and leadership?
- What system and sector requirements have changed?
- How do we build the skills we require?
- How do we sustain interest and involvement?
- How effective is our core group? Should we review membership?



### 6 – Collect & analyse final data

- Are our planned collection and analysis processes still relevant and useful?
- Have we reached our outcomes within the timeframe?
- What else did we find out?
- What difference have we made for students experiencing high support needs in mental health and wellbeing?
- How will we use the data to inform future directions?



### 7 – Review, communicate & celebrate

- What did we learn?
- With whom can we share our learnings?
- How can we share our successes?
- What are our next actions?
- What is the best group to undertake this?
- What will we do to celebrate?



The MindMatters Planning Cycle Guiding Questions can be used in conjunction with the MindMatters Planning Cycle to support the development and implementation of the school intervention (plan)

## 6. The Staff Matters Mental Health and Wellbeing Model

# Staff Matters

for a whole school approach to mental health and wellbeing



The MindMatters Staff Matters Model is used in the MindMatters workshops and focuses on 'the self' for mental health and wellbeing at work.

## 7. Principles for a Successful Transition

### MindMatters Principles for Successful Transitions

#### 1. Preparation

Information is available about where, why and what the move or transition involves

Emotional needs are considered

An understanding of the meaning of the journey is considered

Provision is made for processes to empower individuals

Individuals have appropriate time to prepare

#### 2. Starting the leaving

Acknowledgement of the transition is made

All of those making a transition at the same time are linked

A choice is offered to retain connections with the past

The key transition points are discussed

#### 3. Beginning the arriving

An organisational plan, structure and process exists for each transition

Information about the transition is provided to all

Skills identified by previous transitioning participants are mentored to others

#### 4. Consolidation

Individuals are supported with their emotions 'after the event'

Contact people and structures are maintained

Feedback is used to refine structures and processes

The transition is marked as a significant event by a ceremony or ritual.

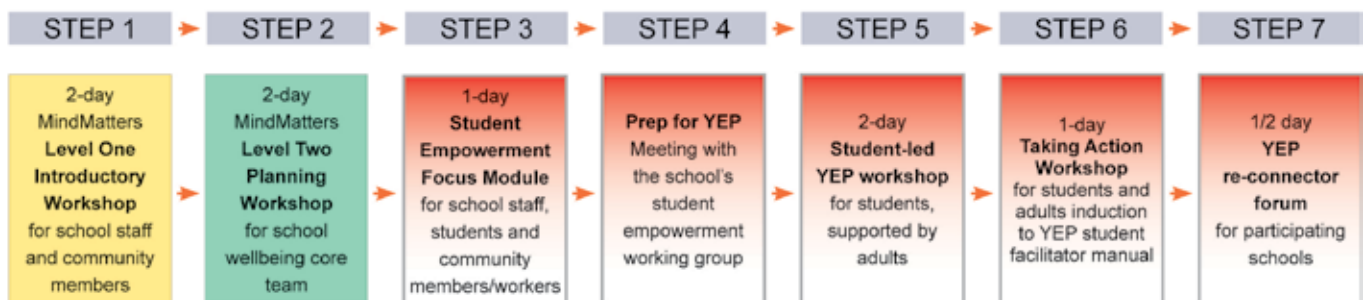
## 8. MindMatters Youth Empowerment Process



### MindMatters Youth Empowerment Process Implementation Sequence

*Supporting secondary schools in empowering young people to lead and take part in promoting mental health.*

#### Overview of the seven-step implementation sequence



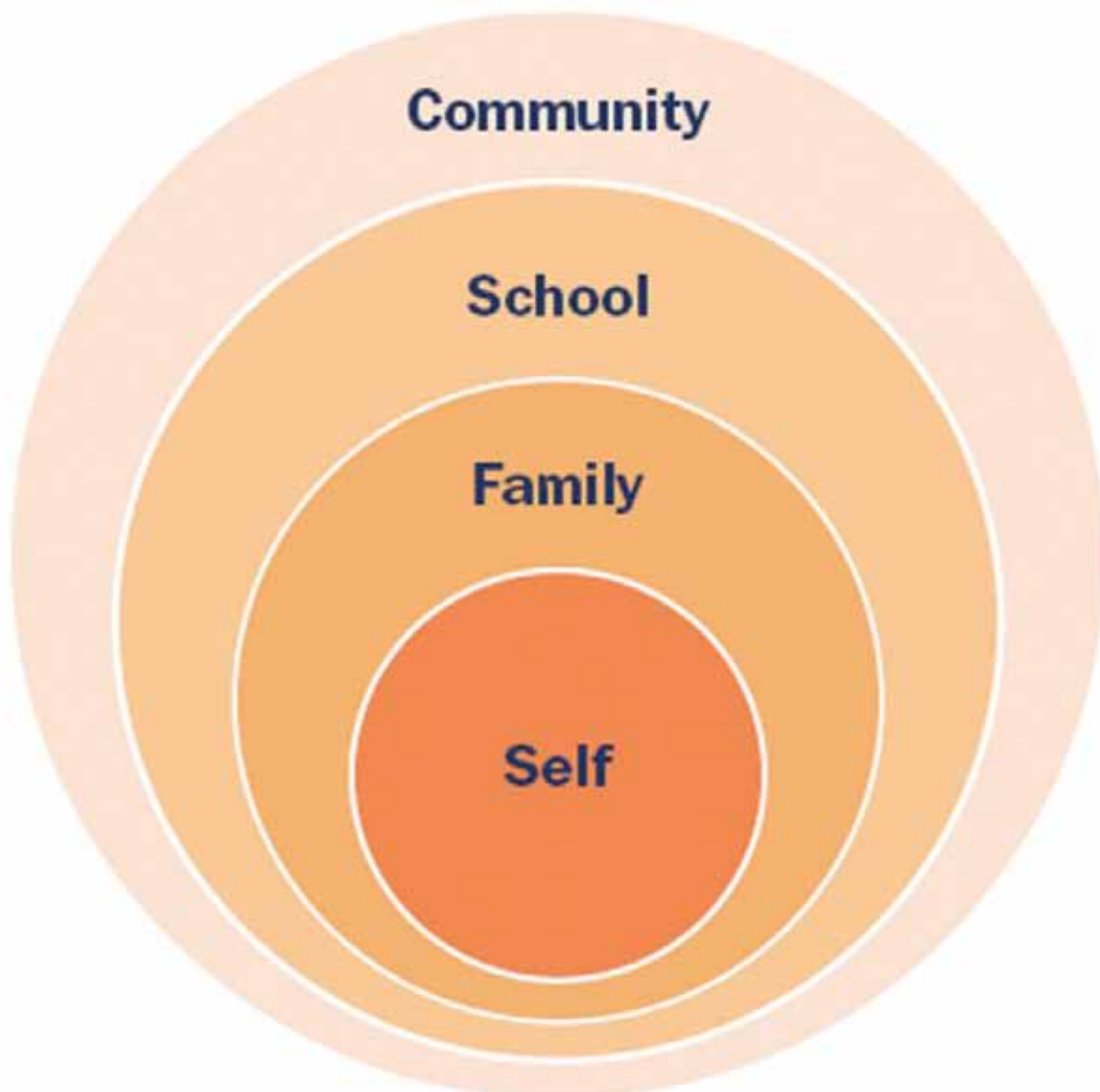
The MindMatters Youth Empowerment Process implementation sequence supports a school to take part in promoting mental health by empowering young people.

## 9. MindMatters The Self and the Community Concept

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### The Self and the Community

A whole school approach to mental health and wellbeing



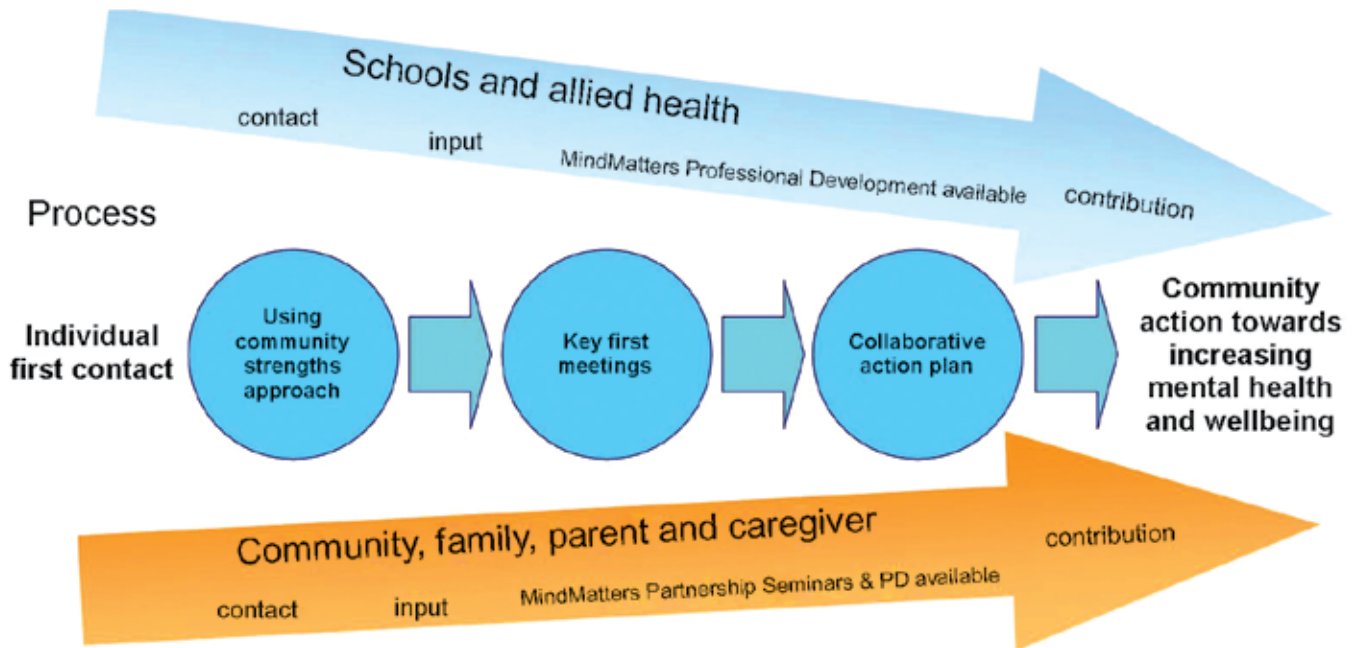
Adapted from Bronfenbrenner, Ecological Systems theory, (1998)

The MindMatters The Self and the Community concept portrays the self as contained within the whole community, of which the school is a part.

# 10. Community Partnership Process



## Community Partnership Process for Mental Health and Wellbeing



The MindMatters Community Partnership Process explains the stages that can be undertaken by a community working in partnership with a school leading to improving their mental health and wellbeing outcomes.

# 11. MindMatters - Our Community Audit



School name \_\_\_\_\_

## B. Our Community Audit

Today's date:    /    /

The MindMatters Community Audit will support schools in their collection of information for a whole school plan for mental health and wellbeing. It is best completed by a group or individual who has access to the range of information. This audit should be used in conjunction with the MM Schools policy, systems and procedures audit and the range of MindMatters surveys.

Conducting a whole school audit will provide information to determine a starting point as a MindMatters school. This will help to identify strengths and areas of growth for the school community.

'In school' community	
1. Which school staff have taken action or are keen to be involved in mental health promotion?	
2. How many on the school staff identify as Aboriginal and/or Torres Strait Islander?	
3. Who, as part of their Job role has Community partnerships focus or a mental health promotion, prevention or early intervention focus?	
4. How many on the school staff identify as coming from a non-English-speaking or culturally and linguistically diverse background?	
5. How many students are Aboriginal and/or Torres Strait Islander? (include numbers and percentages and the different Aboriginal & Torres Strait Islander groups)	
6. To which diverse cultural and linguistic groups do our students belong? (include numbers and percentages)	
7. Which cultural groups within our community are currently invited to contribute to our school's teaching and learning, and how do they do this?	
8. Which cultures are acknowledged in the school's environment and how do they do this?	
9. Which cultures are connected through the school's partnerships and services, and in what way?	
10. Which local community groups are connected to the school staff?	
11. Which local community groups are connected to the students?	
12. Which local community groups or agencies are represented in the school?	

**B. Our Community Audit contd**

‘Out of school’ community	
13. Are there any other cultures, apart from those above, that are represented in our school’s teaching and learning (and how and what extent)?	
14. What initiatives are currently operating in the school that provide for diversity for mental health and wellbeing?	
15. What local, state and/or federal government initiatives are available that actively promote diversity and social and emotional wellbeing? (include contact details)	
16. What other services are available that actively promotes diversity and social and emotional wellbeing? (include contact details)	
17. What organisations specifically deal with the concerns of Aboriginal and Torres Strait Islander peoples and what programs do they offer? (include contact details)	
18. Who do these contacts identify as being important individuals within the Aboriginal and Torres Strait Islander communities (eg Elders)?	
19. What organisations specifically deal with issues of same-sex attracted people and what programs do they offer? (include contact details)	
20. What organisations specifically deal with people with disabilities and what programs do they offer? (include contact details)	
21. What organisations deal with people from non-English-speaking or culturally and linguistically diverse backgrounds and what programs do they offer? (include contact details)	
22. Identify ex-students who may have something to contribute to community partnerships? (include contact details)	
23. Who are other key people or groups in the community who would contribute to promoting student wellbeing? (include contact details)	

For further information, please see the MindMatters website: [www.mindmatters.edu.au](http://www.mindmatters.edu.au)