



Whole School Matters

Appendices

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MindMatters is funded by the Australian Government Department of Health and Ageing.



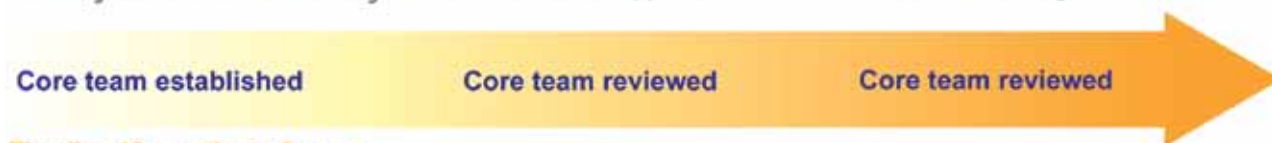
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1. MindMatters Planning Overview and Recognition – for a Whole School Approach to mental health and wellbeing



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



Timeline 18 months to 3 years

Level One		Level Two		Focus Modules	Action			
Introductory Workshops 2-day	School collects data	Planning Workshops 2-day	School finalises action plan	1. Leadership	Including other professional development	School mid process checks	School collects final data	 Recognition as a MindMatters school
				2. Staff Matters				
	3. Student Empowerment							
	4. Communities do Matter							
	5. Students Experiencing High Support Needs in Mental Health							
	6. The Whole Student Approach							
	7. Teaching & Learning for Engagement							
	8. Measuring our Progress							
	9. Transitions							

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

mindmatters
Leading mental health and wellbeing

MindMatters Implementation Model

for a whole school approach to mental health and wellbeing

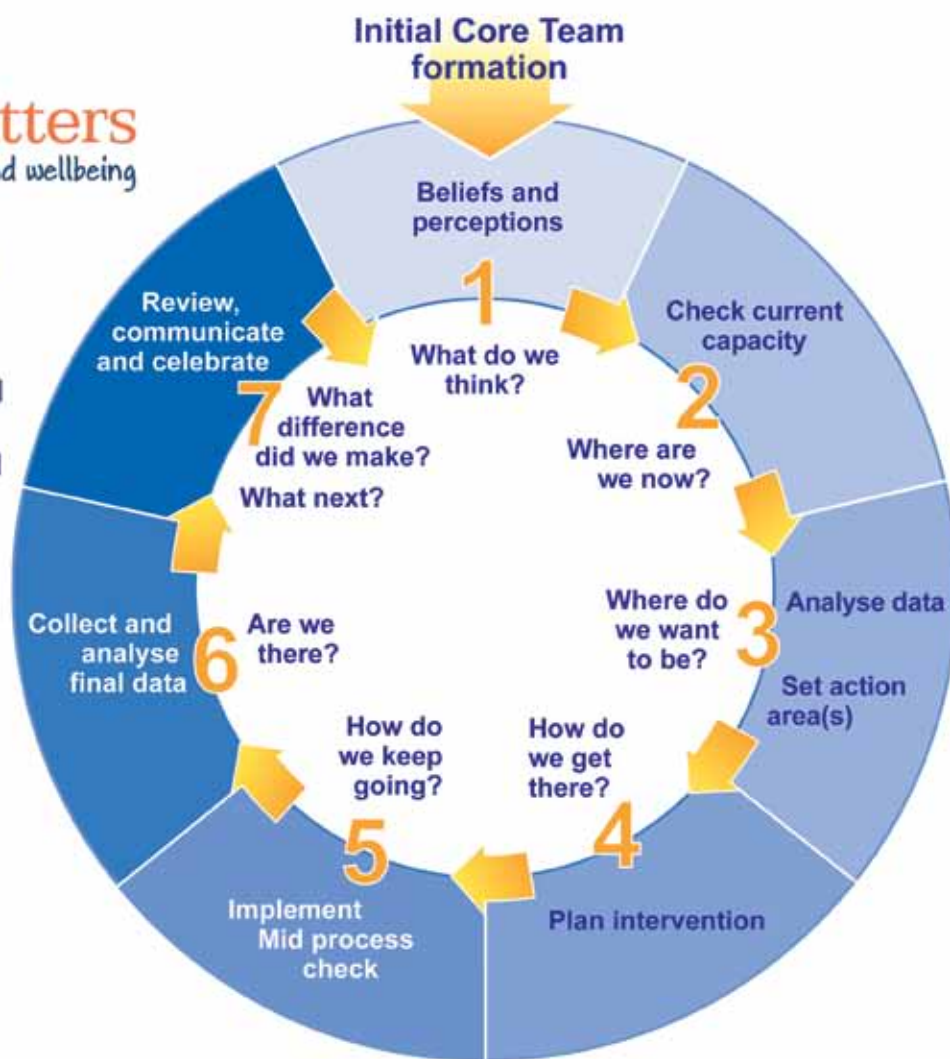


The MindMatters Implementation Model for a Whole School Approach to mental health and wellbeing was developed from the MindMatters evaluations and identifies the nine key action areas and four enablers for schools to address in maintaining a Continuum of Connection for all students.

3. MindMatters Planning Cycle

mindmatters
Leading mental health and wellbeing

**MindMatters
Planning
Cycle**
for a whole school
approach to
mental health and
wellbeing



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).

4. 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?



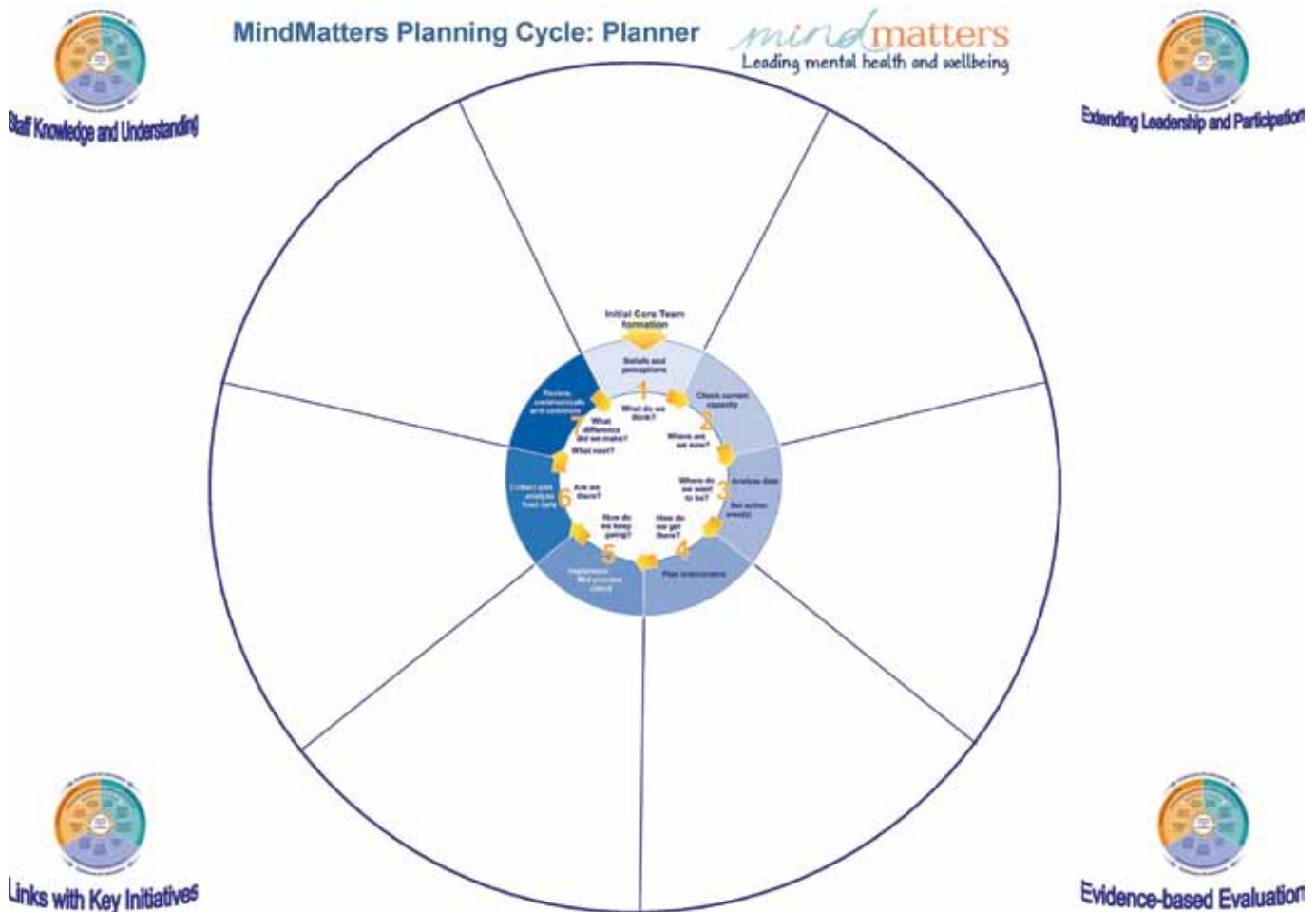
7 – Review, communicate & celebrate

- 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)

5. MindMatters Planning Cycle Planner



The MindMatters Planning Cycle Planner can be used as a recording tool to support the planned intervention (school plan).



6. Principals Australia L5 Framework

Making the frame your own The five propositions paint a very broad picture of leadership. Their beauty is that they can be expanded to different levels and for different purposes, providing a flexible and practical strategic resource. As the propositions are expanded, so they become more value-based. The following example of how they can be expanded to a first level may provide a useful starting point.

		What does it mean for me in my particular role and school?	What do I do already to live these goals? How can I demonstrate this?	So, what are my challenges?	What can I do to meet these challenges? What are the possibilities?	What specific things will I do to meet these challenges?
Leadership starts from within	I articulate my beliefs and values and how they underpin my work.					
	I articulate what I want to achieve for students, staff and schools.					
	I know, understand and respect the school community.					
	I demonstrate courage in taking responsibility for achieving this vision.					
	I take time to critically reflect on myself and my work.					
	As a result of this reflection, I take action to look after myself.					
	I demonstrate optimism and integrity in challenging times.					
Leadership is about influencing others	I have an appreciation of my impact on others.					
	I explain things in ways that people can identify with and understand.					
	I build trusting and respectful relationships within the school community.					
	I expect the best from people and celebrate achievements.					
	I know the politics of my school community and work with this knowledge to achieve school goals.					
Leadership develops a rich learning environment	I model a commitment to, and involvement in, on-going leadership learning.					
	I work expertly with others to ensure quality teaching and learning, and support services are provided.					
	The learning of all students and staff is the focus of leaders' work.					
	Collaborative approaches to teaching and learning are encouraged and resourced.					
	What people 'bring with them' is valued as crucial to what and how they learn.					
Leadership builds professionalism and management capability	Well-understood structures, systems and processes are in place to manage the development of the organisation.					
	The vision and values of the school underpin and inform all management decisions.					
	Accountability is an integral part of the operations and functions of the school.					
	Advocacy for the profession and engagement with professional networks is occurring regularly.					
	Local and global trends and influences inform professional and organisational learning.					
Leadership inspires leadership actions and aspirations in others	All staff are encouraged and supported to take on leadership responsibilities.					
	Risk-taking is acceptable and 'mistakes' are seen as learning opportunities.					
	Real opportunities are provided for people to take on leadership roles.					
	Mentoring and coaching are routinely used in the professional development of staff.					
	Within the school community, leaders demonstrate the intrinsic rewards they get from their work.					

The PA L5 Framework offers school leaders a common understanding of leadership and develops a common language to describe and explore it. This tool can support school principals to build leadership in their schools

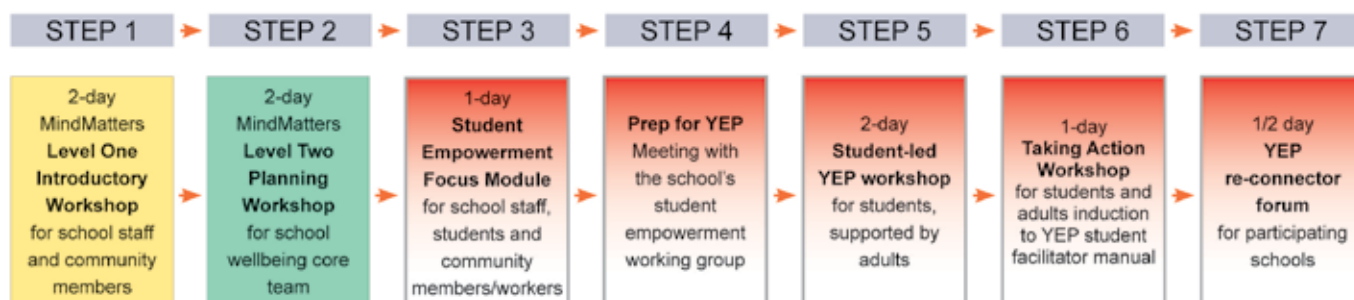
7. Youth Empowerment Process



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.

8. The Staff Matters Mental Health and Wellbeing Model

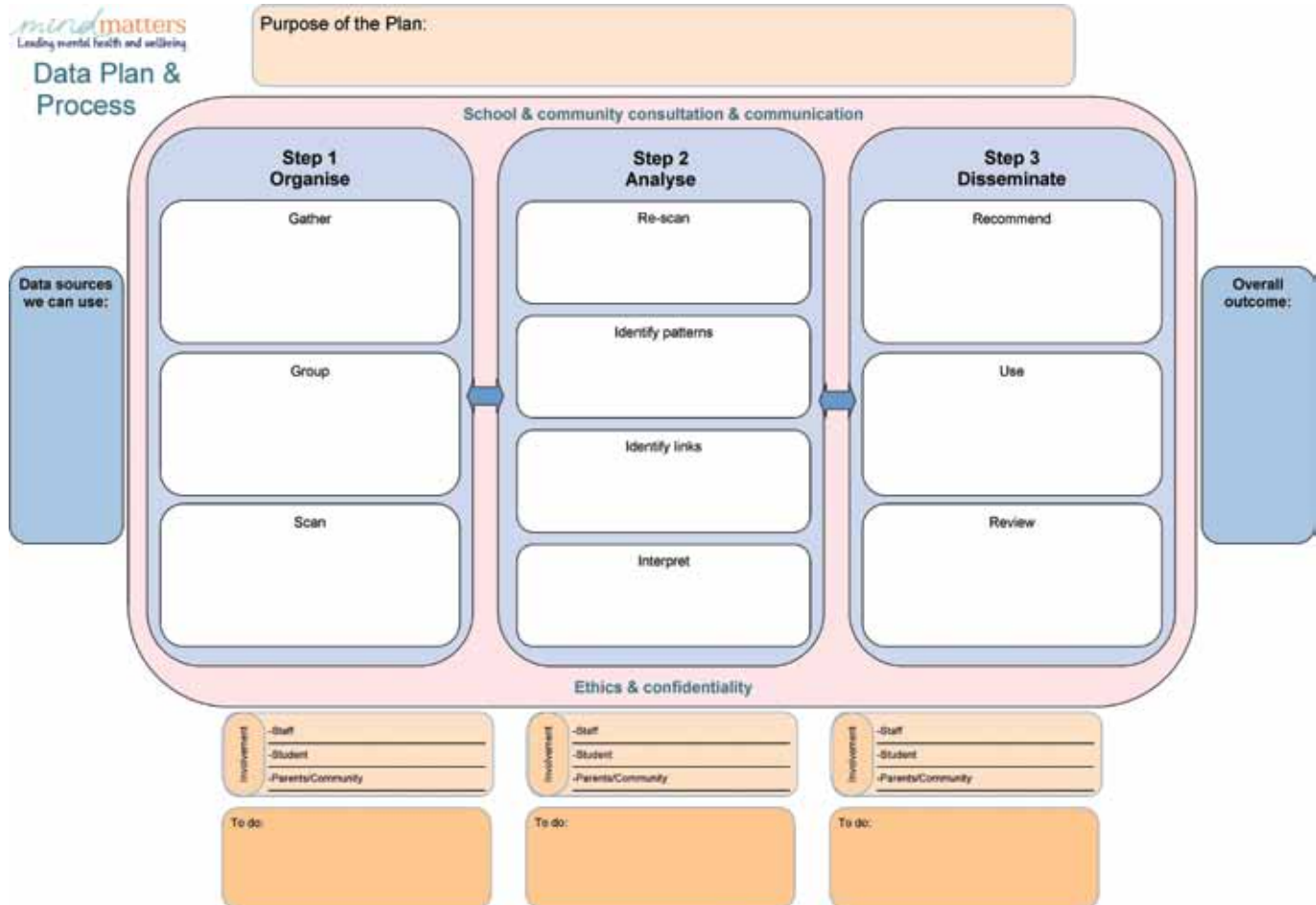
Staff Matters

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.

9. The MindMatters Data Plan and Process



MindMatters adopts a three-stage process for schools to work with their data to help support outcomes for mental health and wellbeing.

10. Curriculum-Mapping Tool

Year Level	7	8	9	10	11	12
Arts						
HPE						
SOSE						
Maths						
Science						
English						
Language						
Technology						
Other						

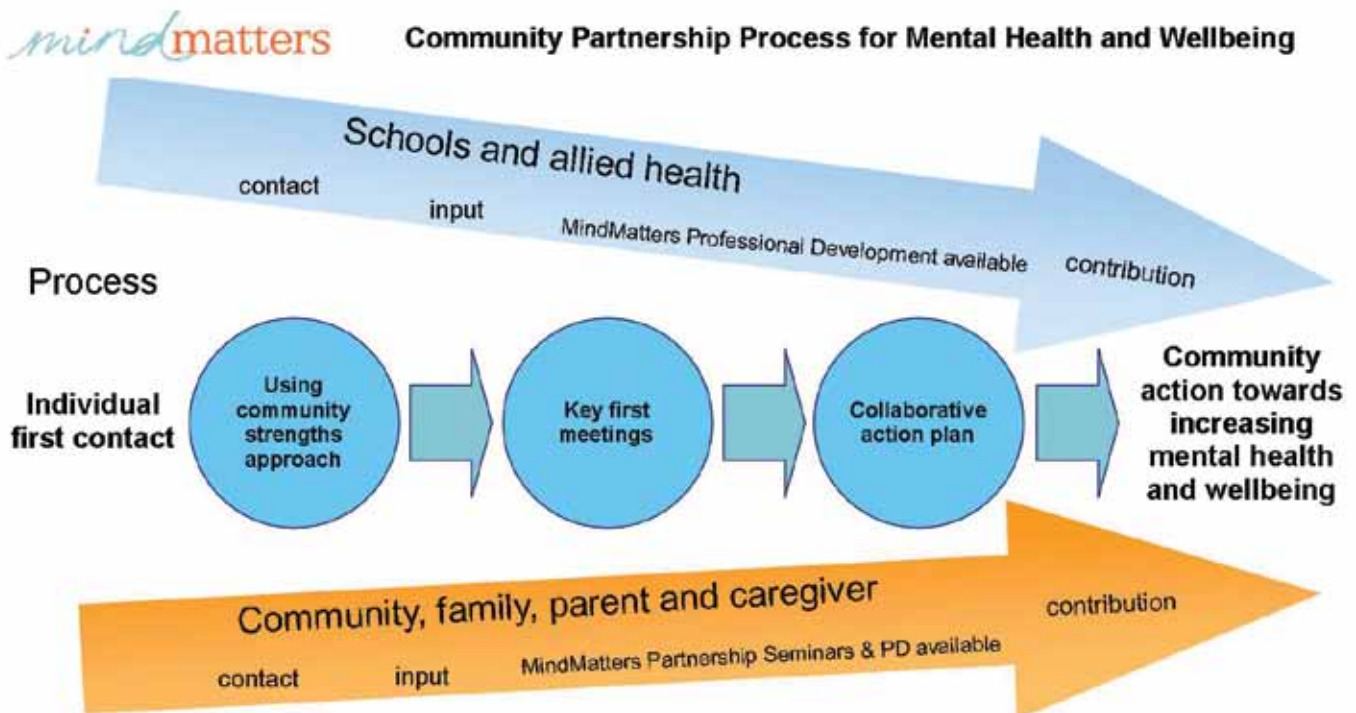
The MindMatters Curriculum-Mapping Tool assists schools to map their current mental health and wellbeing curriculum.

11 a. MindMatters The Self and the Community



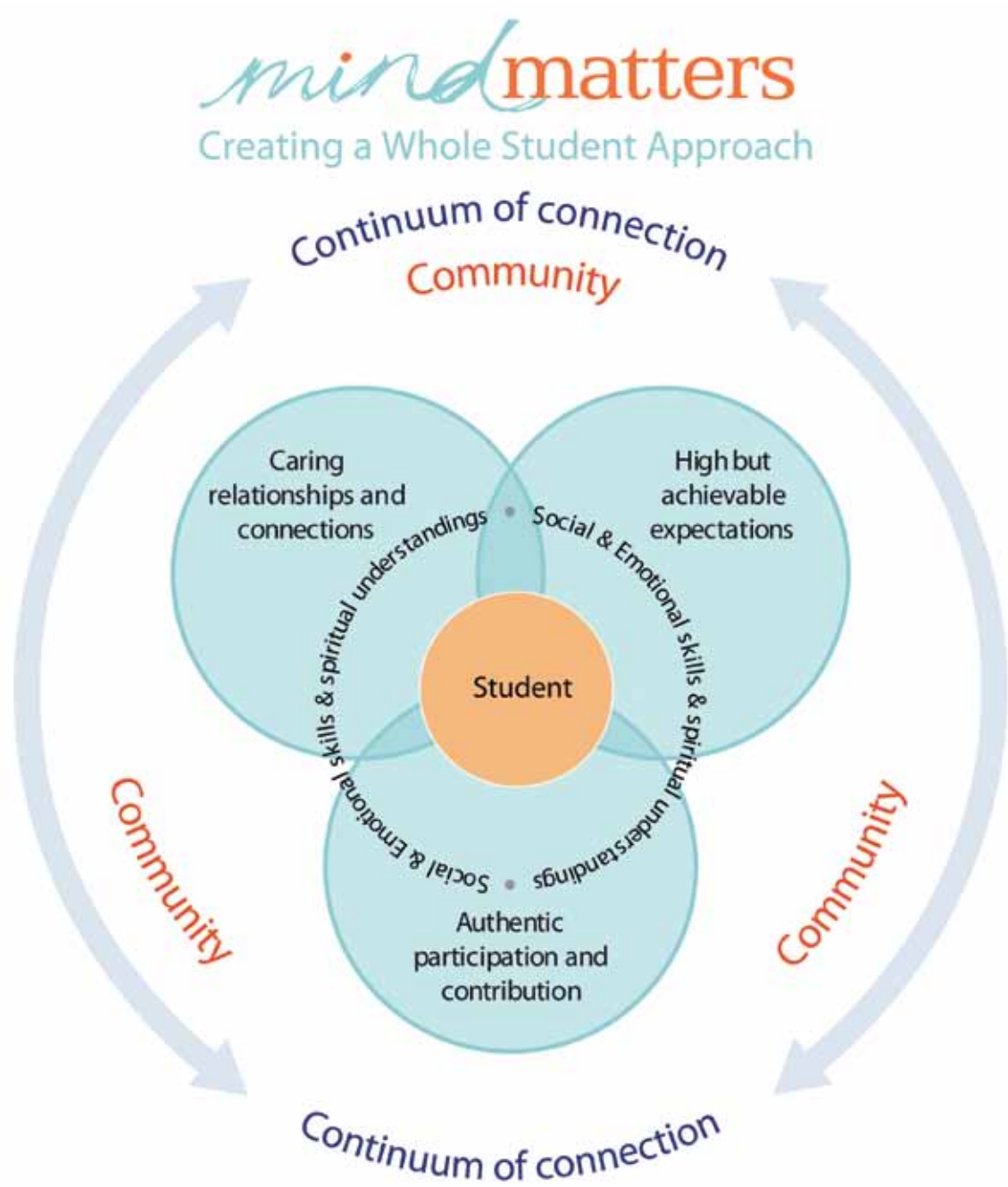
The MindMatters The Self and the Community concept portrays the self as contained within the whole community, of which the school is a part.

11 b. Community Partnership Process



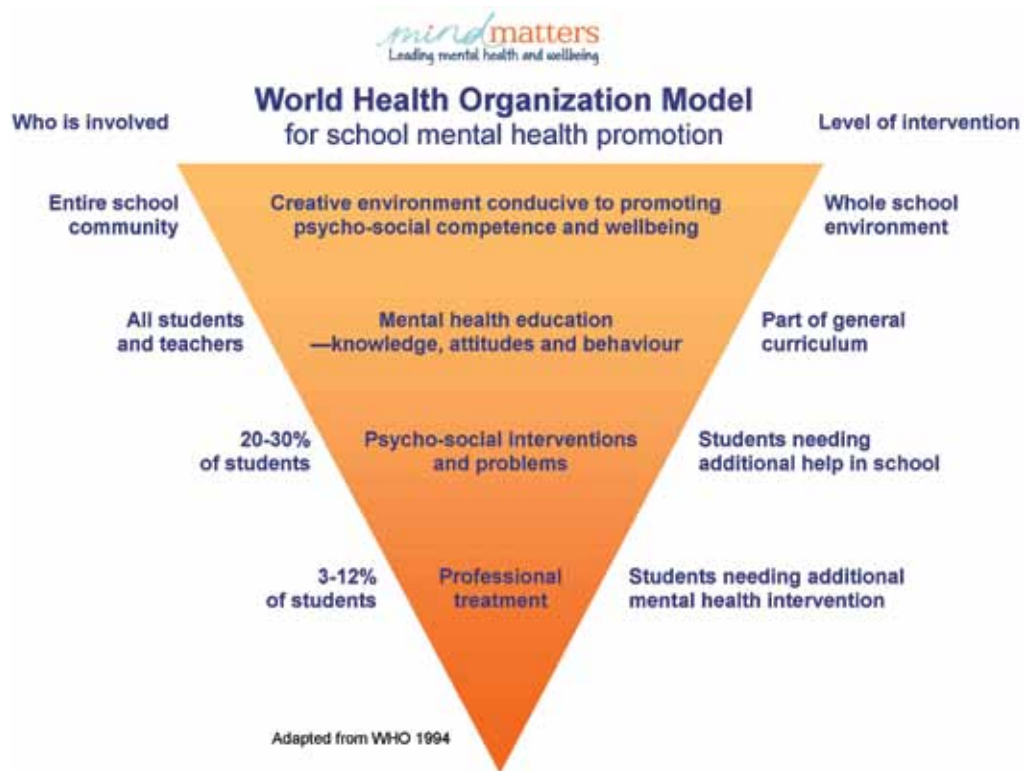
The MindMatters Community Partnership Process explains the stages that can be undertaken by a community working in partnership with a school leading to improving their mental health and wellbeing outcomes.

12. The Whole Student Approach Model



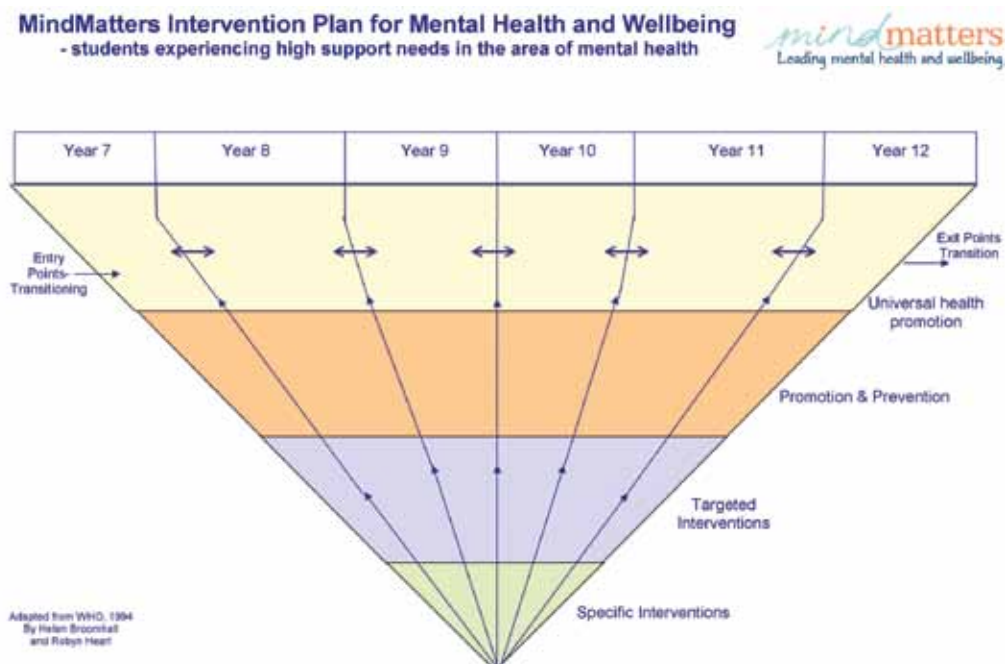
The MindMatters Whole Student Approach is a holistic concept that acknowledges the individual needs of the students and the influences on their lives. It develops students' connection with the school and their learning

13 a. World Health Organization model for school mental health promotion



The World Health Organization Model for school health promotion.

13 b. MindMatters Intervention Plan School planner for students experiencing high support needs in mental health



The MindMatters School Intervention Planner allows schools to map their current practice for mental health promotion, prevention and early intervention.

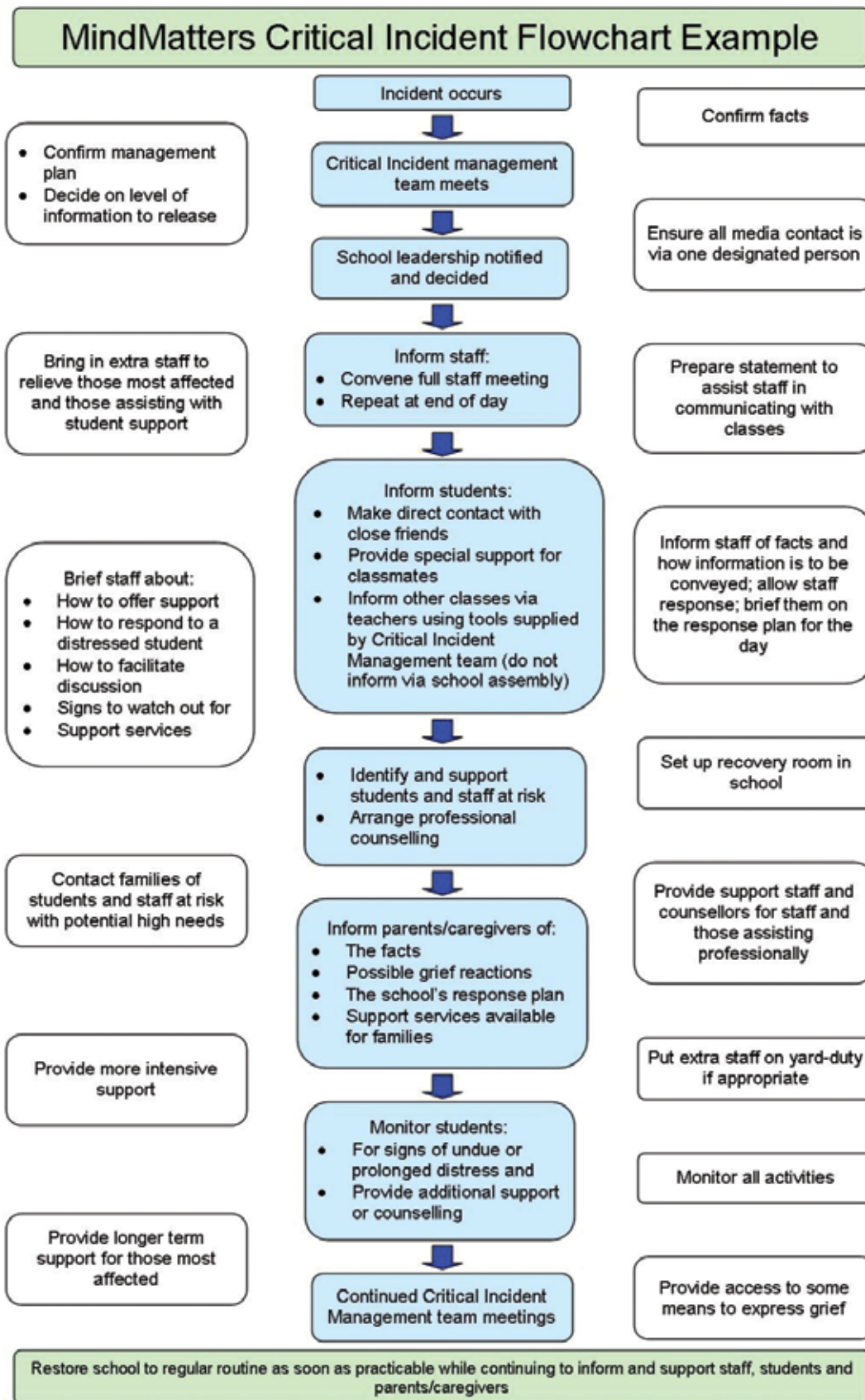
14. Checklist for Evaluating Health and Wellbeing Programs (including programs for students with additional needs)

The following questions may be useful when considering programs and resources. A subjective rating from 1 (very low) through to 5 (very high) can be made for each of the categories to assist in the comparison of similar programs and in the final selection process.

Name of program or resource:						
Ask yourself ... / Who is your target audience? / What is the mental health issue that you want to address?						
Rating	1	2	3	4	5	Comment
1. Does the program/resource have evidence of effectiveness?						
2. Is it theoretically sound?						
3. Does it have a current, valid evaluation or an on-going evaluation?						
4. Does the evaluation result match with your intended outcome?						
5. How was success measured?						
6. Have there been any longitudinal studies?						
7. What does your sector, system or local health sector person say						
8. Do you know of other sites that have used the program/resource with success?						
9. Who is running the program/resource?						
10. Does the organisation have standing in the health promotion and/or education community?						
11. Does the material look educationally sound?						
12. Are the learning strategies and required skills appropriate for the school, staff and students?						
13. Are the materials appropriate for your students?						
14. How well does the program fit in addressing your need?						
15. What are the stated outcomes and do they match your need?						
16. How does it fit with other school strategies?						
17. How does it fit with school values, policy, and strategic directions?						
18. How do the requirements of the program/resource match the resources availability within the school?						
19. What is the time requirement for the program/resource?						
20. What are the costs for materials and training?						
21. What is the availability of materials and training?						
22. Who will run the program and do they have appropriate skills?						
23. Are there any other resources required?						
24. How will you manage student time?						
25. Is the program/resource a good match for your community?						
26. What would the community think about the program/resource?						
27. Are the materials likely to be accepted by the local community?						
28. Are there cultural situations that need to be considered?						
29. Are special parent meetings required?						
30. Are there changes required for Australian or state contexts?						
31. Is there some professional support for your school?						
32. Do you have community partners that could be involved?						
33. Is there a cost and if so, how much?						
34. Does the program/resource fit with whole school considerations?						
34. How does this need to be backed up with policy/ structure? (Isolated ideas soon run out of steam)						

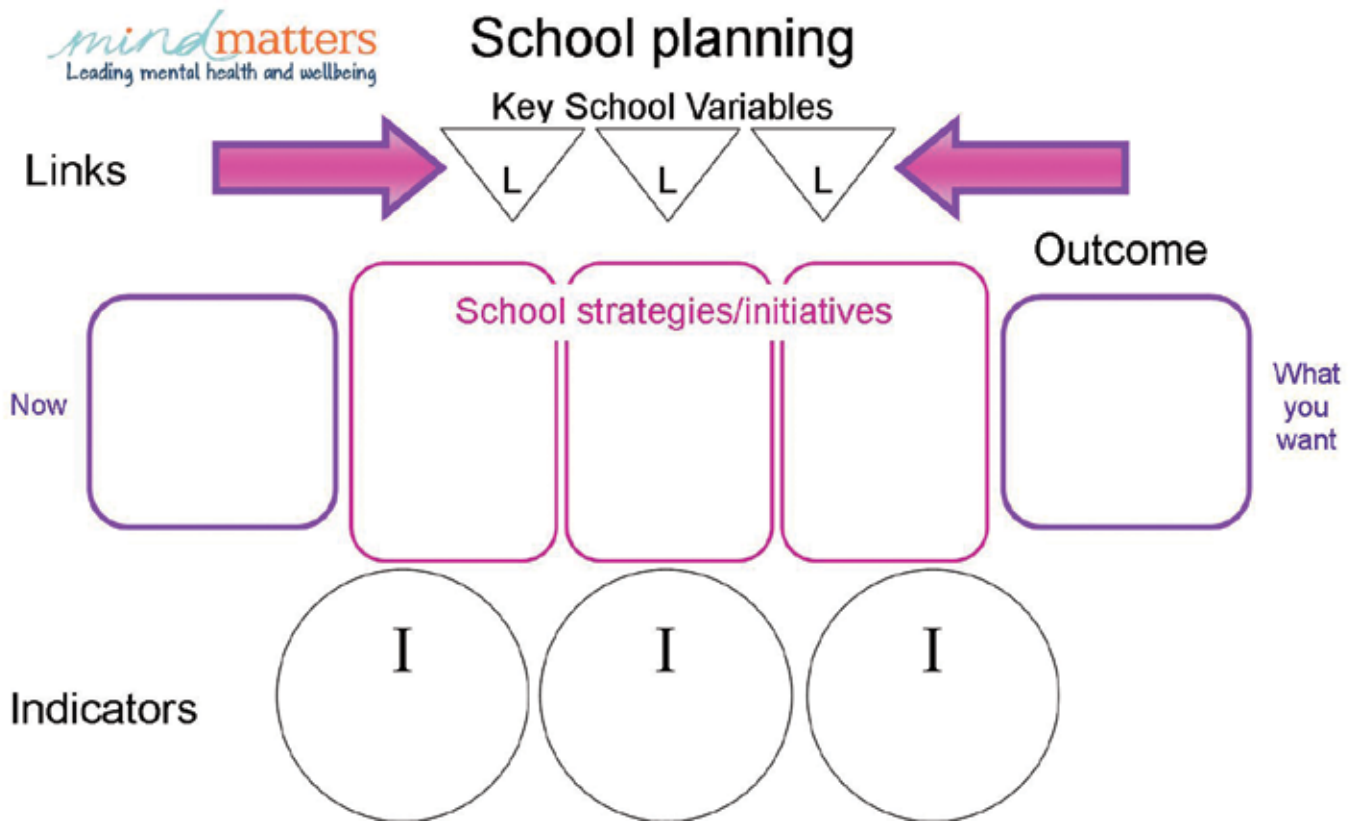
The MindMatters checklist for evaluating mental health and wellbeing programs may assist schools with the selection, development and evaluation of programs for their school.

15. Critical Incident Management Plan



The MindMatters Critical Incident Flowchart provides an example of how a school can document procedures and protocols to respond a critical incident.

16. MindMatters School Planning Tool



The MindMatters School Planning Tool assists schools to document their starting point, selected strategies and achievable outcome, providing evidence of indicators of success and links to other school initiatives.