



# Whole School Matters

## Glossary

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# GLOSSARY

WSM Glossary of Terms	
<b>action areas</b>	The nine areas of the MindMatters Implementation model that schools can select as a priority. These were identified in the MindMatters evaluations.
<b>action-based research</b>	Staff groups/schools raise questions about the best way forward, then conduct research to answer these questions, analysing the findings to identify and implement the most appropriate actions.
<b>audit</b>	An evaluation or taking stock of current practice, procedures and resources within an organisation.
<b>case management</b>	A collaborative process that aims to develop, monitor, disseminate and evaluate a plan of action to enable students with support needs to function to the best of their ability and circumstances within and beyond the school system. (AGCA)
<b>Continuum of Connection</b>	The positive outcome of a Whole School Approach in which all the elements of the implementation process work coherently together to optimise the mental health and wellbeing of all students. Students are connected to the school and to one another. They develop a sense of belonging through a range of specific strategies used for different students at different times.
<b>critical incident</b>	A critical incident is broadly defined as any situation faced by the school community, causing its members to experience unusually strong reactions which have the potential to interfere with their ability to function either at the time, or later.
<b>data analysis</b>	The process of looking closely at information gathered to identify patterns, gaps and recommendations towards achieving a set outcome.
<b>data collection</b>	The process of gathering all types of information, both facts and opinions, for the purpose of analysis.
<b>data-driven</b>	A decision or response that is based substantially upon the data available.
<b>data-informed</b>	A decision or response that considers the data provided but includes other determinants.
<b>early identification</b>	A set of formal or informal procedures and processes that indicate early warning signs of students' mental health difficulties or disorders.
<b>early intervention</b>	Planned programs or processes that support the identified students to maintain a Continuum of Connection with the school to improve their mental health.
<b>ethos of evaluation</b>	A culture is developed that values evaluation processes and related areas of data-collection, analysis and action/evidence-based learning.
<b>evidence base</b>	The evidence underpinning a program or process that has been trialled and researched and clearly states the outcomes achieved within set criteria.
<b>key enablers</b>	The four key areas of the MindMatters Implementation model that will help to enable the nine action areas. The enablers are: Extending leadership and participation; Increasing staff understanding of mental health and wellbeing; Evidence-based evaluation and data collection, analysis and action; Making links with other key initiatives.
<b>mental health promotion</b>	Developing positive mental health and improving the quality of life, through enhancing protective factors, and addressing social and emotional skills and, if appropriate, spiritual understandings.
<b>professional debriefing</b>	A formal process for managing the impact of an incident; including fact-finding, considering thoughts, understanding reactions, analysing effects, realising learnings and returning to action.

## WSM Glossary of Terms

<b>Professional Development</b>	MindMatters Professional Development encourages participants as active learners – both as individuals and as collective groups. The learning from the Professional Development session involves analysing real data, reflecting on meaning and developing ways to apply it to their own setting.
<b>protective factors</b>	Factors determined to assist in mitigating risk factors and enhancing positive mental health and wellbeing. MindMatters has identified from the relevant research a particular set of individual, peer group, whole school, and family/ community protective factors.
<b>referral</b>	The process whereby a student is supported to receive some form of help either within the school or from outside services.
<b>respectful engagement</b>	An approach that models cooperative efforts in promoting, affirming, listening, supporting and challenging preconceptions, to help facilitate solutions.
<b>risk factors</b>	Factors identified by research as potentially having an adverse impact on positive mental health. If not addressed, the risk factors could compound or intensify, possibly leading to a diagnosable mental illness. MindMatters has identified a particular set of individual, peer group, whole school, and family/ community risk factors.
<b>school strategic plan/site plan</b>	The school plan required by a system or sector for the current and future directions of the school, as determined by the school and community governing body.
<b>selective</b>	Programs or resources that are aimed at a select group or cohort of students to address developing or potential mental health problems. Protective factors are identified and focused upon to help mitigate the risk factors involved.
<b>student empowerment</b>	This approach focuses on building the personal strengths in young people, where they are able to increase their participation, allowing them to make informed decisions about their own lives and support actions that are important to them.
<b>survey</b>	A process whereby questions are set around certain criteria to gather factual or opinion information from individuals. This information is collated and used to determine recommendations for future development.
<b>targeted</b>	Programs or interventions aimed at those students at greater risk of developing a mental illness, or who have already been diagnosed. Consultation with health professionals occurs at this level.
<b>transitions</b>	Key transitions for adolescents can be moving from primary to secondary school, changing schools, puberty, moving from the country to the city or to a boarding school. Staff also undergo significant transitions, e.g. induction, retirement, leaving a school. Procedures and programs to address the mental health needs of individuals in transition can provide a protective influence for young people and school staff.
<b>universal</b>	An approach or program aimed at enhancing the resilience of the whole school and community by increasing protective factors for positive mental health and wellbeing.
<b>Whole School Approach</b>	A holistic, integrated approach to mental health and wellbeing in the school which focuses on the school ethos and environment; curriculum; teaching and learning; and internal and external partnerships and services. Multiple strategies are used in a coherent, inclusive way involving students, staff, parents and community members.
<b>Whole Student Approach</b>	An integrated approach to mental health and wellbeing in which the student is acknowledged in a comprehensive way. There is a focus on fostering caring relationships, creating opportunities for authentic participation and contribution, establishing a culture of high but achievable expectations, and developing social and emotional skills and spiritual understandings.

