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Mental Health Strategy – From Plan to Action

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Mental Health Strategy – From Plan to Action

- Overview of our approach to supporting wellbeing (MHS)
- Less timeline
- More factors we considered
- How we addressed them
- Time to share
- Questions

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MENTAL HEALTH STRATEGY

OUR STRATEGIC OBJECTIVE

To work together to ensure that all Santa Maria College students have the skillset to manage their wellbeing*, tackle challenges and thrive in school and life.

**emotional, mental, physical, spiritual and social wellbeing*

SCOPE OF STRATEGY

This strategy aligns with our Strategic Plan and is intended to support our school community (students, parents and staff) to work together to support students at Santa Maria College.

FOCUS AREAS

To achieve our goal, we will focus on building our culture and values, knowledge, skills and support

OUR PLAN

	CULTURE & VALUES	KNOWLEDGE	SKILLS	SUPPORT
Goals	**Our school values and culture contribute to the mental health and wellbeing of our students.**	**Our school community has the knowledge to understand the mental health and wellbeing of our students.**	**Our school community has the tools and skills to identify and support the mental health and wellbeing of our students.**	**Our school community ensures students have access to the support they need for mental health and wellbeing.**
Key Actions	**Action 1** Create an environment where people feel comfortable and safe to talk about mental health. **Action 2** Develop a sense of community which values diversity, belonging and connection.	**Action 3** Improve awareness and understanding about mental health in the school community. **Action 4** Provide resources and learning opportunities for staff and parents to enhance their ability to understand students' mental health and wellbeing. **Action 5** Identify and implement proven programs that are innovative, engaging and effective.	**Action 6** Support students to develop a range of skills that foster positive mental health. **Action 7** Support students to manage stress and improve school-life balance.	**Action 8** Promote student access to formal and informal support both within and beyond the College.

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MHS Process

- Co design process (Table of 20 student ambassadors, staff, parents and wider student body)
- Extensive feedback from the College community
- Data collated and resulted in the development of our Mental Health strategy

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Wellbeing Map – Factors to consider

- Students
- Staff
- Curriculum
- Embedded in what we do
- Informing parents
- Documentation & Information

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Wellbeing Map – Students

Student voice

- Wellbeing Captain
- MH Ambassadors
- Student surveys for feedback on initiatives and needs
- Student learning
- Strategies to keep that momentum going

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Wellbeing Map – Staff

Staff

- Who?
    - Clearly communicate direction in interviews
- Which staff need to know what?
- PL
    - GIVE & DEERS
    - Wellbeing focus and connections to learning

GIVE

How to make friends and keep them

(be) Gentle

Be nice!
Dont judge (e.g., no name calling, blaming, threats, attacks c
guilt trips)
Be respectful with words, facial expressions and body langu
(e.g., no eye-rolls, death stares, no mocking)

(show) Interest

Be curious, ask questions. Dont interrupt
Listen to their POV or request. Focus on what *they* are saying, rather than on what you will say next.
Show interest using body language, facial expressions and words (e.g., turn towards the person, make eye contact, nod, 'uh huh', 'go on..')

Validate

Communicate to the other person that their feelings, thou and opinions are understandable. That *doesn't* mean you h to agree with them. Try:

- "That sounds like a tough situation",
- "I can see where you're coming from."
- "I can see you're really upset/excited/nervous about th

(use an) Easy manner

Relax your body, try light-heartedness, use humour.

Interpersonal Communication Skills
Skill #1

DEERS

How to negotiate effectively with others

Describe — No judgements, no opinion. Stick to the facts of exactly what happened.

Express feelings using "I" statements — e.g., "I felt like.." rather than "You did xxx.." or "You should..."

Explain what you need

Reflect on the other person's feelings and needs — What might be going on for them? Their thoughts, feelings, motivations?

(find a) **S**hared solution — Offer to give to get. Find a middle ground that respects both people's needs.

Interpersonal Communication Skills
Skill #2

- Students
- Staff
- Curriculum
- Embedded in what we do
- Informing parents
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PL…..

Excellence in Action PL Day

- High Impact Wellbeing Strategies
- Connects with High Impact Teaching Strategies
- Followed by Psychologists Neurodiversity
- Linking to our Professional Learning Hub

SANTA MARIA COLLEGE SharePoint

Search this site

DS

SP **Staff PL Hub** Home WELCOME NURTURE EXCEL LEAD Ed Threads Wellbeing Not following

Immersive reader Share

Autism

KIMBERLEE BURROWS
Psychologist | Monday, Tuesday, Wednesday, Thursday

A page for sharing resources for supporting students with suspected or diagnosed Autism.

Autism - The psychological overview

santamariacollege.sharepoint.com

Dr Kimberlee Burrows provides an overview of the criteria for autism with a focus on how autism may present in girls and what the implications are in the classroom.

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Wellbeing Map – Curriculum

Curriculum

- Scope and Sequence of wellbeing curriculum
- Pastoral
- Teaching & Learning

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Mercy Wellbeing Continum

Self Awareness Element

- Recognise emotios
- Recognise personal qualitie & achievements
- Understand themselves as learners
- Develop reflet iv e behaviours

Social Awareness Element

- Appreciate diverse perspectives
- Identify civil need
- Understand relatios hi p s

Self Management Element

- Express emotios e ffectively
- Develop self-discipline and set goals
- Work independently and show intiative
- Becomeeconfidn t resilient and adaptable

Social Management Element

- Communicate effectively
- Work collaboratively
- Make decisions
- Negotiate and resolve conflit
- Develop leadership skills

Spirituality Element

- Gain meaning and purpose through relatios hi p wi th sel f
- Gain meaning and purpose through connectedness to others
- Gain meaning and purpose through relatios hi p wi th wi der w orld
- Gain meaning and purpose through a sense of transendence

Mercy Wellbeing Learning Continuum

Self-Awareness Element

	Typically by the end of Year 5, students:	Typically by the end of Year 6, students:	Typically by the end of Year 7, students:	Typically by the end of Year 8, students:
Recognise emotions	**Goal: Understand how emotions influence behaviour, and vice versa.**	**Goal: Understand how emotions influence behaviour, and vice versa.**	**Goal: Understand how emotions influence behaviour, and vice versa.**	**Goal: Understand how emotions influence behaviour, and vice versa.**
	Understand primary emotions. Identify ***where*** students feel particular emotions in their bodies, and ***what*** they physically feel like (interpreting internal sensations– bodily self-awareness & a mind-body connection).	Understand primary and secondary emotions. Students explore their secondary emotional responses.	Identify and understand how we act ***when we feel*** a particular way (ie, What do I do when I feel sad? Happy?). Identify and understand how we ***feel when we act*** a particular way (ie, what behaviours result in me feeling positive? Negative?).	Identify and understand how we act ***when we feel*** a particular way (ie, What do I do when I feel sad? Happy?). Identify and understand how we ***feel when we act*** a particular way (ie, what behaviours result in me feeling positive? Negative?).

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Wellbeing Map – Embedding Practices

Embedded in what we do

- DBT Skills – classroom practice
- My Mind Check
- MHA initiatives

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Wellbeing Map – Parents

Informing parents

- Parent Communication
- Use in-house expertise (Psychologists, Learning Enrichment)
- Wellness Connect

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Wellbeing Map – Information

Documentation & Information

- Staff PL Hub
- HS Model Practice Framework
- NSSI SI Framework documentation
    - Risk
    - Student voice critical
    - Least restrictive

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Questions?

What are others doing?