GOAL

Be You PK project design and approach improves the mental health literacy, confidence, and readiness of targeted educators for its ongoing application within communities and education settings in the PK regions?

Outputs

developed

integration of

services to

support menta

health literacy

Changes to BY

materials through

cultural

connections and

language

Changes to BY

materials focused

on place-based

consultation

Improved

processes and

links to schools

between services

This evaluation will report on the impact and effectiveness of Beyond Blue to implement the Be You PK initiative through effective co-designed and place-based principles.

Objectives

Design and

develop place

based, co-

designed materials

and activities that

strengthens and

improves the

readiness of

schools, educators

and communities

to plan.

collaborate and

connect in

response to the

mental health

needs and critical

incidents affecting

children and young

people.

Design and develop

place based, co-

designed materials

and activities that

improve the

mental health

literacy of school

communities

within the Pilbara

and Kimberley

regions.

Descriptor*

sustains development of effective mental health communities to recognise and respond in wavs that fosters the resilience and social and emotional competence among children and young people that honours time. context and canabilities Readiness includes setting priorities and actions through assessment of

- School, educator, student, family and
- community needs Resources including services, physical and human, and
- Action Plan development

Literacy ensures educators and staff within mentally healthy learning communities are supported and equipped knowledae. skills and resources to respond respectfully, and culturally appropriate and effective ways, to young people's mental health concerns that promotes feelings of safety and security while promoting agency and personal freedom

Design and develop place based, codesigned materials and activities that improve and strengthen the confidence and capability of schools, educators and community to recognise and respond appropriately to the emotions and social cues of other people

Confidence builds through the development of ongoing, effective partnerships and communication. Confidence in mentally healthy learning communities encourages connectedness in order to improve both individual (educator, student and families) and community skills and strategies to apply knowledge and understanding of effective mental health care that includes prevention, stress management and response to critical incidents

Purpose

Shared inderstanding of social and emotional wellbeing and mental health ir the Kimberley and Pilbara regions; a greater will and interest of those in

Needs

community to be the best version of themselves

Local knowledge and practices that positively impact or young people's SEWB such as language and cultural connections knowing the impact of mental health and where to go for help

Be You materials and online resources support mental health literacy; greater use of vocabulary terms to express feelings and understand others

relationships extending and broaden existing between schools and AMSs

Having the knowledge support and relationships to build confidence and discuss social and emotional wellbeing issues

Guiding principles: National Strategic Framework for Aboriginal and Torres Strait Islander Peoples Mental Health and Social and Emotional Wellbeing

Change process

other staff

School Staff

action leader and

Evaluation organisation &

Inputs Activities

Co-design strategies

and actions

expertise

Agreed

governing

principles for

AMS Staf

including

consultants,

coordinators

and other staff

AMS Staff

including

consultants

coordinators

and other staff

Beyond Blue

staff

Identify and implemen training needs of local AMS BY staff and implement appropriate training plan

Engagement with local

community including

schools and families

through AMS BY Staff

Community, place based, cultural

School Staff - action

Establish baseline data through assessment of teacher, student and family surveys

> Create and implement community, place based action plans

> > mproved pathway awareness between schools family and AMSs

Change Actions/Project Delivery

Stories of actions and change

Indicators

schools and educators, students and families are improved with greater knowledge of support mechanisms and processes

> Schools and Communities understand and use a range of support mechanism, such as Be

Schools and communities

use Be You materials within the school to create visually safe and secure spaces

You materials, to improve

students' feeling of safety

and security

Educators surveys indicate an improvemen in teacher perceptions and or use of Be You and Be You material to strengthen their ability to identify early signs of mental health concerns in children and young people

Identification and regard to local SEWB and mental health

language

Data Collection Tools

Community Language and Feeling Map - yarning tool focused on how various groups describe the nmunity and places/spaces within the community

Blink - data entered by AMS BY teams and participating schools

Visual materials such as photos and video collected by AMS BY staff

Community-Schools Services connection mapping outlining how schools are connected to different local organisations or people

Be You - Educator Survey

Yarning – qualitative interviews completed by AMS BY staff and/ or Menzies Staff

> AMS BY yarning records (meeting notes)

Short Term Goals Medium Term Implementation Goals

collaboration

consultation

processes are

established

Key Be You

resources

identified

for each

school and

Schools and

AMS BY staff

established

priorities list

and early to

medium

term action

Identified Be

resources

are under

review by

AMS BY

staff

teachers.

community

Outcomes

Engagement & Collaboration

AMS BY Staff

establish

ongoing

relationship

with key

stakeholders

in the

community

and health

network to

support and

sustain

ongoing

work

School based

Action Team

and Action

Team Leader

have

established

effective

communication

n processes

with AMS BY

staff and othe

key agencies

(identified by

the project)

Transition

plans are

established

with AMS

BY staff,

Beyond

Blue and

headspace

Reflect. Review &

Be You

materials

reflect the

cultural and

linguistic

context of

Kimberley

and Pilbara

regions

Students and

supported and

confident through

strong mental

health literacy

Transition

Document review of Beyond Blue BY staff materials including all face to face workshop materials emails, journal notes and photos, videos, artwork during each phase of the project in order to support an ongoing staged and developmental evaluation

Evaluation

Document review of Beyond Blue BY teacher and student surveys - pre and post

Ongoing strong local partnerships networks are mapped maintained

Educators and mental health literacy demonstrates improvemen through established data tools

Community and Educators mental health literacy and confidence Demonstrated through established data tools

Document review of Beyond Blue BY Blink data during each phase of the project in order to suppor an ongoing staged and developmental evaluation approach

AMS BY coordinators and consultant monthly reporting videos, community newsletters ncluding number of views during each phase of the an ongoing staged and developmental evaluation approach

AMS BY coordinators and consultant community yarning data to support the analysis and planning of ongoing activities

Mid -term and end of project qualitative interviews with key stakeholders including schools, teachers and, AMS staff

PAR & DE Approach for Evaluation

This program logic and monitoring and evaluation plan attempts to address Aboriginal and Torres Strait Islander ways of working focused on the cyclical nature of LISTENING (affirming identity and relationships, collective sense making), LEARNING (surfacing and challenging assumptions & collective decision making) and DOING (enacting multiple initiatives). Adapted from the Engoori approach by the Mithaka people of South West QLD and Murrimatters P/L.

*Underlying Assumptions: Community want this, Beyond Blue and Be You staff can build trust, People want to connect with Be You materials, there is shared understanding of who the project participants are, Be You complements existing strategies, Be You goals will be achieved, unique culture that needs to be reflected in the materials and resources, agreement of the participants selected, people are interested in working with Beyond Blue, AMS Be You staff and schools across the region; teacher mental health literacy. Limitatons: Impact of Covid 19 Pandemic, Time, Ongoing funding parameters, Resources e.g. need for language translation resources and other knowledge translation opportunties (given time factors)