

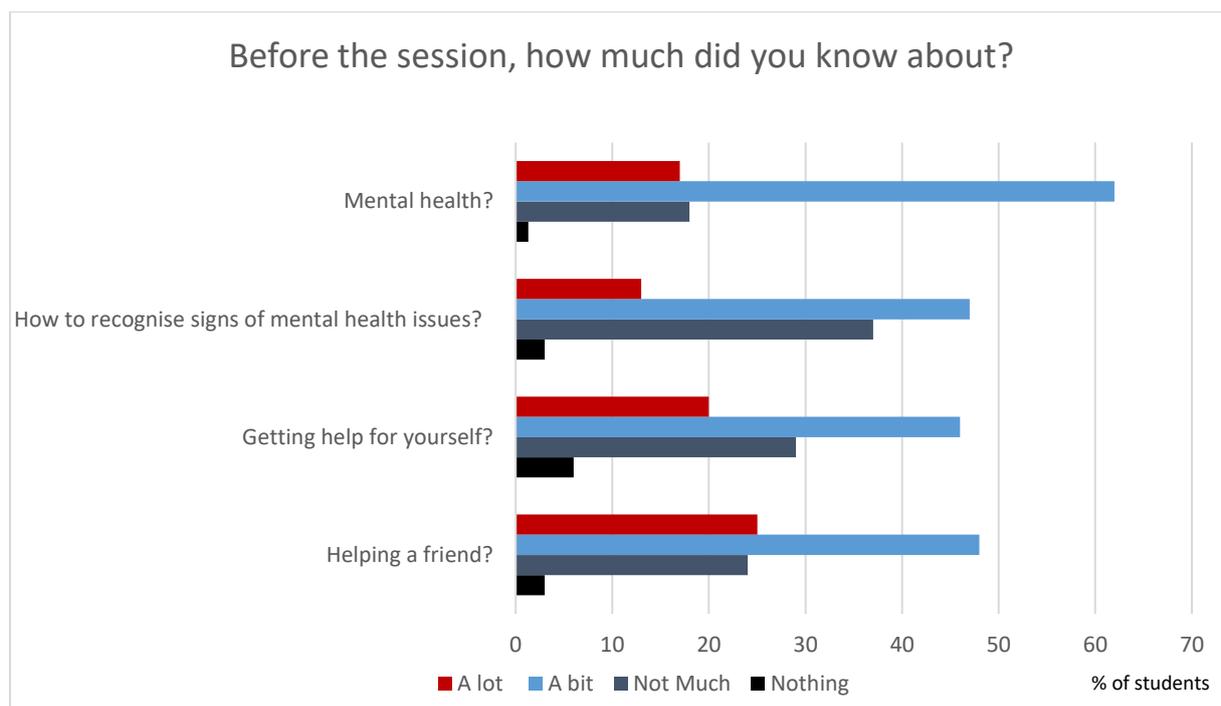
Combined report of sessions evaluated 12 December 2017 – 31 October 2018

This report outlines the pre and post session knowledge of 798 students, 242 teachers and 26 parents who participated in the SPEAK UP! Stay ChatTy Schools Program. The participating schools include, Woodbridge High, Hobart College, Parklands High, Queechy High, St Helens District, Rose Bay High, Scottsdale High, Port Dalrymple High, Winnaleah District, Campbell Town High, Bayview High, Wynyard High, Don College, Bothwell District High and Lilydale High. 798 students, 242 teachers and 26 parents provided feedback on a pre and post session survey.

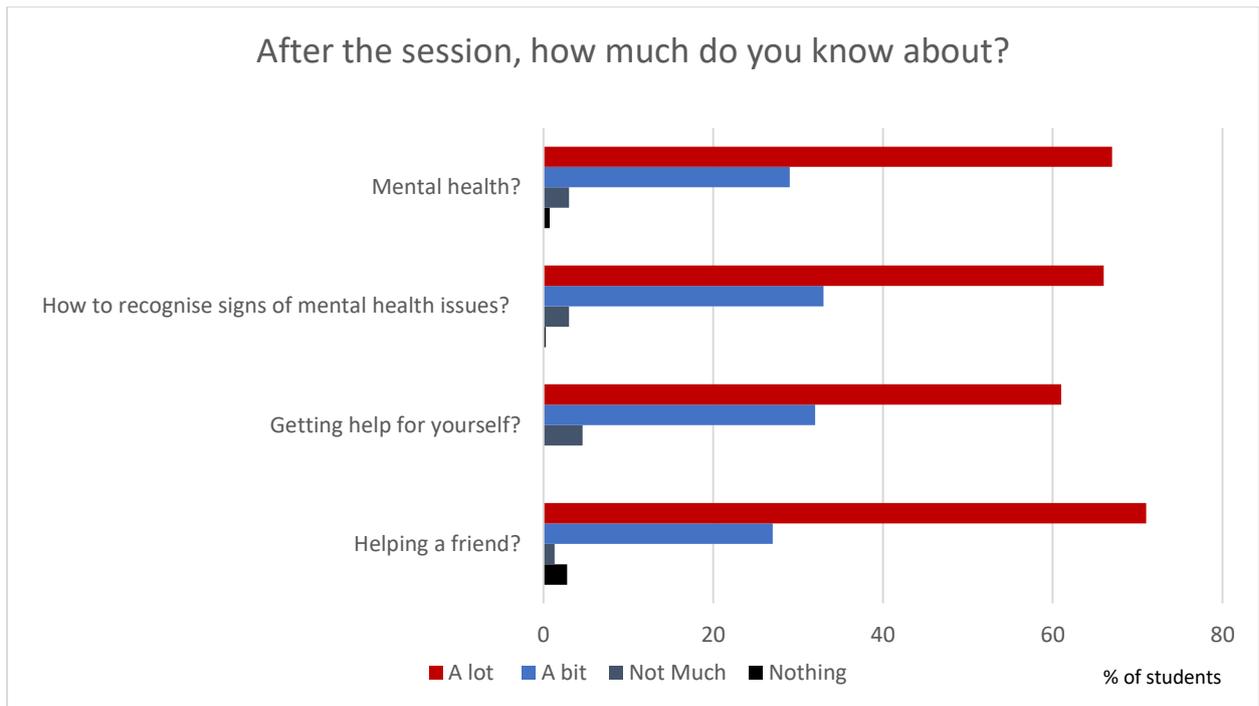
Section 1 outlines students self-reported change in knowledge. *Section 2* outlines students self-reported post session knowledge. *Section 3* outlines teachers self-reported change in knowledge and *Section 4* outlines parents self-reported change in knowledge. Given the large data set collected, the discussion and results are presented together under each of the four sections. *Section 5* outlines the qualitative responses and answers from students, teachers and parents.

Section 1- Students self-reported change in knowledge

Graph 1. Students knowledge before the session. Students (n =798) were evaluated across 15 participating schools



Graph 2. Students change in knowledge after the session. Students (n =798) were evaluated across 15 participating schools



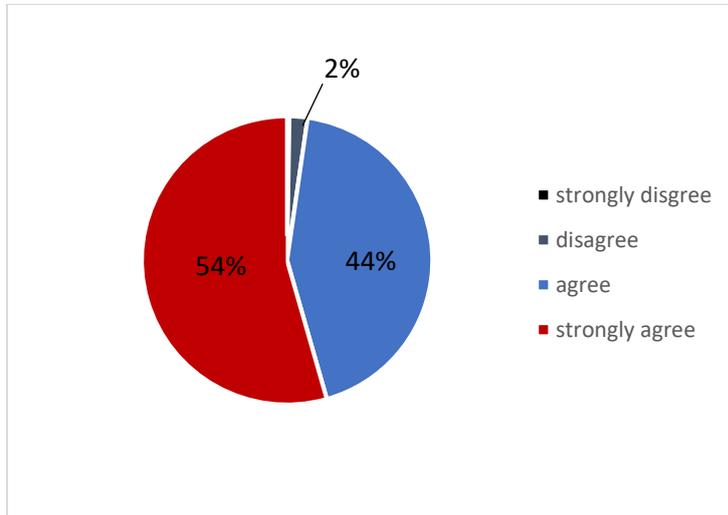
Discussion

Students were asked to respond to the statements contained in Graphs 1 and 2. Before the session, 497 (62%) of students reported they knew 'a bit' about mental health. After the session, 541 (68%) of students stated they now know 'a lot'. Before the session, 378 (48%) students reported they knew 'a bit' about recognising signs of mental illness, and after the session 506 (63%) of students stated they now know 'a lot'. Before the session, 283 (36%) students, reported they knew 'a bit' about how to get help for themselves or a friend. After the session, 540 (67%) students, stated they now know 'a lot'. This seems to highlight; the Stay ChatTY School Program is increasing students' knowledge from knowing 'a bit' to 'a lot' about all four statements above. Left off Graph 1, were nine students (1%), who selected between 'a bit' and 'a lot' or their pre-session knowledge. Left off Graph 2, were seven students (0.88%) who selected between 'a bit' and 'a lot' or their post-session knowledge.

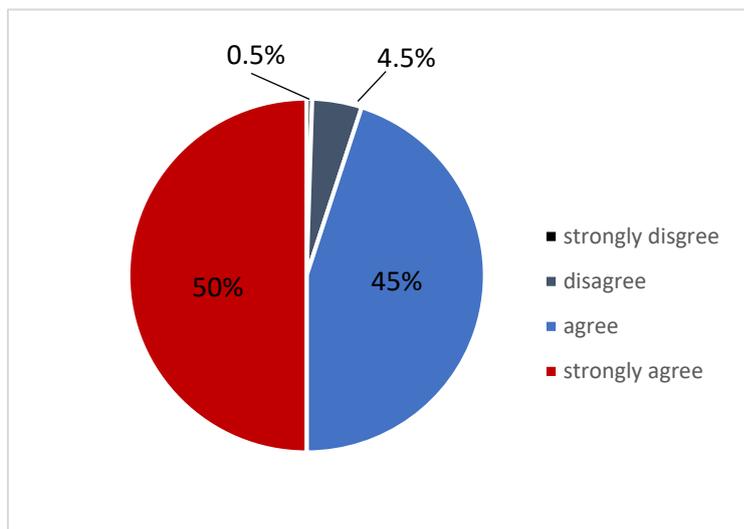
Section 2- Student's post session knowledge

At the end of the session students were asked how much they agree with the statements in Graphs 1 and 2. Students ($n = 798$) were evaluated across 15 participating schools

Graph 1- I found the session useful?



Graph 2- I found the session interesting?



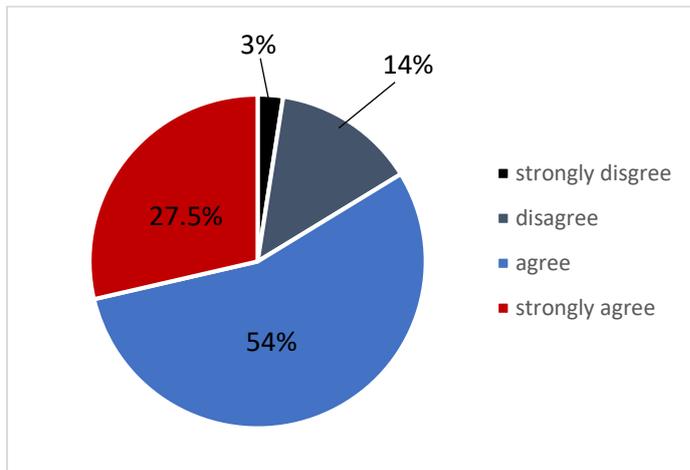
Discussion

In total, 435 (55%) of students 'strongly agree', to finding the session both useful and interesting. Compared to 25 (3.2%) of students who 'disagreed' to finding the session both useful and interesting. This seems to indicate that our session is both interesting and useful to a high percentage of students. Left off Graphs 1 and 2, were seven students (0.88%), who selected between 'a bit' and 'a lot' of their post-session knowledge.

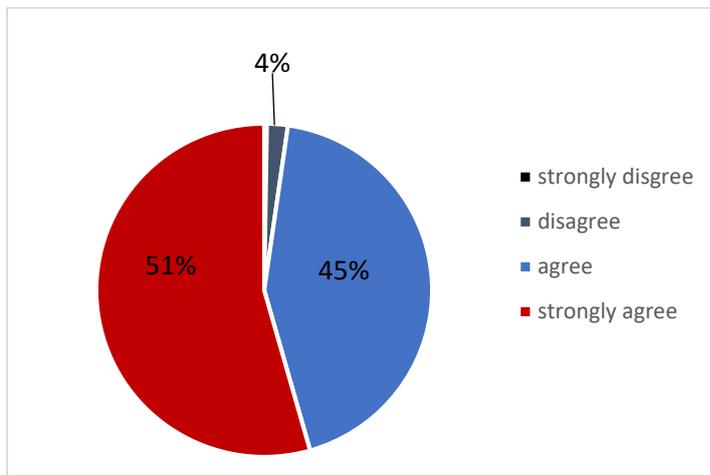
Section 2- Student's post session knowledge continued

At the end of the session students were asked how much they agree with the statements in Graphs 3 and 4. Students ($n = 798$) were evaluated across 15 participating schools

Graph 3. I feel more confident getting help?



Graph 4. I feel more confident helping a friend in need?



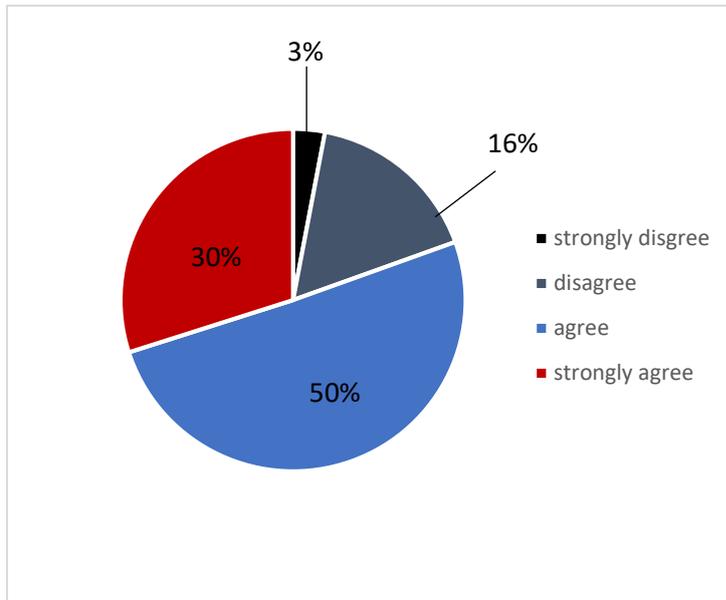
Discussion

A high proportion of participants, 417 or (54%) of students 'agree' they now feel confident to get help for themselves, compared to 393 (51%) of students who 'strongly agree' on feeling confident to help a friend. Similarly, 109 (14 %) of students 'disagree' about feeling confident to get help for themselves, compared to 33 (4%) of students who 'disagree' about feeling confident to help a friend. This seems to highlight, that the content in our presentation effectively focuses on how to help a friend, but that our sessions perhaps needs to better target ways students can help themselves with their own mental health. Left off Graph 3, were three students (0.38%) who selected between 'agree' and 'strongly agree' or their post-session knowledge.

Section 2- Student's post session knowledge continued

At the end of the session students were asked how much they agree with the statements in Graph 5. Students (n = 798) were evaluated across 15 participating schools

Graph 5. I feel more comfortable talking about my mental health?



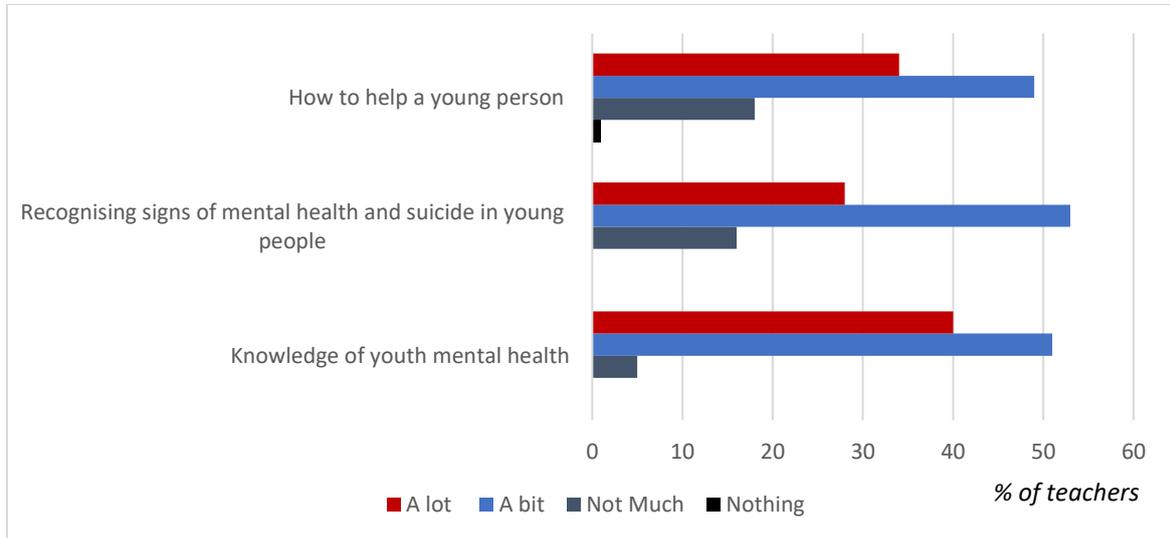
Discussion

Students felt more comfortable to talk about their feelings, as a result of the session with 396 (50%) of students 'agree' and 238 (30%) of students 'strongly agree' with the statement. Only 132 (16%) of students 'disagree' and 23 (3%) of students 'strongly disagree' about feeling more comfortable to talk about their own feelings. This indicates, that after the session, 80% of students feel better about having conversations regarding their own, or others' mental wellbeing. Left off Graph 5, were seven students (0.88%) who selected between 'agree' and 'strongly agree' or their post-session knowledge.

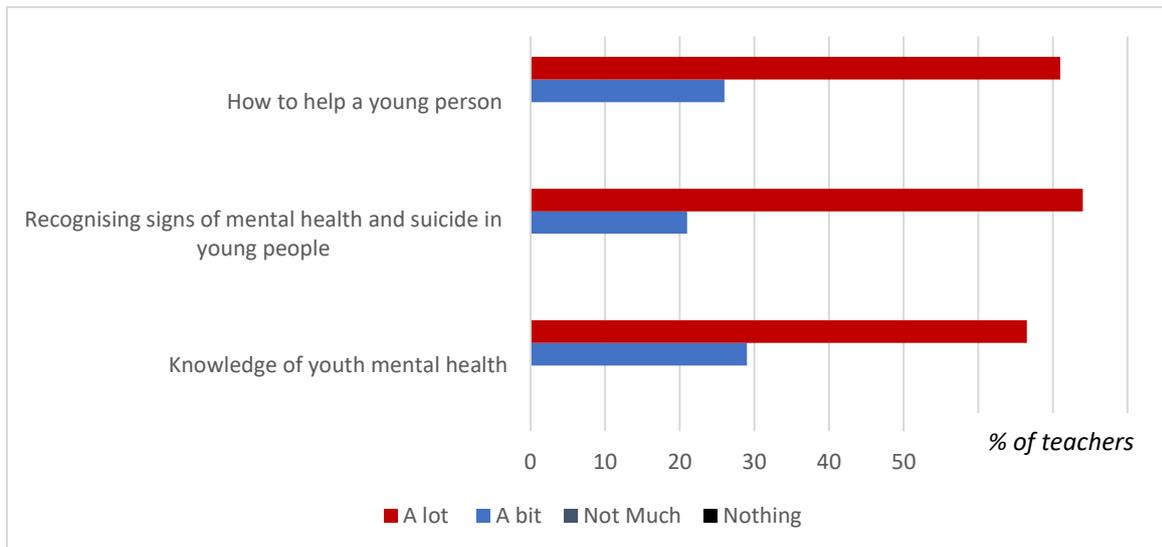
Section 3- Teachers self-reported change in knowledge

Approximately, 242 teachers attended the teacher session across 15 participating schools.

Graph 1. Teachers self-reported knowledge before the session. Teachers (n = 242) were evaluated across 15 participating schools



Graph 2. Teachers self-reported knowledge after the session. Teachers (n = 242) were evaluated across 15 participating schools

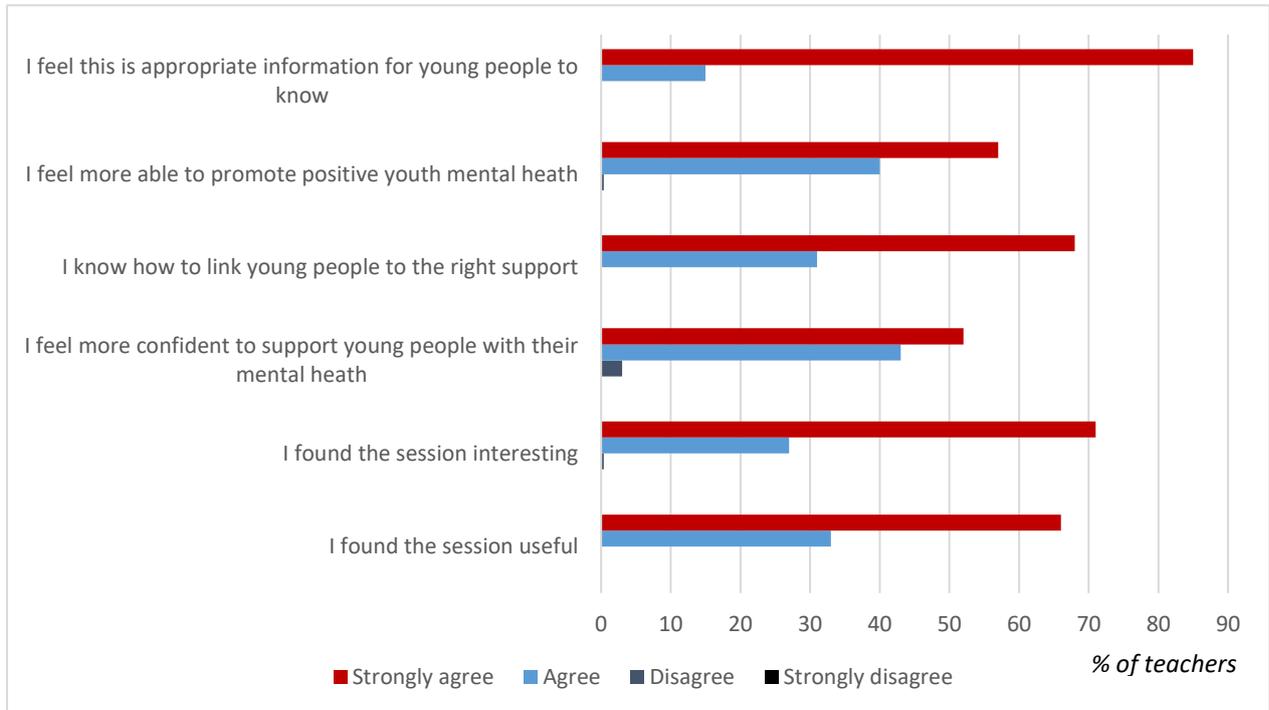


Discussion

Before the session, 125 (52%) of the teachers felt they knew 'a bit' and 27 (11%) of teachers felt they knew 'not much' in relation to all the above statements (see Graph 1). After the session, 170 (70%) of the teachers reported they now know 'a lot' (see Graph 2). The results indicate teachers who attended the session increased their knowledge from 'a bit' to 'a lot' about youth mental health and suicide prevention.

Section 3- Teachers self-reported change in knowledge continued

Graph 3. Teachers perceptions after the session. Teachers (n = 242) were evaluated across 15 participating schools



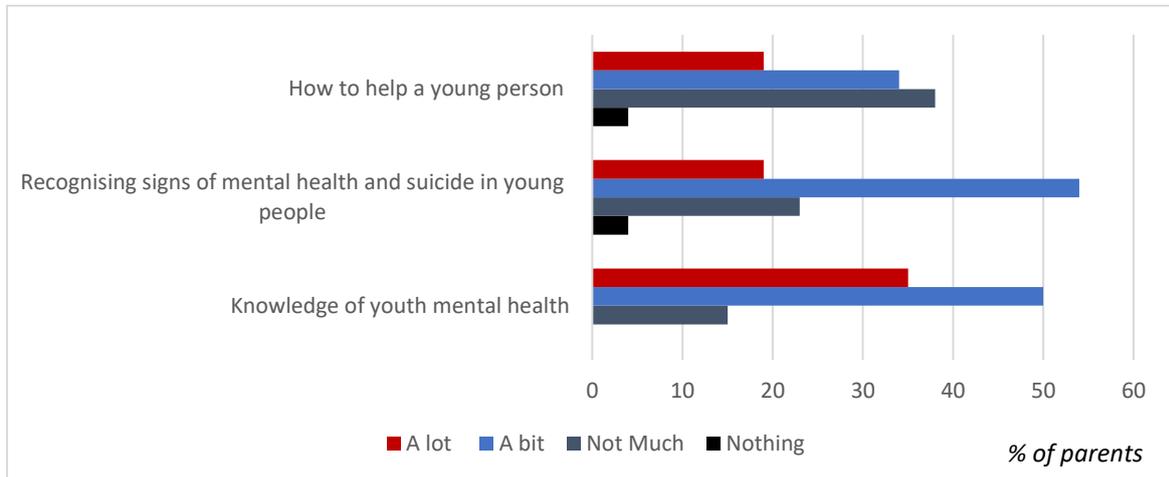
Discussion

After the session, teachers were asked to respond to the statements contained in Graph 3. 80 (33%) of teachers 'agree' and 165 (67%) of teachers 'strongly agree' in relation to all the above statements. Out of 242 teachers, 206 (85%) of teachers 'strongly agree' that this is appropriate information for young people to know. After the session, only seven (3%) of teachers indicated they 'disagreed' to feeling more confident in their ability to support young people with their mental health, and one (0.4%) teacher 'disagreed' to feeling more confident to promote positive youth mental health. These results suggest the teachers are increasing their own knowledge about youth mental health and suicide prevention through the Stray ChatTY School Program, and believe it is important information for young people to know.

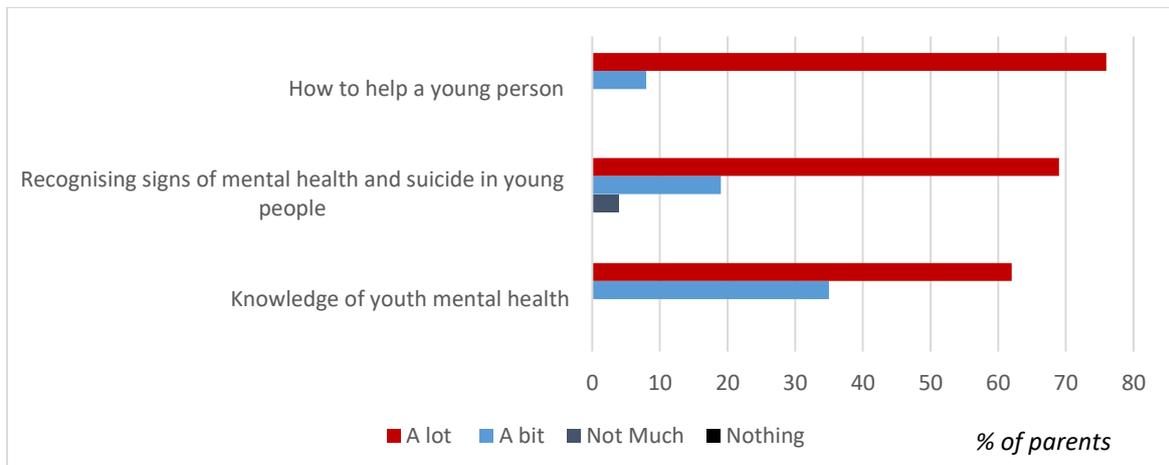
Section 4- Parents self-reported change in knowledge

Amongst the 14 participating schools, 23 parents attended the parent session, as well as, 1 teacher aid, 1 police officer and 1 university student. The diversity of participants is due to St Helens High School and Bothwell District High School opening the parent session to the broader community.

Graph 1. Parents self-reported knowledge before the session. Parents (n = 26) were evaluated across 15 participating schools



Graph 2. Parents self-reported knowledge after the session. Parents (n = 26) were evaluated across 15 participating schools

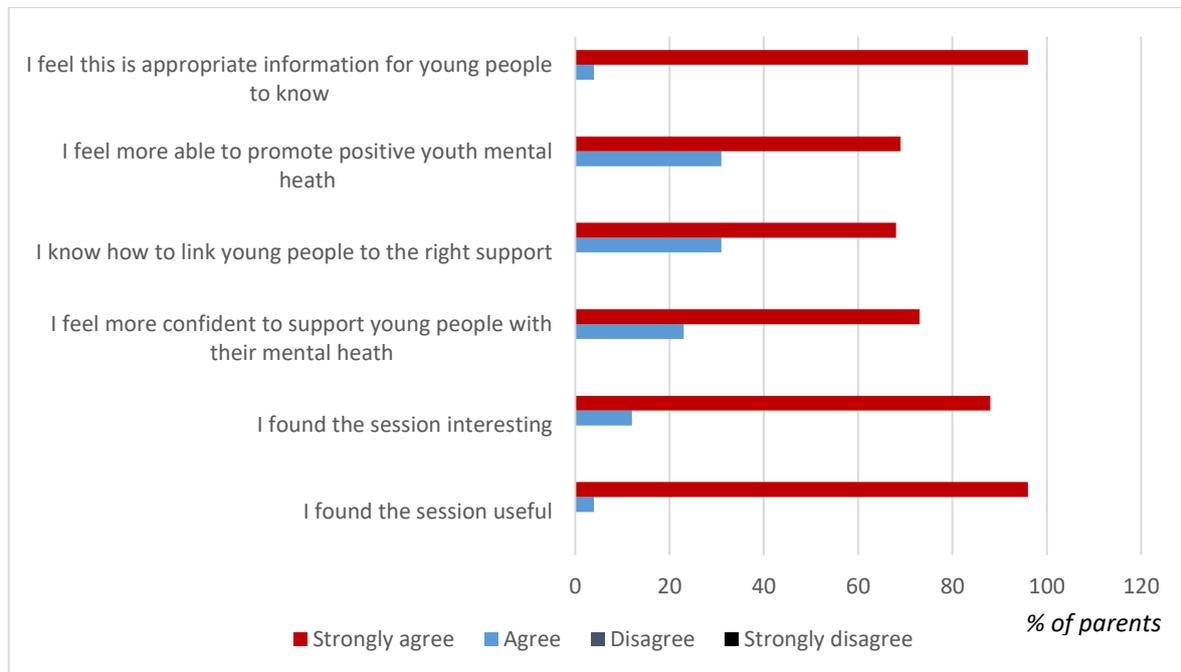


Discussion

Before the session, 12 (46%) of parents stated they knew 'a bit' about how to help a young person with their mental health, how to recognise signs of mental health and suicide in young people, and knowledge of mental health (see Graph 1). After the session, this increased to 18 (69%) of parents now knowing 'a lot' about the above statements (see Graph 2). Only one parent stated they learnt nothing after the session about recognising signs of mental health and suicide in young people (see Graph 2). These results demonstrate an increase of knowledge in relation to youth mental health by parents. Left off Graph 2, were two parents (7.6%) who selected between 'a bit' and 'a lot' or their post-session knowledge.

Section 4- Parents self-reported change in knowledge continued

Graph 3. Parents perceptions after the session. Parents (n = 13) were evaluated across 14 participating schools



Discussion

The parents were given the same set of statements after the session as the teachers (see Graph 3). **96%** of the parents 'strongly agree' that the session was interesting and useful. **67%** of parents 'strongly agree' to feeling confident to support young people with their mental health, link them to the right support and able to promote positive youth mental health. **96%** of the parents agree that that this is appropriate information for young people to know. The results suggest the parents are increasing their own knowledge about youth mental health and how to support young people in the community.

Section 5- Qualitative responses and comments

Students

Q1 What's one thing you learned about mental health?

The most common things students stated they learned about mental health from the sessions are around the prevalence of mental health issues, “*1 in 5 people struggle with their mental health,*” that signs of mental health issues may not be obvious, “*people can hide behind smiles,*” “*people don't always show how they feel,*” that it's ok not to be ok, and that you are not alone if you are struggling, “*that you are not alone.*” These are positive outcomes, as they are messages we aim to convey to students about mental wellbeing. There are other key concepts we would like students to take away, such as being able to bounce back, and that mental health is a positive concept, so these qualitative responses indicate that we can do further work to ensure students are picking up these important messages.

Students also shared additional mental health learning from the sessions, such as sharing that it's ok to talk about our emotions, “*It's ok to express your feelings,*” “*don't be ashamed to talk about it [mental health],*” the importance of looking at mental health like we do physical health, “*Mental health is just as or even more important than physical health,*” and how we all have the power to support others, “*I learned that it can be really simple to make a big impact on someone.*”

Q2 What's one way you could get help for yourself?

Students listed a number of ways they can seek help for themselves if they are struggling. The most common resources listed included online services, such as website or e-counselling like e-headspace, “*go to headspace online,*” trusted adults such as parents, “*talking to someone I trust,*” “*talk to parents,*” and seeing a doctor like a GP, “*contact your GP or other services.*” Students also listed calling a helpline as a resource for themselves if they needed support, and helplines most commonly written included Kids Helpline, Lifeline and headspace. Many students also shared that just talking about it, “*just talk to someone*” can be an effective way to seek help for themselves.

These responses are encouraging, as it shows that students are picking up that they have immediate supports available to them in their community networks (parents, teachers etc), and that there are additional services they can avail themselves of. Notably, few students listed school-based supports like school social worker or psychologist as a way they could get help for themselves, despite the fact these people are in the room.

Q3 What's one way you could help a friend?

The most common answers to how students could help a friend were related to asking how a friend is and talking to them about what's going on, “*talk to them, ask how they are going,*” listening actively to friends, “*listen as well as you can,*” engaging a trusted adult, “*direct them to an adult,*” “*looping in an adult*” and suggesting friends access additional supports such as talking to someone or calling a helpline, “*listen to them and introduce a helpline,*” “*give them a number to call*”. These are positive results, as they reflect the model presented during the presentation.

Students also shared that effective ways to help a friend could include letting them know you are there for them “*tell them you are there for them*” and not using negative language with them “*talk and support them, don't say negative things.*” This is an encouraging outcome, as we stress the students the importance of using positive language instead of negative or stigmatising language, which can make people feel worse or more alone.

Q4 What did you like most about the session?

Students most frequently reported enjoying the video of Mitch's lived experience; *'the video,' 'Mitch's story,' 'Ty's story,'* how clear and concise the session was, *'how clear it was to understand,' 'very concise could replace our whole term mental health unit,'* how informative the session was, *'it is very informative'*, and the chocolate provided at the break.

Students also indicated liking the interactive aspects of the session, including the additional videos and the activities, as well as, *'the respect of people's feelings'*.

Q5 How can we make the session better? Anything else you would have liked to learn about?

Many of these responses were left blank, though students providing constructive comments indicated they would have liked to learn more about different disorders or signs, *'more warning signs,'* more information about starting the conversation with friends, *'how to bring up conversations with friends,'* and what it looks like when you seek help from a service, *'what it looks like when you go into a service.'*

A number of students indicated they would be interested in hearing different personal stories, *'more scenarios of people with a mental illness,'* as well as stories of people seeking help, *'stories about people getting help, other stories of mental illness.'* With this feedback in mind, the facilitation team are working on two additional videos – one of a young person accessing different supports, and another that is a compilation of lived experiences to complement or replace Mitch's story, so students can view different perspectives of mental illness and recovery.

The additional content that students would like to learn about is certainly important, so the facilitators will be looking at content to be able to meet these needs while keeping the session clear and concise.

Q6 Any other comments?

There were not very many comments in this section, mostly they thanked the facilitators for coming, or provided positive feedback about the Schools Program or the charity overall; *'thank you for making people aware. I am struggling myself at the moment and a lot of people don't understand,' 'it was great, and you guys were really nice! Loved it.'*

Teachers

Teachers provided some positive feedback related the structure of the presentation and the Stay ChatTY organisation. Teachers indicated they found the content relevant, *'thank you very valid information to our sector,' 'Great session with relevant real-life examples,' 'really useful for young adults. Building resilience is a major issue for students entering secondary college,'* and concise *'excellent session, very concise!' 'Good balance for an hour,' 'sharp and concise'*. Teachers also suggested that the Tasmanian roots of the organisation may be a value-add factor; *'all confirmed my experience and thoughts. I hadn't realised Stay ChatTY was Tasmanian and I think that is really pertinent! Thank you. A great session!' 'Relevant, great Tassie content relatable.'*

Teachers also provided feedback that the session could include some more engaging components, *'Use more interactive activities to engage audience,' 'Maybe try having less written on the slides so we don't just read it instead of listening to you,'* which the Stay ChatTY team will consider.