

## Margins 2 Mainstream Submission Template

### FOCUS ON WELLBEING IN SCHOOL IMPROVEMENT – A SYSTEMS LEVEL FOCUS.

**First Author Name,** Ms Helen Butler, Australian Catholic University, Melbourne, Australia.

**Second Author Name,** Ms Lea Trafford, Centre for Adolescent Health, Melbourne, Australia.

**Third Author Name,** Dr Ruby Walter, Centre for Adolescent Health, Melbourne, Australia.

**Fourth Author Name,** Dr Sarah Drew, Centre for Adolescent Health, Melbourne, Australia.

**Fifth Author Name,** Dr Lyndal Bond, Medical Research Council, Glasgow, Scotland.

#### ABSTRACT

The Gatehouse Project Approach is a school-based health promotion approach that aims to promote health and emotional wellbeing through increasing connectedness to peers, teachers and learning via a systematic process for whole school change of policies, programs, practices and structures. This paper describes a recent research project which combined the Gatehouse Project Approach and a government funded education initiative (Schools for Innovations and Excellence), designed to provide all government schools in Victoria with the opportunity to develop innovative approaches and programs in the middle years of schooling (Years 5-9).

The GPSIE project (Gatehouse Project Approach + Schools for Innovations & Excellence) involved facilitators from the Adolescent Health and Social Environment Program (AHSEP) at the Centre for Adolescent Health, Royal Children's Hospital, working with clusters of schools and an appointed Cluster Educator to integrate school improvement initiatives focused on student wellbeing and engagement. It offers an instructive example of the challenges of developing and disseminating a multilevel health promotion intervention in a complex and changing context.

This paper will discuss findings from the data collected during the 3 years of this partnership and project. We argue for the need to move beyond conventional implementation and dissemination strategies to a focus on active partnerships between developers and users of school-based intervention research.

## **RECOMMENDATION**

Effective design, implementation and transferability of learnings and practice, requires us to move beyond conventional implementation and dissemination strategies (content and skills), to a focus on active partnerships across sectors and between developers and users of school-based intervention research.