



GOODSPACE SCHOOLS IMPLEMENTATION GUIDE

Table of Contents

Welcome to GoodSpace	3
GoodSpace Schools Platform Checklist:	4
Accessing the platform	6
Screening	8
Year groups.....	8
Timing	9
Logistics	9
Planning	9
Implementation Planning	11
Resource planning / Responding to screening	11
School wide response options	14
Communications	15
Consent.....	15
Communication plan	15
Introduce the tool to the staff who will support the students in class.	15
Introduce the concept to the wider school community.....	15
Introduce the tool to the students who will be completing the survey.....	16
Mental health and wellbeing resources and education	17
GoodSpace Schools Clinical Education Series.....	17
The Goodfellow Unit.....	17
Wharaurau.....	17

Welcome to GoodSpace

Thank you for your interest in GoodSpace Schools platform. This implementation guide will take you through the required process to plan and successfully implement the platform in your school.

Identify students needing more wellbeing support and manage them appropriately and effectively within existing school wellbeing resources.

GoodSpace Schools is a digital wellbeing platform to identify students who need more support, and manage them appropriately and equitably within existing school resources. GoodSpace caters for Year 7-13 students. GoodSpace Schools is a digital wellbeing platform which contains two core screening surveys. The surveys have been designed to be youth friendly, with very simple language:

- Wellbeing Screening survey: this screening survey utilises a HEeADSSS based clinical framework to determine psychosocial risk in youth. GoodSpace Schools provides a digital platform whereby students can complete a screening survey in confidence, and in a safe space. Schools have used GoodSpace to screen and prioritise an entire year group in 10-15 minutes.
- Wellbeing Check-in survey: utilises the WHO-5 Wellbeing Index which is an internationally validated tool to screen students for high anxiety and depression. Schools have used GoodSpace in school and home settings to quickly 'check in' on student wellbeing. This survey takes only two minutes to complete.

The GoodSpace Screening Survey is hosted on the Cloud and students can access and complete the Screening Survey from any web browser (Chrome, Edge, Safari etc.) on any desktop, laptop, tablet or mobile device with internet access. Schools do not need to upload the student roll on to the **GoodSpace Screening Platform**. This means a student record does not need to exist on the **GoodSpace Screening Platform** in order for a student to complete a **Screening Survey**.

Once a survey has been completed the responses are available to review instantly on the **Response Dashboard**. Students are automatically triaged and then prioritised in order of wellbeing need. The responses are allocated a risk category from low to high, and provides an additional category of urgent to those responses that require a face-to-face review within 48 hours. The digital platform allows schools to screen and manage large student groups in a systematic way – in real time. They are then able to be allocated to staff for follow-up within the system. Clinical notes can be recorded against individual students. A digital closed loop ensures no student is lost to follow up. Student safety is paramount.

Care Guidelines available to the Members section of the GoodSpace website can help your team process the mental health risks identified and efficiently follow up with students after the GoodSpace Schools Wellbeing Survey. The step-by-step decision support guidance suggests ways to respond effectively to your student's needs, minimising the one-to-one follow up requirements and prioritising to free up time to support the most in need. This information is a guide and can be adapted for your school's unique needs and values.

Moving from the individual level response, the **Analytics Dashboard** will help senior leadership and wellbeing teams understand the issues impacting learning across school and at a year group level. It can help inform a data-led approach to planning and proactively managing demand for wellbeing

services at scale, as well as measure the effectiveness of interventions and track improvements in outcomes. The analytics can also enable health promotion activities and programmes to be planned based on interest and demand, as well as inform the curriculum based on actual need reinforced by data.

Our aim is to ensure students receive the right wellbeing service at the right place at the right time so that students will be in a good space to learn.

GoodSpace Schools Platform Checklist:

	#	Activity	School	GSS	Complete
Contract	1.	Sign and return Customer Proposal to GoodSpace Schools along with a copy of the School Crest (png. or jpeg. format)			<input checked="" type="checkbox"/>
Onboarding	2.	School platform created <ul style="list-style-type: none"> • System administrator (lead user) added as per customer proposal • Training survey created on platform for school to review • System Administrator receives email registration invite and completes registration process and creates their password • System Administrator adds other school users as per Adding Users tutorial in the Getting Started section of the website 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
Planning	3.	Implementation Planning <ul style="list-style-type: none"> • Watch implementation planning video in the Members section of the GoodSpace Schools website (password GoodSpace2023) 	<input checked="" type="checkbox"/>		
	4.	School to decide on screening plan, survey logistics, resource allocation / response plan and develop communication plan	<input checked="" type="checkbox"/>		
Training	5.	Follow the online support options in the Members section of the GoodSpace Schools website (password GoodSpace2023) <ul style="list-style-type: none"> • Complete Step by Step tutorials • Access Video Tutorials 	<input checked="" type="checkbox"/>		
Implementing	6.	Implement Communication Plan <ul style="list-style-type: none"> • Wellbeing Team • Teachers / Senior Leadership Team • Parents • Students 	<input checked="" type="checkbox"/>		

	#	Activity	School	GSS	Complete
	7.	Parental and student consent process agreed and communicated	<input checked="" type="checkbox"/>		
Survey Launch	8.	Publish Screening Survey - generate Screening Code to give to Students from Response Dashboard	<input checked="" type="checkbox"/>		
	9.	Schedule Counsellor/Wellbeing team time to respond to Screening Survey results	<input checked="" type="checkbox"/>		
	10.	Provide Students who will complete Screening the appropriate survey code and GoodSpace URL	<input checked="" type="checkbox"/>		
	11.	Monitor Screening alerts using Response Dashboard	<input checked="" type="checkbox"/>		
	12.	Review the Care Guidelines in the Members section of the GoodSpace Schools website (password GoodSpace2023) to support response follow up actions and priorities	<input checked="" type="checkbox"/>		
Review	13.	Share Analytics Dashboard Aggregated view to senior leadership team to have a school-wide view on wellbeing	<input checked="" type="checkbox"/>		
	14.	Provide post go-live survey feedback to GoodSpace	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Accessing the platform

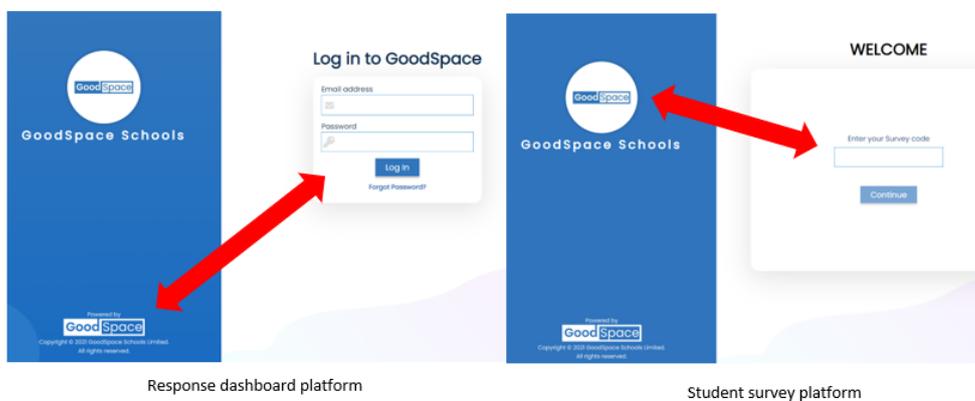
To help you plan for the implementation of the platform it is useful for you to review your GoodSpace school site. This will help you to navigate the digital screening platform, publish some test screening surveys, complete the surveys with dummy data and then practice triaging and assigning the students through the **Response Dashboard**.

You can access the GoodSpace Schools platform via the following link:

Student survey login page: <https://app.goodspace.schools.com/#/sw/welcome>

Response Dashboard login page: <https://app.goodspace.schools.com/#/auth/login>

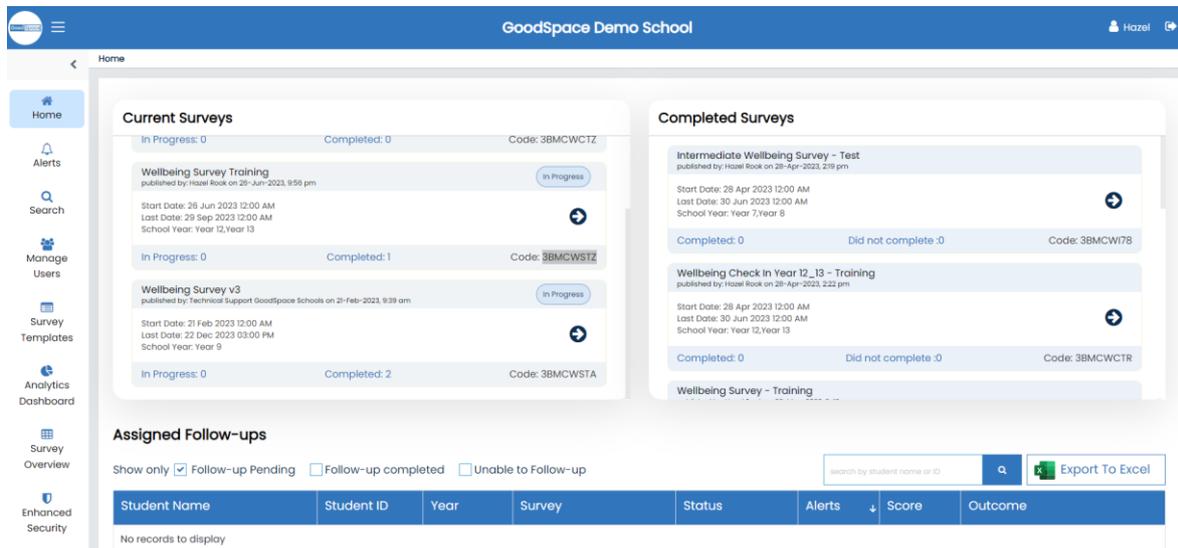
You can toggle between the two sides of the platform by clicking on the circle GoodSpace logo at the top of the lefthand side, or the **Response Dashboard** by clicking on the square GoodSpace logo at the bottom of the page.



The **Response Dashboard** is the ‘backend’ of the system where you will be able to publish surveys and manage responses. The **student survey** side of the platform is where you will enter the survey code to complete a survey. We add the nominated wellbeing lead as a system administrator when your platform is created; they are then able to add the rest of your team.

To support you in planning how you would like to implement GoodSpace, when your school platform is created a training survey is created for you. You are then able to review the questions, and disseminate within your wellbeing team and school so they can be familiar with the screening concept.

To complete a training survey you will need the survey code. You can find the survey code on the home page of your platform:



Just copy the survey code and enter into the Student Survey side of the platform. Once you enter the Survey Code, you will next be asked to enter your Student email - as this is for training purposes you can enter dummy information including email, but if for any reason you don't complete the survey you will not be able to re-access the survey. You can only complete a survey with the same data once.

You will then be asked to complete the following fields:

Student ID: optional

First Name:

Last Name:

Gender:

School Year:

Mobile: optional

This will then form a test account for you to complete the survey questions.

You can then progress your way through the Step-by-Step tutorials and practice publishing a different training survey code.

Screening

Within the GoodSpace Schools standard environment, we have two screening surveys available:

- Wellbeing Screening (WBS) - which is based on the HEeADSSS clinical framework, to determine psychosocial risk in youth. There is a full version for years 9 – 13 and an intermediate version, specifically tailored for years 7 – 8.
- Wellbeing Check-in (WBC) - which is the WHO-5 Wellbeing Index, which screens for anxiety and depression and is valid in those year 7 and above.

HEeADSSS is a widely used and well evaluated framework for engaging students about their lifestyle and behaviours. The screening survey covers a broad range of psychosocial indicators to identify risk and protective factors for adolescents, these are; school life, belonging, selfcare, home life, sexual identity, and mental health.

The World Health Organisation (WHO) – Five Well-being Index (WHO-5) is a short self-reported measure of mental wellbeing that has been tested and validated in populations aged 9 and above. The Check-in consists of five short statements which describe how the respondents may have felt over the last two weeks, and the respondent selects the most appropriate one. Within GoodSpace Schools we have added a sixth question so students can request to meet with the school wellbeing team regardless of their results should they wish to.

Check-ins can be used either as a response to an unpredictable stressor such as a community / school lockdown, a suicide within the school, or periods of known stressors such as pre-exams. These known stressors are different for each community and schools are best placed to determine when these periods are. Schools can also use the Check-in on a regular basis such as once per term or more frequently if the school feels the need to. We would caution schools however not to over survey their students as it may lead to disengagement with the tool.

Schools who have used these tools have limited the use of the Wellbeing Screening survey to be run in person within school settings, whereas the Check-in has been used both in person within school as well as remote/online schooling periods. However, it is feasible to run any of our surveys and make use of our **Response Dashboard** in any setting. Schools however need to be considerate of the environment the student may be in, and the types of questions being asked within each survey to determine whether they would like to run them remotely.

Year groups

The use of digital screening means that you are able to screen a whole school quickly and efficiently by each academic year. However, this will of course be dependent on the size of your school, and your wellbeing team resources. Regardless it is worth working through which is your priority year groups and consider when it is best to schedule screening with the other activities in the year.

The Wellbeing Screening survey has been commonly used on students from year 9 and above. Within the GoodSpace platform we have developed a simplified version of the Wellbeing Screening survey for use with intermediate aged students in years 7-8.

Child and adolescent mental health teams have noted that they usually see the highest level of harm in youth in Years 10 and 11. However they have also noticed that they are seeing students with high clinical risk at younger ages, especially involving self-harm and eating disorders.

Psychosocial distress in young people is constantly evolving and a student may present with risk at any point during their schooling years. Therefore, there is value in screening students on a regular basis. We recognise however that over-surveying of students can lead to disengagement. There is also a pragmatic consideration of the need for school resource to follow up students identified with risk.

On balance, we would recommend an annual survey of all students to be carried out on a year group by year group basis. In a resource constrained environment, this may need to be further rationalised or balanced between the use of the full Wellbeing Screening in some year groups, which is followed by the Check-in the following year.

Timing

Schools need to consider when is best to run the surveys. This will be determined by what exams and activities are planned for that specific year group to avoid clashes. We would recommend that schools not run surveys too close to the start of the school year as students will require some time to get established within the school environment and their peers and, not too close to the end of the term as the wellbeing team will need an adequate amount of time to follow up identified students (especially those of urgent risk).

Our recommendation would be to use the Wellbeing Survey as an annual survey with all year groups (depending on the wellbeing team capacity), and the Check-in survey as a periodic check in throughout the year.

Timing is also dependent on the length of the survey and who you would like to be present to support the students. Most schools have run the survey during a tutor session or health/wellbeing session, all at the same time. The Wellbeing Screening survey can take up to 15 minutes to complete, although most will complete it quicker than that, and the Check-in takes only two minutes to complete. This supports staff resourcing as the wellbeing team can block out time to follow up on the urgent students in the following 48 hours. Due to this requirement to follow up any urgent risks within 48 hours, it is also prudent not to run a survey on a Friday.

There have also been schools who have asked students to complete the survey in their own time in the course of the week. If you choose this option, you will need to keep checking the **Response Dashboard** for any urgent alerts that may require follow up before the survey period closes. This method may be better suited to the shorter Check-in survey.

Logistics

Schools also consider how they will administer the survey, it is often given to students to complete within home room time, whānau time, health studies or a dedicated block. Consider when would be appropriate for your school and year groups. The surveys themselves will only take between 2 and 15 minutes maximum, but consider time required to get everyone ready and on devices, and who in your team or faculty will introduce the survey, will it be a member of the wellbeing team or the home room or class teacher. There are facilitator notes in the toolkit to help them.

Planning

Now you have considered the type of screening, year group and timing, you can make a screening plan for the year. Below is a high-level indicative screening plan template you can use. A copy is available for you to use in your Toolkit.

Figure 1 GoodSpace Schools indicative screening plan

Year Group:	Indicative Screening Plan				Screening Option: WBC or WBS
	Term 1	Term 2	Term 3	Term 4	
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 13					

Implementation Planning

Resource planning / Responding to screening

It is also important to consider how you will schedule your wellbeing resources in order to successfully respond to the screening survey responses.

The screening survey will support you in prioritising which students require follow up, and how urgently.

It is expected that through the Wellbeing Screening survey, you will identify approximately 10-15% of students who will require urgent follow up with a face-to-face assessment. These are generally students who have responded to a question that may indicate a child protection issue or potential harm to self. These students will need to be risk assessed urgently to determine whether there is truly a risk and whether a safety plan is required. We have found from participating schools thus far, approximately 1-2% of children who are surveyed may require a safety plan to be put in place. We recommend that these students identified with an urgent /critical flag are followed up within a 48-hour period. Therefore, teams need to determine whether they can set aside some time in that period for the follow up of these students and match the number of students being screened to the resources available for the follow up of urgent / critical students.

Table 1: Resource planning example 1

Year Group X	Urgent alerts triggered	Face to face conversation	Safety plan
100	10-15 students	10-15 x 15 minute risk assessments = 150 – 225 minutes of face-to-face consult = 4 hours of assessment time, plus calling in, notes, follow ups = 1 counsellor for 1 day	1-2 safety plans

Table 2: Resource planning example 2

Resource available	Year Group X	Urgent alerts triggered	Cohort survey
1 counsellor per day can risk assess 10-15 students in a day	400 students	40 – 60 students with 4-8 safety plans	Distribute survey code to students on class-by-class basis With a maximum group size of 100

Figure 2 Screening and response process



As you will have the survey responses to guide your face to face as to particular issues you wish to discuss with the student, we do not expect that these risk assessment consultations will take a full session – schools have found these follow up assessments can typically be managed within a 15–20-minute consultation.

Following the review of the urgent students, schools can then prioritise the follow up of students with other risk categories, in their preferred format. This will be determined by the resources available within each school.

Figure 3 Post screening follow up method – considerations

The **Analytics Dashboard** will help you identify students who have answered specific questions, or who may have requested support with their lifestyle or behaviours. The **Analytics Dashboard** displays an aggregated data view of survey responses as pie charts – which is useful for senior leadership teams to have an overview of school wellbeing, as well as to inform school wide strategies or areas of focus. These pie charts can be clicked on to access individual data access (with the appropriate permissions) to access a list of students who have answered the selected question. This can then to inform individual or group level interventions.

The [WHO 5 based Check In](#) follow up is determined by the student score which can range between 0 to 100. It is recommended to follow up with the student if the raw score is below 50, or if the patient has answered zero (at no time) to any of the five items. A score below 29 indicates poor wellbeing and is an indication for further evaluation for depression. We have also included an additional question with this survey asking the student whether they would like someone from the wellbeing team to contact them. This serves as an additional door into the school wellbeing team to respond to student needs.

School wide response options

The **Analytics Dashboard** displays an aggregated data view of survey responses as pie charts – which is useful for senior leadership teams to have an overview of school wellbeing, as well as to inform health promotion programmes and curriculum. You can also track outcomes across the whole school as well as year group progress as they move through the school.

The **Analytics Dashboard** enables;

- senior leadership teams to see the bigger picture across school and individual year groups
- Data-led approach to planning and proactively managing demand for wellbeing services at scale
- Understanding of the issues impacting learning and the severity across school and at a year group level
- Measure effectiveness of interventions and track outcomes
- Plan health promotion activities and programmes based on actual interest and demand
- Plan curriculum based on actual need reinforced by data

There may be also some risks identified in students where the schools may decide that instead of an individual response, they may want to implement a school wide response. For example, a school on the basis of their GoodSpace School findings, found a significant number of students identified that they were experiencing loneliness, so the school may want to embark on implementing a school wide loneliness strategy which may include mentorship opportunities and activities encouraging students to connect with each other.

Some schools have also invested in other online CBT programmes or sign posts to different resources and tools depending on their location (e.g., Rainbow Youth, Youth HUB, Calm, Headspace) to point students to available tools that may help with the challenges they are facing. There are some additional resources and useful links available on the GoodSpace website at

GoodSpace Schools runs a schedule of webinars throughout the academic year to support schools and their wellbeing teams tackle some of the common issues that may arise from screening such as anxiety, bullying, self-harm and eating disorders.

Communications

Consent

Schools who are using the GoodSpace platform and screening tools need to consider whether parental consent is required to run the surveys.

In most secondary schools in New Zealand, there are numerous wellbeing initiatives undertaken throughout the year. It may be prudent to consider including GoodSpace schools as part of a collective consenting process with all other initiatives to limit the number of consents required of parents. The accompanying 'Implementation Toolkit' document includes some template wording that has been used by some schools within their newsletters to parents, or in material to parents at the start of the year.

There may be special consideration in intermediate schools to undertake specific parental consent as wellbeing initiatives such as this not routinely established in intermediate schools at present. The accompanying toolkit has some further wording that can be used in a more detailed letter to parents.

Often with either approach an 'opt-out' approach may be taken, but with any approach ensuring good internal and external communications is vital.

Communication plan

It is important to ensure there is a robust communications plan to accompany the implementation of the screening tool regardless of the consent approach implemented, just as you would for any project.

Core communications

- The wider **wellbeing team** – should be fully aware of the introduction of the platform and time set aside for onboarding the team and training. Trial surveys and practising triage the responses are all important prior to going live. There are guides and video tutorials to support you on the GoodSpace Schools website.
- **Senior leadership team** – the senior leadership team can now gain access to the platform to have an aggregated view of results once screening is completed. It is beneficial to ensure that they are on board with the programme and its intentions, so they can plan as to how they will respond to the outcomes.

Introduce the tool to the staff who will support the students in class.

If you are planning to conduct the survey in a class period, it is best to introduce the tool and survey questions to the staff who will be present in the room with the students. This is so that they can answer any questions that may arise as a result of the survey. The accompanying implementation toolkit includes Facilitator Notes and a series of questions that may arise on the day.

Introduce the concept to the wider school community

It is important that the concept of digital screening, its benefits and the intentions of the programme are communicated to the wider school community including the parents. There are some templates in the Toolkit to help guide you, but it should be that GoodSpace Schools is the platform to support your wellbeing team do its job, and digital screening ensures everyone is asked the question.

Table 3 Communications Plan template

Stakeholder	Method	Key messages	When
Wellbeing Team	Team meeting	Benefits of digital screening	Pre-planning stage
Leadership Team	SLT meeting	Benefits of digital screening	Pre-planning stage
Teachers	Email / workshop	Wellness process	Implementation plan
Students	Email / in class	Wellness process Confidentiality	Implementation plan Prior to go live
Parents / School Community	Newsletter	Benefits of digital screening Wellbeing process Consent	Implementation plan

Introduce the tool to the students who will be completing the survey

The survey can be introduced to students by the staff who will be present in the room with the students or in a setting preceding the deployment of survey. This has been done in some schools within an assembly setting or in some cases in a health/ wellbeing class prior to the survey date. Key points that we would suggest is covered during these sessions are:

1. This information is only available to the wellbeing team
2. There are no right or wrong answers. Choose the answer that fits best or most appropriate.
3. Raise your hand and ask one of the room facilitators if there is a statement or question that you don't quite understand
4. This is a solo exercise and not a group exercise.
5. Once you have completed the survey and you have any concerns, do reach out to a staff member in the wellbeing team

Schools that have chosen to introduce the screening tool within a wellbeing class prior to the survey date have included discussion around the themes of; the value of screening, drivers of poor mental health and areas covered within the screening questionnaire, introduction to the wellbeing team and the services covered and some general sign posting of where to seek help if needed.

Mental health and wellbeing resources and education

Before designing your implementation plan you may wish to undertake a little further education or research on mental health and wellbeing.

GoodSpace Schools Clinical Education Series

GoodSpace Schools run a clinical education series in fortnightly sessions; Fridays at 1pm. The series is free to access and will cover relevant topics such as:

- Risk assessment and safety planning
- Disordered eating versus eating disorders
- Anxiety
- Sexuality
- Mood disorders
- Loneliness and social isolation / bullying
- Alcohol, drugs and vaping in students
- Sleep hygiene, strategies to manage insomnia
- Social media, gaming, pornography and other online activities
- Developmental / Understanding the developing adolescent mind
- Healthy relationships

The webinars are available as live sessions as well as past recordings are available online to be viewed at your convenience.

The Goodfellow Unit

The Goodfellow Unit delivers continuing professional development for primary healthcare professionals, including the annual Goodfellow Symposium, and extensive high quality online content. This content is freely available to all and in particular there is content relating to HEeADSSS assessments and Child and Adolescent Mental Health Services (CAMHS) foundational courses that would be of benefit to wellbeing leads within schools.

[Foundations iCAMH Module 1 Core concepts and infant mental health](#)

[Foundations iCAMH Module 2 Child mental health](#)

[Foundations iCAMH Module 3 Youth mental health](#)

[Foundations iCAMH Module 4 Supporting wellbeing in infants, children and youth](#)

[Working with Youth: HEeADSSS Assessment](#)

Wharaurau

Is a national centre for Infant, Child and Adolescent Mental Health (ICAMH) workforce development.

[Wharaurau video resources](#)

[Health Pathways](#)

HealthPathways offers clinicians locally agreed information to make the right decisions together with patients, at the point of care. The pathways are designed primarily for general practice teams, but are also available to specialists, allied health professionals, and other health professionals in your region. School based health and counselling / wellbeing teams can also access the pathways.

- [Aoraki NZ](#)
- [Auckland Regional NZ](#)
- [Canterbury Community NZ](#)
- [Canterbury Hospital NZ](#)
- [Hawkes Bay NZ](#)
- [Midland Region NZ](#)
- [Nelson-Marlborough NZ](#)
- [Northland NZ](#)
- [Southern NZ](#)
- [Wairarapa, Hutt Valley, Capital and Coast NZ](#)
- [West Coast NZ](#)
- [Whanganui & MidCentral Community NZ](#)
- [Whanganui & MidCentral Hospital NZ](#)