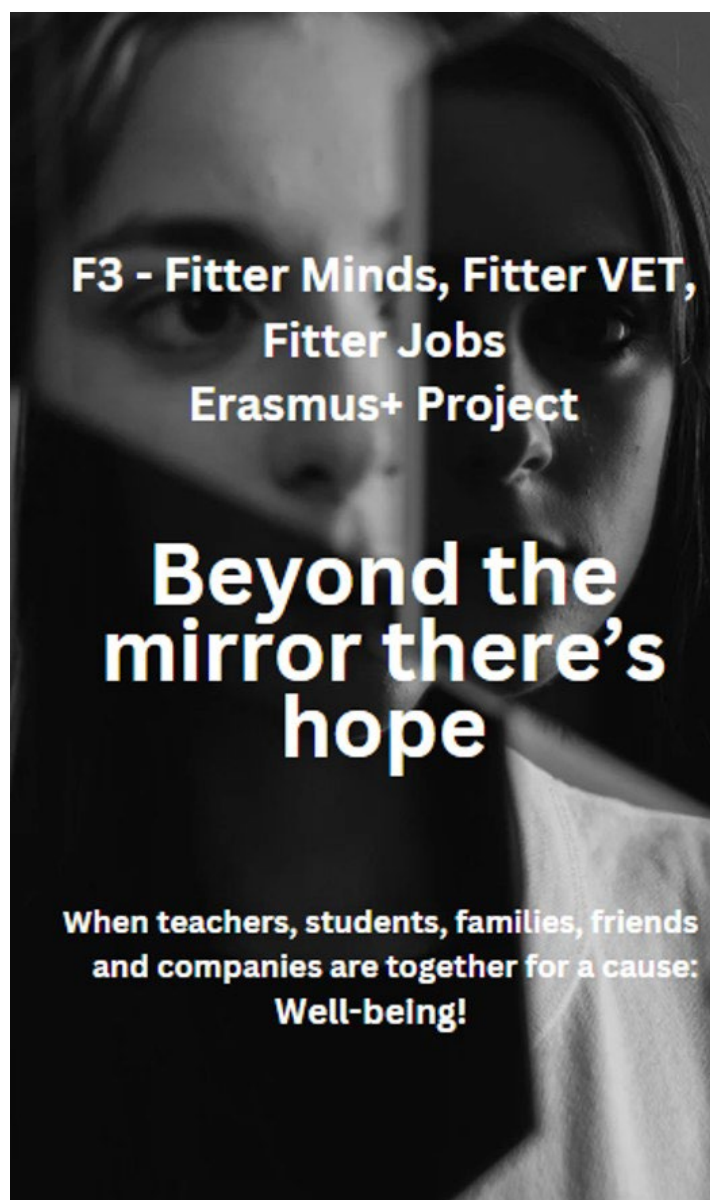




Fitter 3, Minds, VET, Jobs

WORK PACKAGE 3

ISA School Report
BBS Syke Europaschule

by

Silke Hillermann

ISA SCHOOL REPORT

UPPER SECONDARY VOCATIONAL LEVEL SESSION: INSTITUTIONAL SELF-ASSESSMENT OF WELLBEING

How to use the results

The **ISA school report** brings together and compares views of your **school leaders** and **teachers** regarding the mental health and wellbeing climate of your institution. Like a real “selfie,” the information provided in ISA offers your school a snapshot of where you stand currently in relation to **strategy and practice** in fostering a supportive environment.

Furthermore, this report focuses on the student perspective, providing a snapshot of how they perceive the school’s strategy and support practices.

Use these results to identify gaps between student needs and current school offerings, especially regarding **stigmatization** and **resource visibility**.

The results from ISA can help start a **dialogue** within your school community and serve as a basis to identify and discuss strengths and weaknesses. When analyzing these results, you should consider if in specific areas there are:

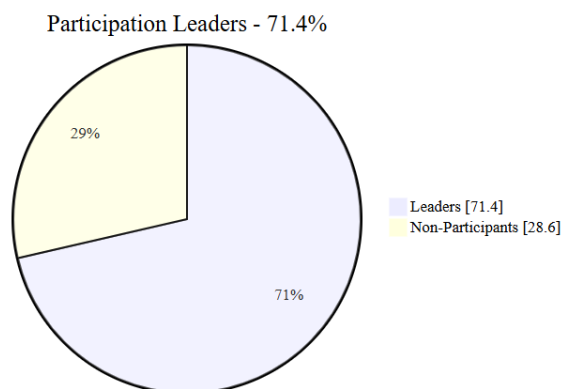
- **Low ratings**
- **High ratings**
- **Significant differences**

in ratings between user groups.

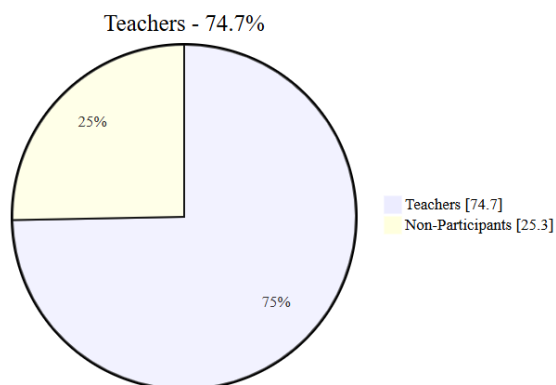
Completion rates

In this self-reflection exercise, the participation of school leaders and teachers was as follows:

School leaders 71,4 % (5 / 7)

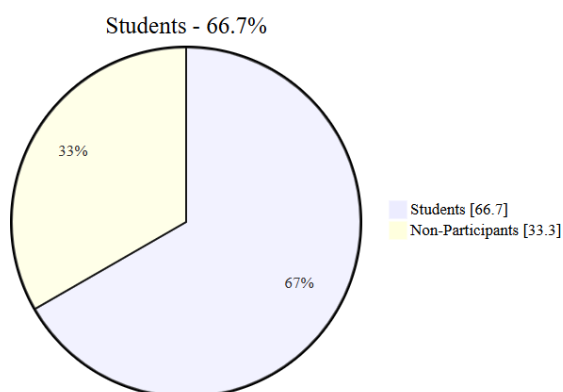


Teachers 74,7% (136 / 182) – Dept 4



Participation in this self-reflection exercise was highly valid, showing strong engagement from the student body.

Students 66,7% (187 / 280 responses)



Overview of areas

Average responses for each group (school leaders and teachers) for each of the 8 areas. Scores are on a scale of 1 (Lowest) to 5 (Highest).

Average responses from students across the 8 ISA assessment areas (Scale 1–5). These ratings reflect a high awareness of mental health but a low level of confidence in institutional support.

A. Strategy and Policy

Leaders:  3.2

Teachers:  2.5

Students:  2.5

B. Flexibility in Learning/Teaching

Leaders:  3.4

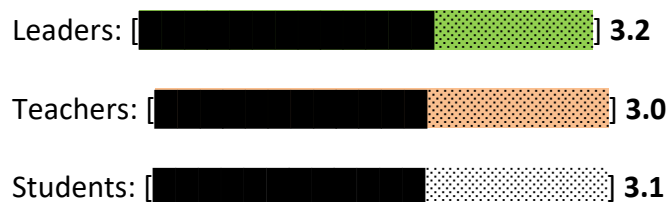
Teachers:  2.8

Students:  2.8

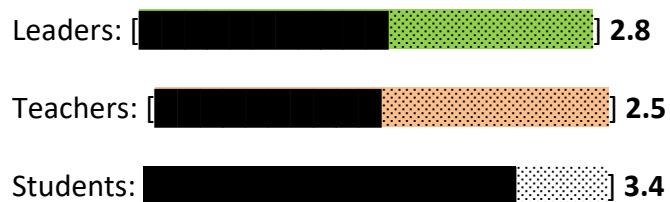
C. Shared Values & Positive Climate



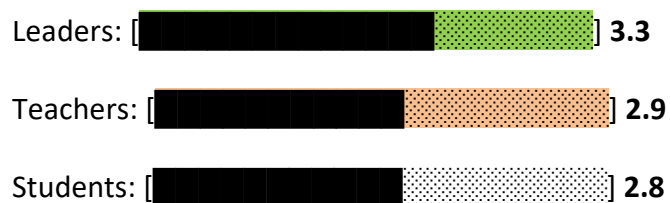
D. Learning/Teaching Environment



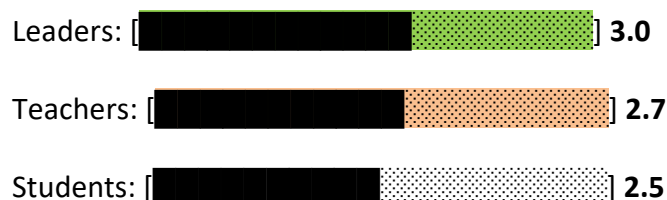
E. Community & Collaboration



F. Prevention Programs



G. Voice and Engagement



H. Support for Students & Staff



Results per area

1. Area A: Strategy and Policy

Questions in this area relate to the school-wide integration of mental health strategies and inclusive education frameworks.

- **Whole-School Approach:** Only **27% of teachers** believe the school currently has adequate protocols for handling mental health issues.
- **Gap in Perception:** While leadership feels a strategy is moderately integrated (3.2), teachers report a lack of **clear guidelines** and fragmented measures.
- Only **45% of students** feel confident about where to seek help within the school.
- There is a shared perception among students and teachers that **school protocols** for handling mental health issues are inadequate.

2. Area C: Shared Values, Culture, and Class Climate

This area assesses the degree of empathy, respect, and anti-stigmatization efforts within the school.

- **Awareness:**

Teachers show **high awareness (85%)** of common symptoms like depression and anxiety.

- **Stigma:**

However, **30% of staff** still agree that mental health issues can be seen as a sign of personal weakness. This reflects a persistent societal bias that hinders a "Model of Excellence".

3. Area H: Support for Students and Teachers

This area focuses on active support channels and professional preparedness.

- **Preparedness:**

70% of teachers feel underprepared to effectively support students with mental health concerns.

- **Teacher Wellbeing:**

There is a significant **reluctance to seek help** among staff; 35% fear being judged or perceived as incapable if they disclose their own struggles.

4. Area D: Values and Relationships

This area assesses the school climate, including feelings of safety and the level of stigma.

- **Stigmatization:**

30% of students perceive mental health issues as a sign of personal weakness.

- **Fear of Disclosure:**

Many students feel discomfort in discussing mental health openly due to fear of **judgment from peers**. They prefer to discuss these issues only in trusted, close circles.

5. Area 2 & 7: Teaching and Prevention

These areas focus on whether students learn life skills, such as stress management and emotional regulation.

- **Knowledge Gaps:**

While students are aware of common conditions like anxiety, there is a **significant gap in understanding** more complex disorders, such as bipolar disorder.

- **Resource Need:**

Students have expressed a need for better-informed resources and more visible awareness programs.

Final School Profile

Total Score: 33 Points Profile: Improvement Area

Description

BBS Syke Europaschule has introduced several **best practices**, such as a high awareness of common disorders. However, there are significant opportunities to better structure support and move away from **fragmented measures** toward a cohesive, "whole-school approach".

Students recognize that the school is a safe physical environment, but they feel a lack of **visible support structures**. High levels of **stigmatization** and a lack of clear information on where to seek help prevent the school from being seen as a fully supportive environment.

Recommended Strategies

- I. Based on **leaders' and teachers' feedback** and the German context findings, the following actions are recommended:
 - **Formalize Protocols:**
Create clear, accessible protocols for handling emotional and psychological difficulties.
 - **Specialized Training:**
Provide innovative courses focusing on **less understood conditions** (e.g., bipolar disorder) and referral techniques.
 - **Anti-Stigma Campaign:**
Launch school-wide initiatives to **normalize help-seeking behaviour** and dispel the myth that mental illness is a "weakness".
 - **External Partnerships:**
Strengthen active collaboration with **local professional mental health services** to provide expert support channels

- II. Based on **student feedback** and the German context findings, the following actions are recommended:
 - **Improve Resource Visibility:**
Launch a campaign to ensure more than 45% of students know exactly where to seek help, using brochures and online content.
 - **Peer Support Programs:**
Implement **peer-to-peer support groups** to create safe spaces for discussion and reduce the fear of judgment from others.
 - **Anti-Stigma Education:**
Conduct workshops to dispel the myth that mental health struggles are a "weakness" and normalize help-seeking behaviour.
 - **Inclusive Curriculum:**
Integrate lessons on **stress management and emotional regulation** (e.g., mindfulness) directly into the VET subjects.
 - **Increase Participation:**
Give students a stronger voice in co-designing the school's wellbeing activities and climate improvements.