



Brain Building in Education

Brought to you by The Queensland Brain Institute at UQ,
ARACY's Thriving Queensland Kids Partnership and the Tim Fairfax Family Foundation

Wednesday 16 October 2024



Agenda

- 8.30am Arrival and coffee**
- 9.00am Welcome**
Grant Webb, Educational Consultant
Acknowledgement of Country
- 9.05am Thriving Queensland Kids Partnership overview**
Michael Hogan, Thriving Queensland Kids Partnership
- 9.20am Brain Builder's Initiative overview**
Sally Staton, Queensland Brain Institute, UQ
- 9.30am Objectives for the day**
Sally Staton, Queensland Brain Institute, UQ
- 9.40am The Education System in Queensland**
Chris Lassig, Department of Education QLD
Robyn Albury, Department of Education QLD
- 10.20am Morning Tea**
- 10.40am Panel 1: Translating Evidence from Neuroscience for Education**
Facilitator: Professor Karen Thorpe, Queensland Brain Institute, UQ
Panel members:
Stephanie MacMahon, Science of Learning, UQ
Zoltan Sarnyai, Laboratory of Psychiatric Neuroscience, JCU
Geraldine Harris, Pathways to Resilience, Griffith University
Sarah Callinan
Scott Taylor, Headspace
- 11.20am Brain Break**
- 11.25am Panel 2: Application of Neuroscience in Queensland Schools**
Facilitator: Michelle Cole, Thriving Queensland Kids Partnership
Panel members:
Lindy-lou Brown, Deception Bay North State School
Angela Raven, Centenary State High School
Wendy Fox, Department of Education Far North Qld Region
Veronica Graham, Secondary School Teacher North Queensland
- 12.05pm Lunch**
- 12.45pm Launch of new initiatives in Queensland Schools**
- Brain Health in Queensland Schools (BHiQS)
Katie Norman, Tim Fairfax Family Foundation
 - Mental Health in Primary Schools (MHiPS) in Queensland
Frank Oberklaid, Murdoch Children's Research Institute
 - Brain Health in Queensland Schools
Sally Staton, Queensland Brain Institute, UQ
- 1.20pm Next steps: Implementing Brain Building in Education in Queensland**
Facilitator: Sophie Morson, Thriving Queensland Kids Partnership
- 2.15pm Closing Remarks**
Michael Hogan
- 2.30pm Close**



Thrivning Queensland
Kids Partnership
connect • catalyse • learn

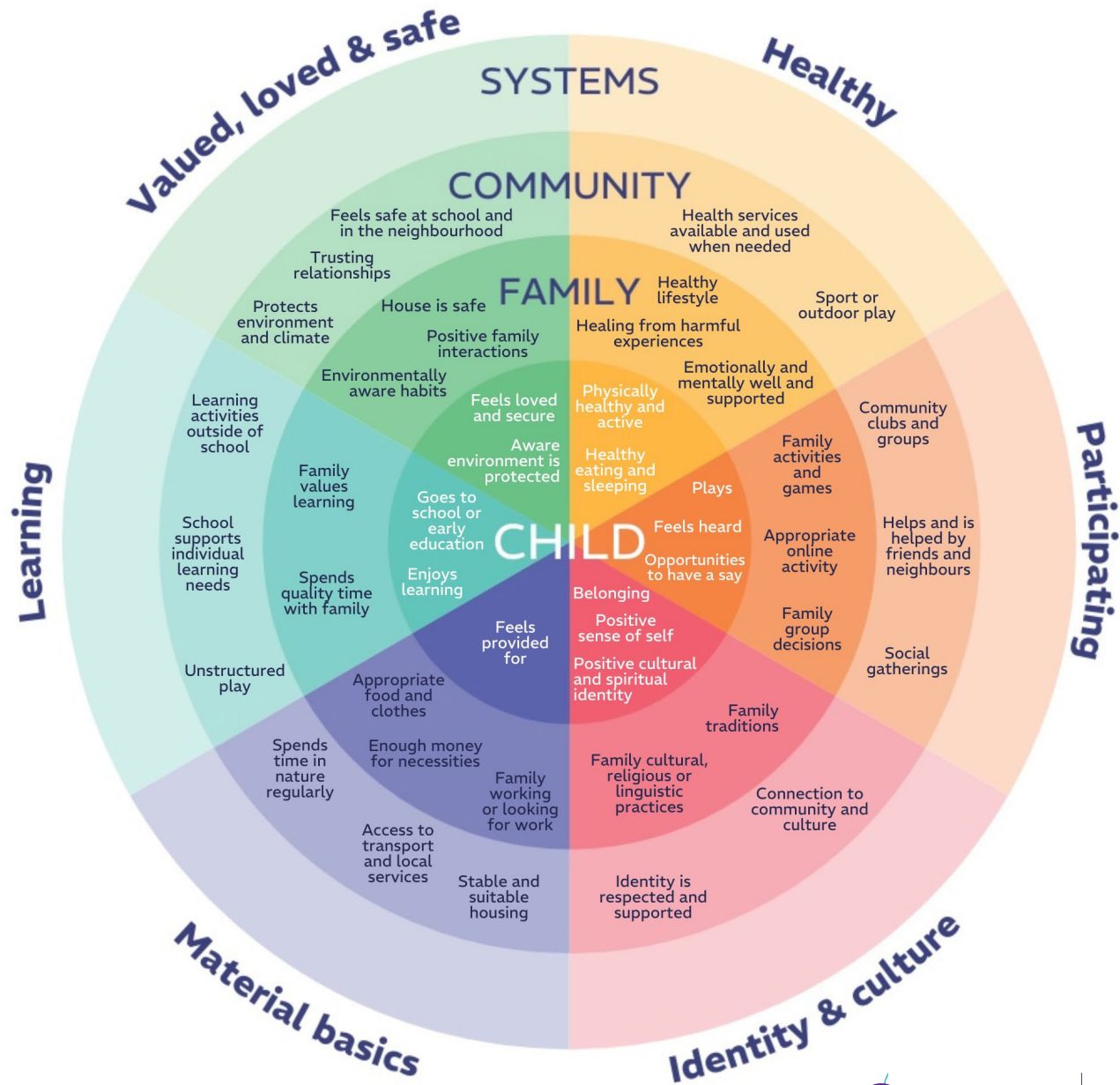


every child thriving
aracy

Building brains: Enabling workforces, organisations and systems

Michael Hogan
Convenor, TQKP
'Brain Health in Schools'
October 2024





TQKP is a **systems-**
focused intermediary.

Our purpose is to ‘**change**
the odds for young
Queenslanders to thrive’.

We take an ecological
and ‘**all systems**’
view, based on
The Nest.

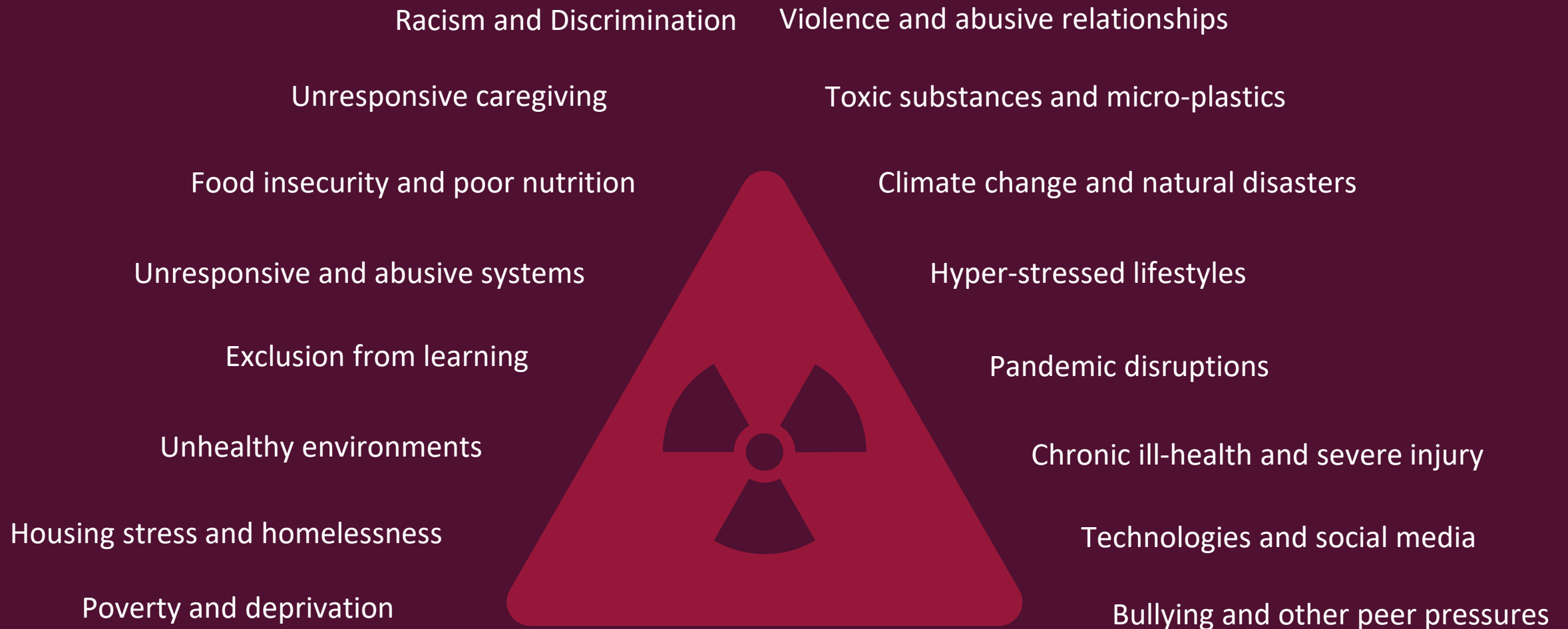




TQKP's approach is to 'convene, catalyse and learn' through a suite of six interconnected **systems-shifting portfolios**.

TQKP brokers, facilitates, and affiliates through partnerships and collaborations.

Significant adversity & inequity can have profound and enduring impacts on kids' (and adults') brains and bodies



EDITORIAL | [VOLUME 12, ISSUE 4, E530, APRIL 2024](#)

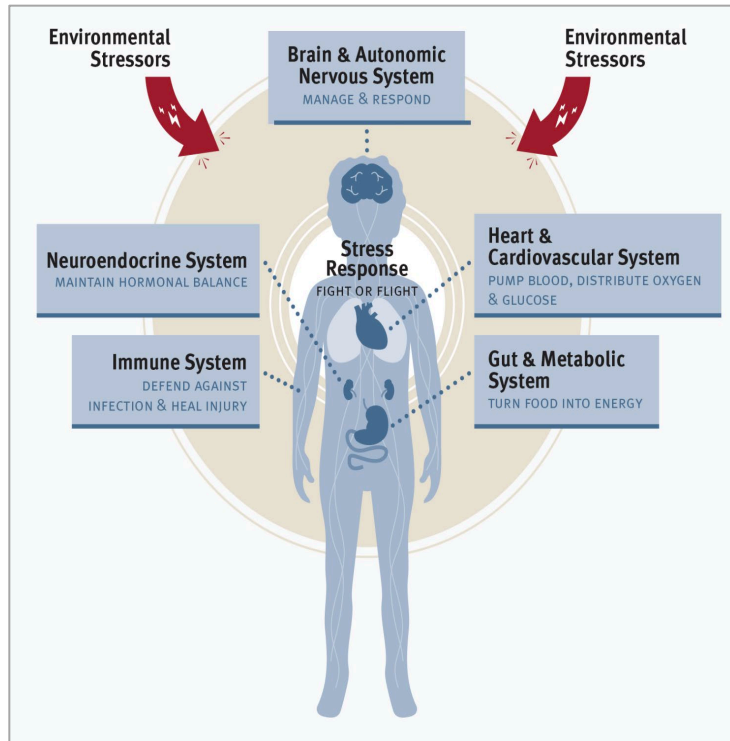
[Download Full Issue](#)

No health without brain health

[The Lancet Global Health](#)

[Open Access](#) • Published: April, 2024 • DOI: [https://doi.org/10.1016/S2214-109X\(24\)00097-4](https://doi.org/10.1016/S2214-109X(24)00097-4) •

Burgeoning knowledge about interactivity within our bodies, with our environments and experiences, and between people



National Scientific Council on the Developing Child. (2020) *Connecting the Brain to the rest of the Body: Early Childhood Development and Lifelong Health are Deeply Intertwined*. Working Paper 15

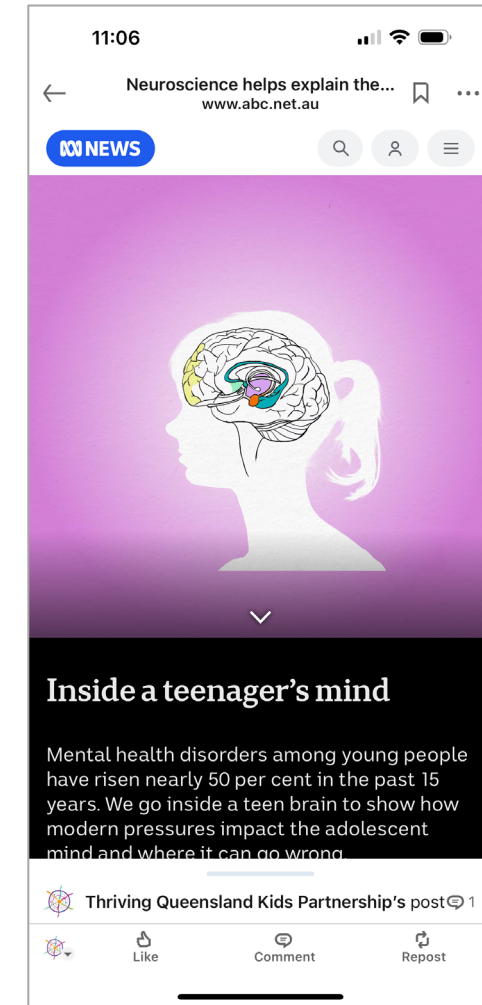
Your Brain Secretly Works With Other Brains

Neuroscientist Lisa Feldman Barrett explains some of the ways your brain is constantly changing itself (usually without your awareness) as you interact with other people.

BY LISA FELDMAN BARRETT | SEPTEMBER 16, 2021 | SCIENCE



Illustrations by Edmon de Haro



- Equitable
- Relational
- Neuro-informed
- Trauma-informed
- Safe & harm reducing
- Culturally-competent
- Healing-oriented
- Capability-building
- Resilience-building

The vital signs
of well geared
developmental
systems and
services!



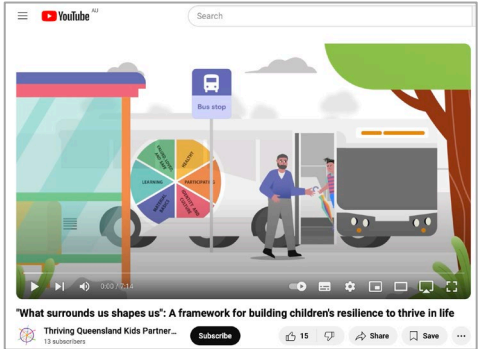
Systems and services need to be committed, designed and equipped to build children's and young people's capabilities!



Promoting frames and tools taking science to service and policy to practice in and across all settings



See also ARACY/TQKP's "What Surrounds Us Shapes Us" video <https://youtu.be/0Xodw-CDwul?si= FeQZdiWS3 Yow2sp>



Courtesy of Harvard Center on the Developing Child in collaboration with the Alberta Family Wellness Initiative: www.albertafamilywellness.org



Let's coalesce, translate, implement & learn together as a 'brain building in schools' collaborative!



Department of Education



Children's Health Queensland

QCAA Queensland Curriculum & Assessment Authority



Schools Plus
Every child has the right to the same opportunities



Department of Youth Justice



Child Health Research Centre



yourtown



Let's gear our systems and organisations
to equip and enable our caregivers,
educators, practitioners and leaders to be
brain builders ...
to help every young
Queenslander thrive!



Your feedback much appreciated!





Thriving Kids Brain Builders Initiative



Thriving Queensland
Kids Partnership
connect • catalyse • learn



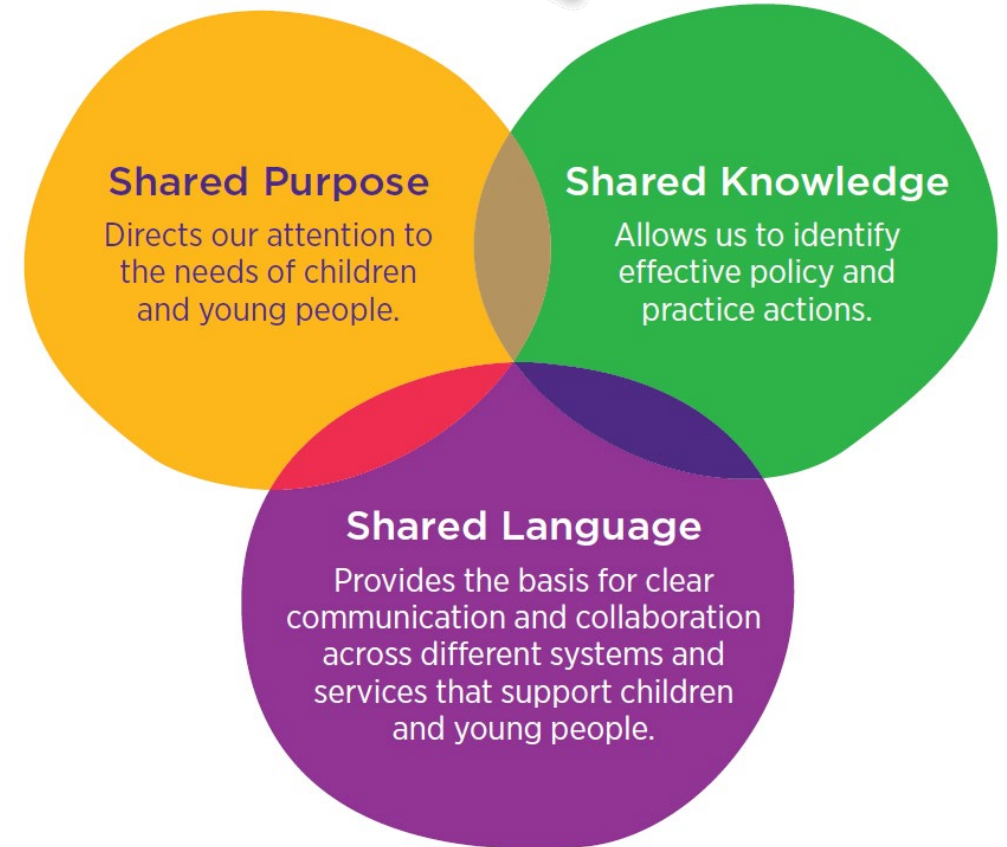
<https://qbi.uq.edu.au/brain-builders>



Breaking down the silos

Across and within systems

Depth



Breadth

The Thriving Kids Brain Builders Initiative

Aims and Objectives

Aims to **generate, translate, and apply** knowledge from neurosciences and related child and adolescent sciences for the benefit of Queensland children, young people and their families and communities.



1. Build widespread neuroscience understanding for children and young people
2. Build capabilities to embed neuroscience across places, spaces, and workforces
3. Leverage expertise to enable large scale and sustainable practice and systems change

Building understanding of brain development



BLACKPOOL
BETTER START

Integrating Brain Story Science into Policy, Practice and Evaluation

Oxford Brain Story

BUILDING BRAINS FOR
LIFELONG HEALTH



Thriving Queensland
Kids Partnership
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Center on the Developing Child
HARVARD UNIVERSITY

SEEN Oxford

SECONDARY EDUCATION
AROUND
EARLY NEURODEVELOPMENT



Brain Building is about:

**Going under the
'how' to the 'why'**

**Reinforcing and
strengthening**

**Putting the child at
the centre**

**Opportunity to
consider and try
new ways of doing**

**Common language,
knowledge &
messages**

**A Collective
responsibility**

We are all Brain Builders!



Neuro-informed Policy and Practice

Definition

“The method and outcome of translating and applying current **evidence from neuroscience** and related fields about the processes underpinning **human development and behaviour** to guide **policy and practice actions.**”

“The intent of neuro-informed policy and practice is to create and **promote optimal conditions for Brain Health*** and(or) related positive physical, social, and community outcomes.”

Source: Staton, Coles et al., 2024. Neuro-informed policy and practice framework.



Neuro-informed Policy and Practice

The Brain in Context

Does

- Connect current evidence from science with practice and policy
- Consider the complexities of human relationships and contexts
- Promote the importance of system, family and community-level supports

Does not

- View the brain and individual in isolation
- Adopt a one size fits all approach
- Disregard individual differences and circumstances
- Overlook the role of systems and environments in supporting brain health.



Frame 1

The brain
in isolation

Frame 2

The individual
in isolation

Frame 3

The brain
in context

Brain Health

Definition

“The state of brain functioning across cognitive, sensory, social-emotional, behavioural, and motor domains. It allows a person to realise their **full potential** over their life course, **irrespective** of the presence or absence of disorders.”



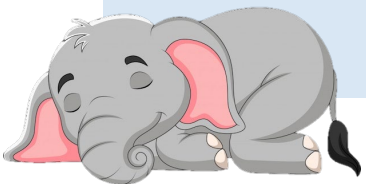
**World Health
Organization**





Brain Health

“The state of brain functioning across cognitive, sensory, social-emotional, behavioural, and motor domains. It allows a person to realise their **full potential** over their life course, **irrespective** of the presence or absence of disorders.”

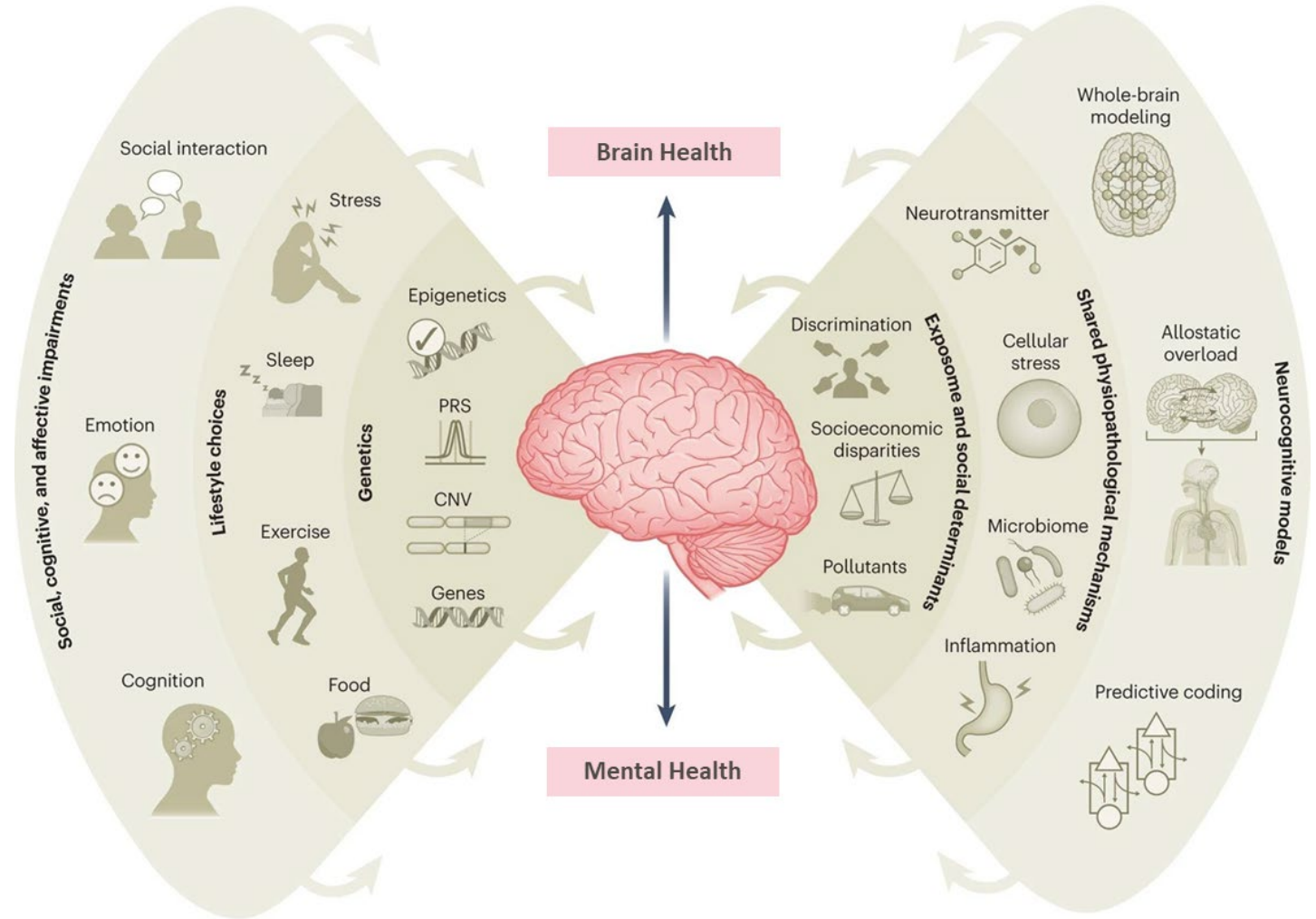


Mental Health

“A state of **mental well-being** that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being **underpins our individual and collective abilities** to make decisions, build relationships and shape the world we live in.”

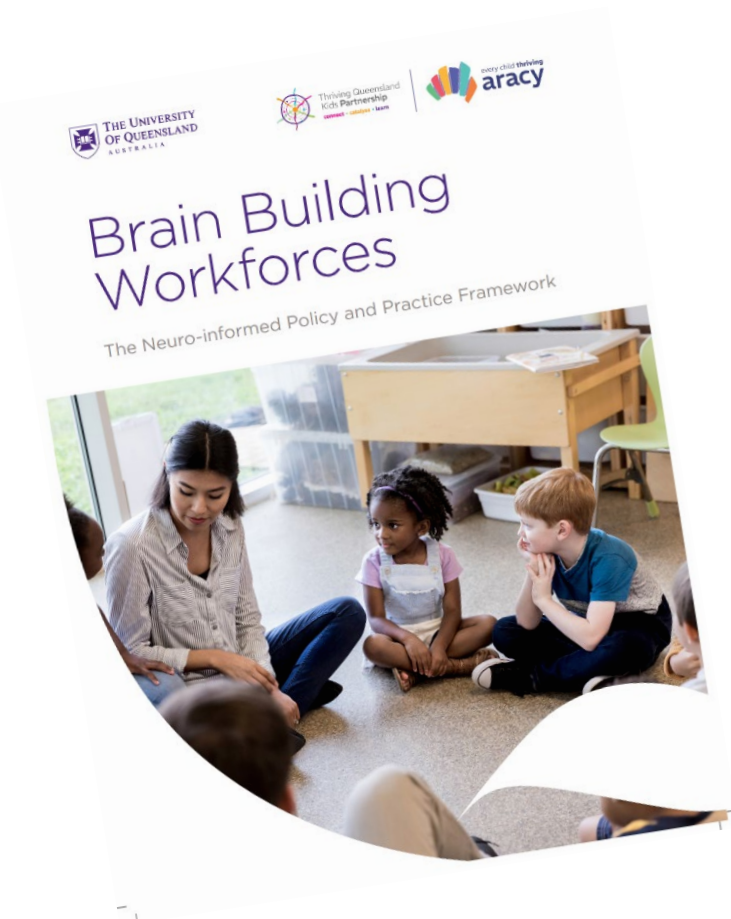
Inter-connected

Creating the conditions to allow all people to thrive



Neuro-informed Policy and Practice Framework

12 Key Knowledges Area – from Cells to Society



Cells



- 1 Brain Development**
 - Gene x environment interactions
 - Early phases of brain development
 - Adolescent brain development
- 2 Brain Architecture**
 - Neurons, synapses and circuits
 - Physiological arousal
- 3 Brain Functions & Systems**
 - Brain systems involved in cognition and emotion
- 4 Neuroplasticity**
 - Brain reorganisation
 - Influences of experiences & environments on brain architecture

Person



- 5 Individual Difference**
 - Neurodiversity
 - Developmental variability
 - Understanding of disability
- 6 Sensitive Periods**
 - Importance of the early years
 - Adolescent periods of brain development
- 7 Brain-Body Connections**
 - Nutrition
 - Sleep
 - Physical activity
 - Effect of drugs on brain function
- 8 Stress**
 - Types of stress
 - Effect of stress on the brain & body

Society



- 9 Trauma / Adversity**
 - Effects of trauma
 - ACEs
 - Adversity & children's development
- 10 Positive Relationships**
 - Serve & return interactions
 - Importance of stable, supportive relationships with caring adults
- 11 Resilience**
 - Balancing positive, adverse & skill development experiences
- 12 The Whole Person**
 - Biopsychosocial influences
 - Physical environments
 - Protective & risk factors

Brain Builder Elements

Six elements and growing....



**Brain Builders
Modules**



**Deadly
Brains**



**Brain Healthy
Places and Spaces**



Brain Healthy Schools



**Brain Builders
Community of Practice**



**Brains Trust
Collaborative**



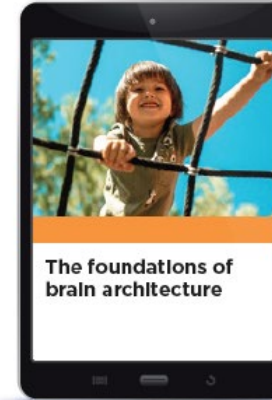
**Brain Building
Workforces**



Brain Builders Modules



Understanding brain development





Brain Builders Community of Practice

In partnership with **Children's
Health Queensland**

>300 registrations



Brains and community



Brains and health



Brains and learning



Brains and behaviour



Brain Builders Community of Practice Project ECHO Network



Brain Builders ECHO

This community of practice aims to establish shared knowledge, learning and support from neuroscience and related fields, to help children and families thrive.

We will focus on four overarching themes providing practical knowledge, skills and tools, putting evidence into practice.

- Brains and Community
- Brains and Health
- Brains and Learning
- Brains and Behaviour

You will hear from a range of experts across health, education, youth justice and more.



We invite professionals from across all sectors and services involved with children and families that are interested in applying the principles of neuroscience to their practice, engaging in rich conversations and developing shared knowledge to register for this community of practice.

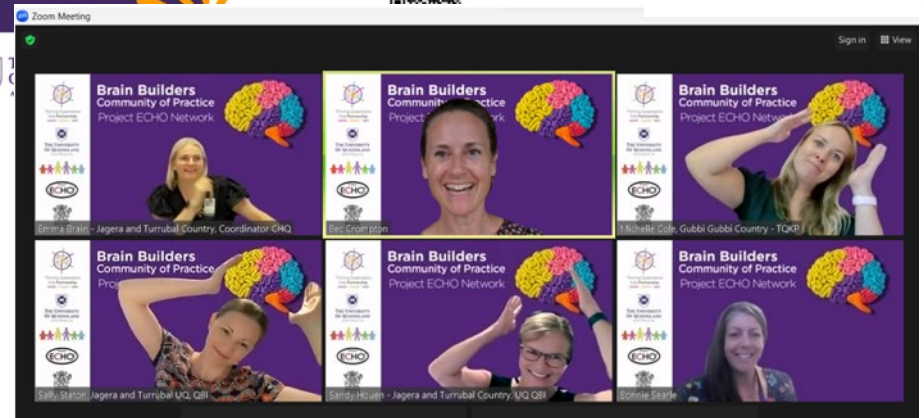
Register here:



Register here:



www.iecho.org/home

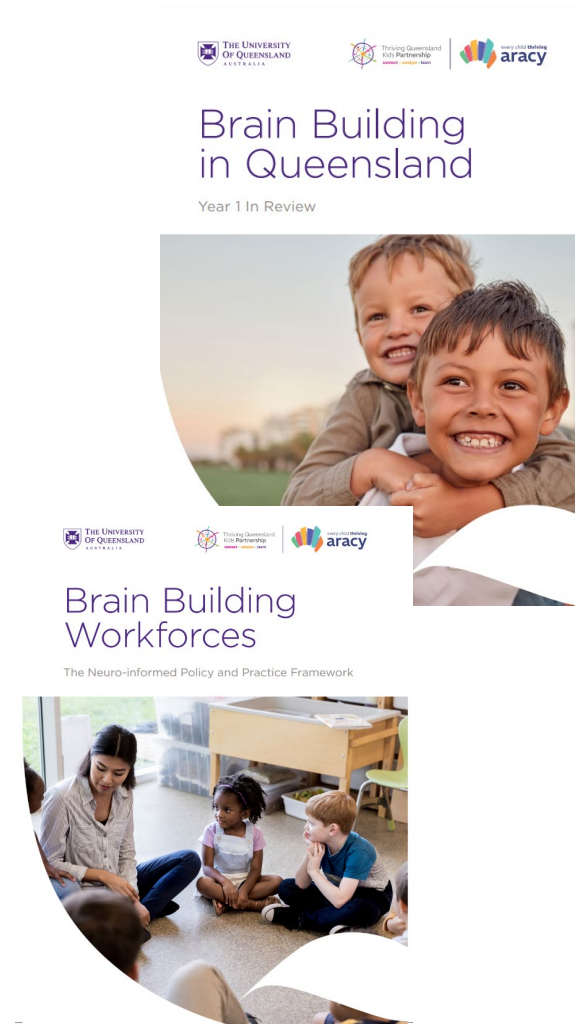


Thriving Kids Brain Builders Initiative

Tools and Resources



- Neuro-informed policy and practice framework
- ECHO Communities of Practice
- Understanding Brain Development Modules
- Tools and resources for Early Child Development Workforces
- Curricular Reviews with tertiary organisations
- Cells to Society Workshop Programs
- Resilience Game – Professional Development Tools
- Brain Building Summit



Brain Building in Education Event

Objectives

- Connect key stakeholders from across the education system in Queensland with a focus on brain health.
- Share information on current resources and approaches for applying neuroscience within education settings.
- Map current activities and opportunities for implementing Brain Health in schools in Queensland.
- Invite opportunities for collaborative research, implementation, and curricular development.





The education system in Queensland

Chris Lassig | Robyn Albury
Department of Education



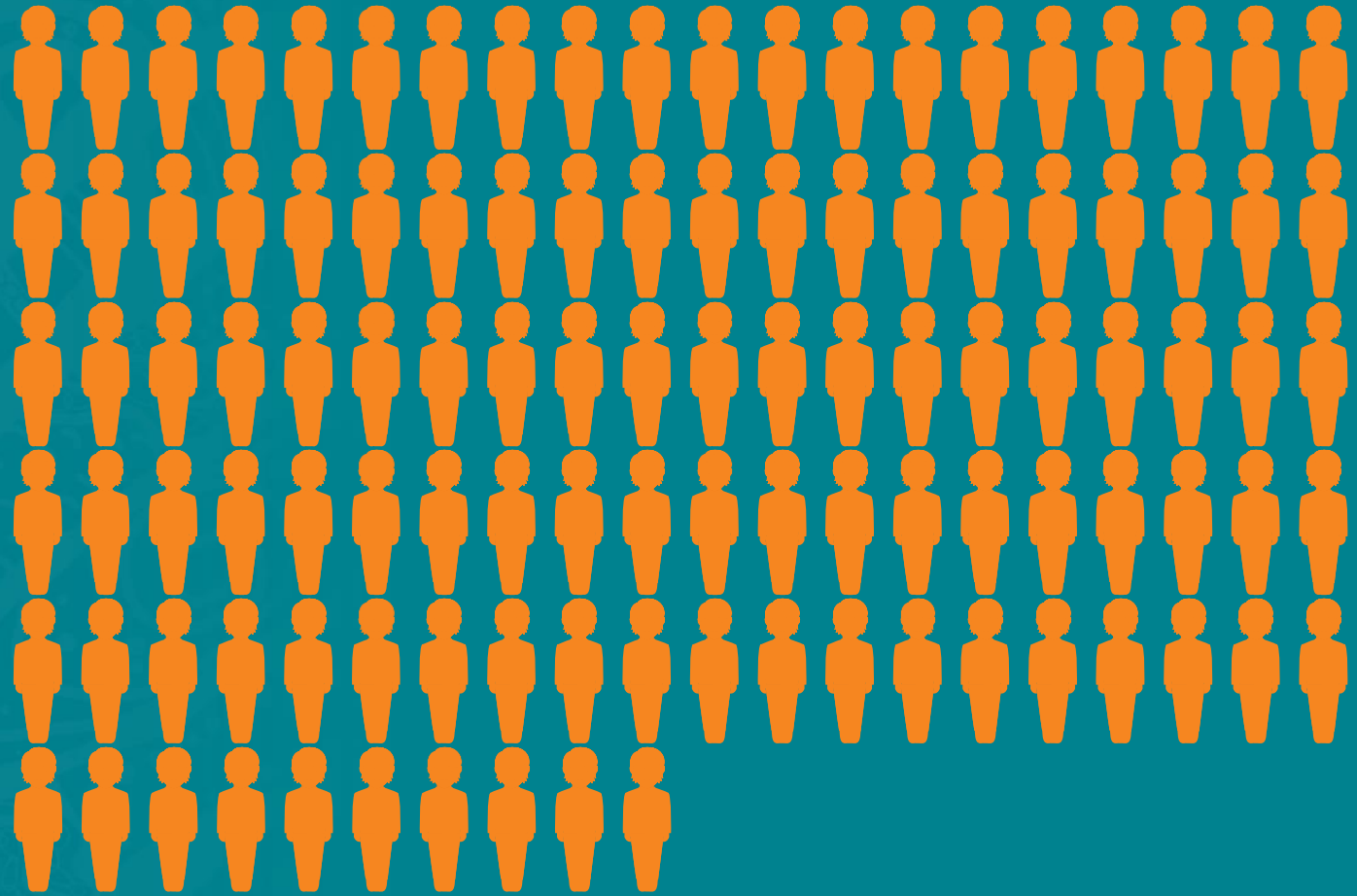
Acknowledgement of Country

We acknowledge the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

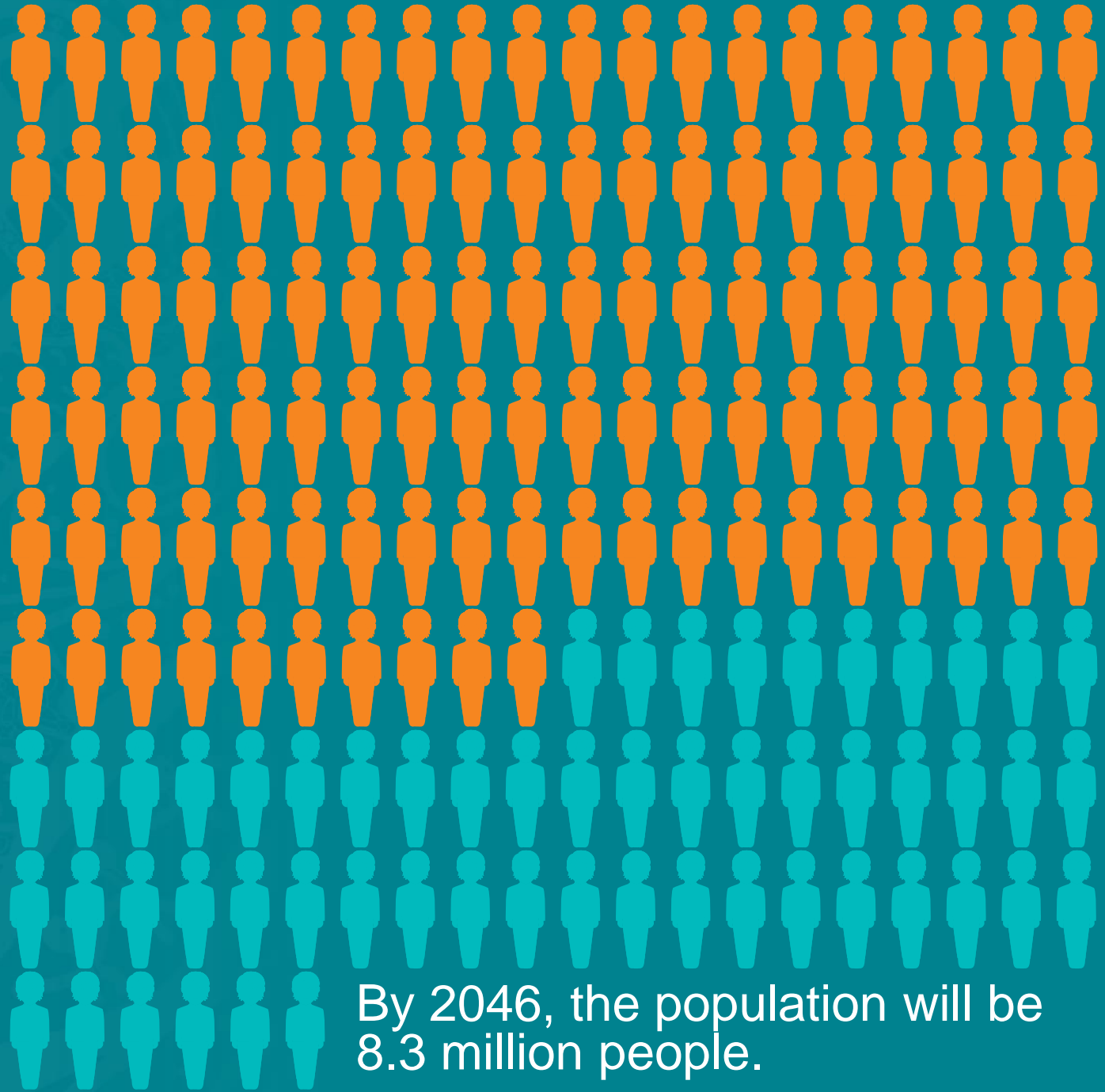


5.5 million people
live in Queensland.



A growing
Queensland

5.5 million people
live in Queensland.



A growing Queensland

By 2046, the population will be
8.3 million people.

In Queensland, there are ...



572,160 students ...

... in 1264 state schools



160,280 students

... in 312 Catholic schools



147,119 students

... in 235 independent schools



2 out of 3 school students in Queensland attend a state school

One in 10 Queenslanders is a current state school student.



5.5 million people live in Queensland. There are 570,000 students in Queensland state schools.

State schools in Queensland



Primary	929
Secondary	195
P-10/12	94
Special	46
Specific purpose	2

Remoteness



60 per cent of Queensland state school students are in the three regions in the south-east corner.

Remoteness

Around **25 per cent** of Queensland state schools are more than 90 km from an urban centre of 20,000 people or more.

These schools educate around **16 per cent** of all Queensland state school students.



Remoteness



- Very remote Australia
- Remote Australia
- Outer regional Australia
- Inner regional Australia
- Major cities of Australia

Remoteness



Very remote Australia	1% of students	5% of schools
Remote Australia	1% of students	6% of schools
Outer regional Australia	15% of students	23% of schools
Inner regional Australia	18% of students	28% of schools
Major cities of Australia	64% of students	38% of schools

Remoteness

31 primary schools are more than 60 minutes drive away from their nearest secondary school.

69 Queensland state schools have a 7-week summer holiday due to their latitude and longitude location.

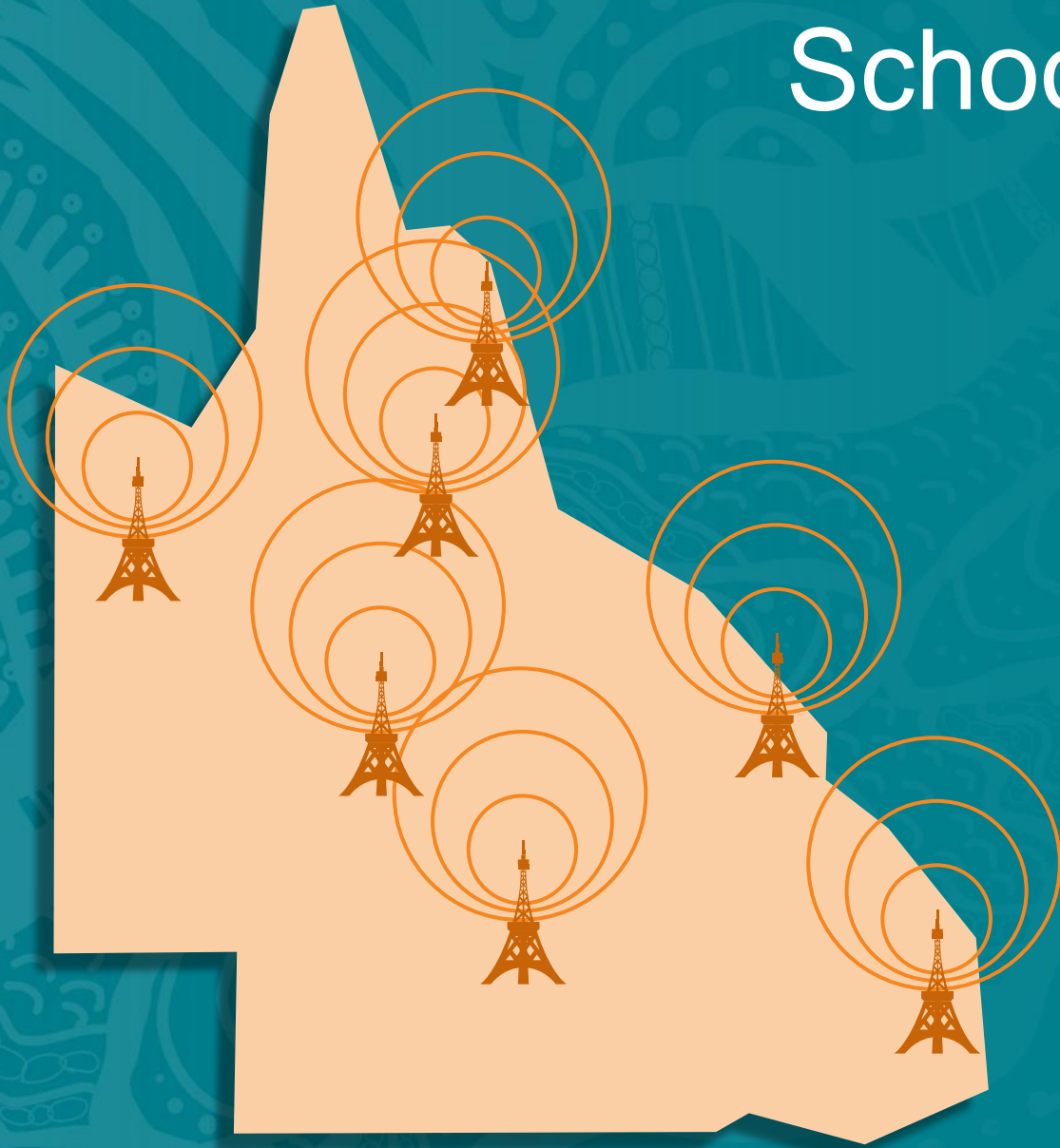


Schools of distance education

In Semester 1 2024, there were **14,936 students** enrolled in one of 7 schools of distance education, either for their full-time education or for a single subject.

Of these:

- 5.2% live in remote locations
- 14.4% due to medical grounds
- 14.2% are home-based by choice.



Residential boarding facilities

The department operates 3 residential boarding facilities in:

- Weipa (Western Cape College)
- Mount Isa (Spinifex State College)
- Dalby (Dalby State High).

Approximately **170 students** are living away from home for education.



Small schools

- There are **336 small schools** (26.5% of Queensland state schools).
- **11,230 (1.9%) students** are enrolled at small schools.
- **1,865 First Nations students** (16.6% of small school students).
- 93 small schools (27.6%) provide **State Delivered Kindergarten.**



Island schools

- **27 schools or campuses** are located on an island.
- **20 are classified as very remote**, 1 remote, 2 outer regional and 4 are inner regional. (This includes the 17 Tagai campuses.)
- **3 schools** are located on an island **without a Year 7-10 option**.



It's a big system in a big state



Workforce

- over 95, 000 staff
- 94.5% of workforce in state schools
- increasingly diverse staff
- teacher attraction and retention challenges



2024 - 25 Budget

- \$20.9 billion
- Schools \$18.959 billion
- Early childhood \$644 million

Our biggest and most important investment is the teacher in every classroom

Delivering services in every community

Early childhood services



3388 services

Family Day Care	89
Kindergarten Service	441
Long Day Care	1827
Occasional Care / Limited Hours Care	18
Outside Schools Hours Care	795
State delivered Early Childhood services	218

Schools



1,811 schools

1264 State schools

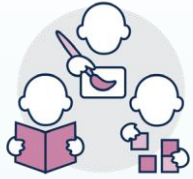
Primary	929
Secondary	195
P-10/12	94
Special	46
Specific purpose	2

547 Non-state schools

Catholic	312
Independent	234

Increasing diversity of settings, supports and expectations

Educating diverse learners



336,727 children enrolled in an early years service Total

336,727

Australian Early Development Census

24.7%

children assessed as developmentally vulnerable on one or more domains

Expectations and needs are changing – its more complex



898,601 students enrolled in schooling

State schools **572,160**

Non-state school enrolment **315,647**

Home education enrolment **11,314**

State school students

First Nations students
11.7% **67,210**

Students with disability
25.3% **143,977**

ICSEA

965 state school average

986 all school average

1000 national average

Our state school students...

- have parents who all want the same thing – a child that is learning, safe, healthy and happy
- are as diverse in their abilities, backgrounds, dreams and their learning needs no matter what category, label or diagnosis
- if they are First Nations, have a disability or are a child in care are more likely to be enrolled in their local state school
- are more alike than they are different



There is a lot going on impacting schools

The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability



Equity and Excellence



focusing effort on areas of impact

driving a more cohesive system approach

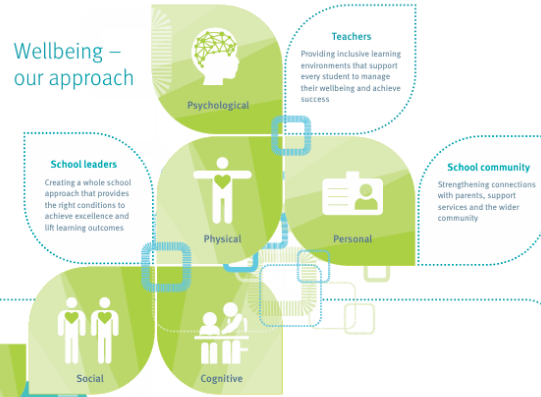
recognises wellbeing and engagement as foundational to teaching and learning

investing in the capability of our people

Wellbeing and engagement

Student Learning and Wellbeing Framework

“Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.”
– World Health Organisation, 2014



Wellbeing – connected to learning

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal – without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Wellbeing – measuring success

Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

The department is developing a standardised measure of wellbeing that will provide data on the state of wellbeing of students across all Queensland state schools.



Queensland Engagement and Wellbeing (QEW) Survey



BULLYING.
NO WAY!

- Whole school approaches
- Positive Behaviour for Learning
- Wellbeing workforce
- GPs in Schools
- Queensland Engagement and Wellbeing Survey
- Bullying No Way
- School Opinion Survey
- Share the Dignity
- School food programs
- Specialist support staff
- Local programs/supports to meet community needs



Using the evidence for change

sord / School Online Reporting Dashboard

Navigation icons: Glossary, About, Resources, Help, Data Schedule

- General reports**
 - School Summary
 - School Collaboration
 - Student Profile
 - Special Education
- Equity and Excellence reports**
 - Daily Report
 - Semester Report
- Corporate data release reports**
 - Enrolment
 - Attendance
 - School Disciplinary Absences
 - NAPLAN
 - Year 12 Outcomes
 - Next Step
- Daily data reports**

School Summary Report

Year Level	Enrolment	Attendance	Disciplinary Absences	Next Step
Y1	1040	819	31	75

Summary of key metrics and trends for the school.

Priority Messages

Year Level	Enrolment	Attendance	Disciplinary Absences	Next Step
Y1	1040	819	31	75

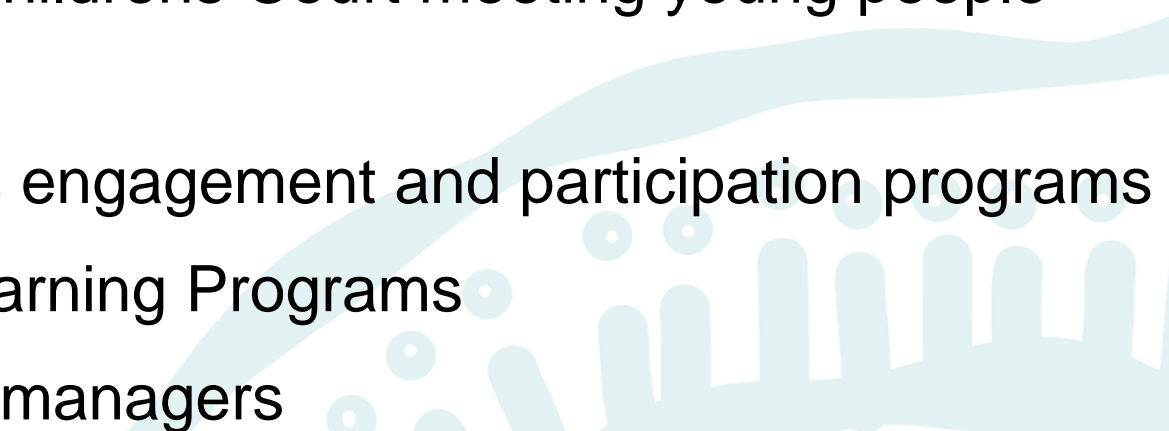
Key performance indicators and trends for Year 1-6, including NAPLAN scores and attendance rates.

Classroom management hub



Youth Engagement

Education Reforms

- Focus on students who need additional support to remain engaged in education
 - Flexi spaces expansion
 - Court Liaison Officers in Childrens Court meeting young people and families
 - Expansion of First Nations engagement and participation programs
 - Specialised Alternative Learning Programs
 - Intensive Education Case managers
- 

Putting Queensland Kids First



Family and Early Years Hubs
36 Early Childhood Coordinators
Extending free kindy



20 Health practitioners in primary schools
85 Behaviour Specialists
84 Family Support Coordinators



Our challenge



1. Are schools ready for you and your teams?
2. How can your work, your knowledge contribute to teaching and learning?
3. What might you do differently to help teachers, students and families maximise learning, achievement and wellbeing?

Talk to your elbow partner



Whole-group discussion

What were the big discussion
points at your table?



SHARE

THANK YOU

Chris Lassig | Robyn Albury
Department of Education





Translating Evidence from Neuroscience for Education

Translating understanding of brain development and brain health in education

Facilitator: Professor Karen Thorpe, Queensland Brain Institute, UQ

Panel members:

- Stephanie MacMahon, Science of Learning, UQ
- Zoltan Sarnyai, Laboratory of Psychiatric Neuroscience, JCU
- Geraldine Harris, Pathways to Resilience, Griffith University
- Sarah Callinan
- Scott Taylor, Headspace

Application of Neuroscience in schools

How schools are thinking and applying neuroscience into practice

Facilitator: Giselle Olive, Thriving Queensland Kids Partnership

Panel members:

- Lindy-lou Brown, Deception Bay North State School
- Wendy Fox, Department of Education Far North Qld Region
- Angela Raven, Neuroscience CoP, Centenary State High School
- Veronica Graham, Secondary School Teacher North Queensland
- Jenna Cullen, Marsden State High School



Brain Health in Queensland Schools

STRATEGIC INITIATIVE LAUNCH



Tim Fairfax Family Foundation

A Connected, Resilient and Futureproof Community



CONNECTED

Connections matter. Strong ties with family, friends and the community provide us a sense of purpose, happiness, security, and a place to belong.



RESILIENT

Resilient communities can survive through challenging times. A resilient not-for-profit sector is better equipped to meet the dynamic needs of communities.



FUTUREPROOF

Future focused philanthropy invites innovative solutions. Futureproof initiatives are collaborative and strategic, centred on long-term sustainable change.



LEADERSHIP

Effective leadership combines expertise and social acumen, which is required to strengthen connected, resilient, and futureproof communities.



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



Thriving Queensland
Kids Partnership
connect • catalyse • learn

Where did we start....

Policies, frameworks, data, research partnerships & supports

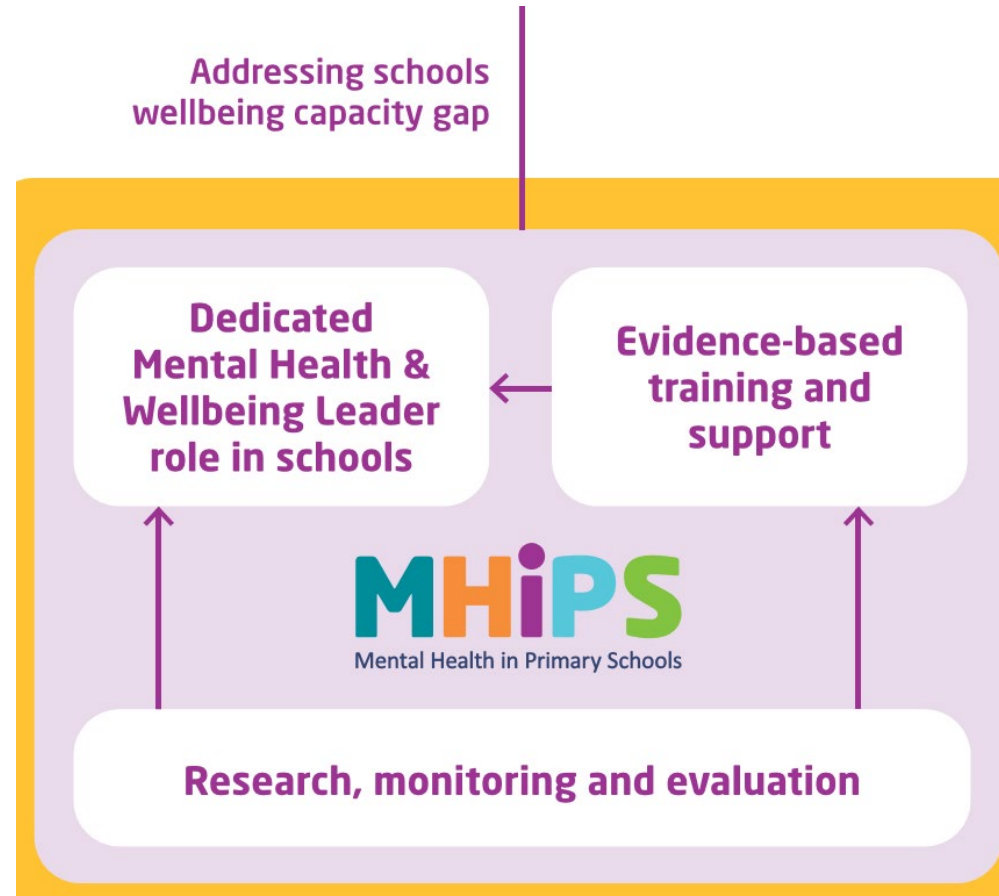
For example:

- National Children's Mental Health & Wellbeing Strategy
- Australian Curriculum
- Queensland Equity & Excellence Strategy
- Queensland Student Learning
- Queensland Engagement and Wellbeing Survey
- Putting Queensland Kids First

School delivery of curriculum, programs and support for learning and wellbeing

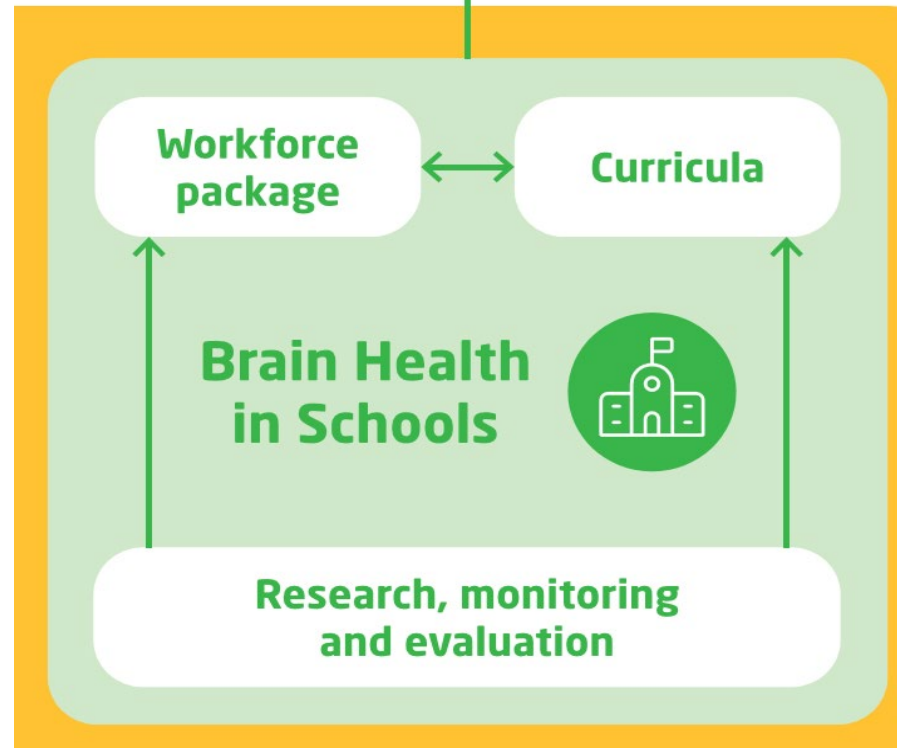


We are curious about...



And asked what would happen if we...

Addressing brain health
teaching & learning gap



Policies, frameworks, data, research partnerships & supports

For example:

- National Children's Mental Health & Wellbeing Strategy
- Australian Curriculum
- Queensland Equity & Excellence Strategy
- Queensland Student Learning
- Queensland Engagement and Wellbeing Survey
- Putting Queensland Kids First

School delivery of curriculum, programs and support for learning and wellbeing

Addressing schools wellbeing capacity gap

Addressing brain health teaching & learning gap

Dedicated Mental Health & Wellbeing Leader role in schools

Evidence-based training and support

MHiPS
Mental Health in Primary Schools

Research, monitoring and evaluation

Workforce package

Curricula

Brain Health in Schools

Research, monitoring and evaluation

Brain Health in Queensland Schools

- Mental health and wellbeing services and supports more accessible for schools and families
- Schools more equipped to promote student learning and wellbeing and support teacher wellbeing
- Families empowered to advocate for their child's learning and wellbeing needs

Students equipped for lifelong learning and wellbeing



Thank you







Centre for Community Child Health



The Mental Health in Primary Schools (MHiPS) Initiative





Planning, co-design and needs analysis

- 12 months planning –meeting stakeholders, lit review, other jurisdictions, review of terminology and language use
- Needs analysis – 330 schools, 1000 teacher surveys
- Detailed analysis of findings – model begins to take shape (clear preference for designated person in every school to build capacity plus targeted professional development to build capability), common language
- Focus groups and first co-design workshop with 10 ‘pioneer’ schools
- Second co-design workshop – describe model, training program (design, content, expected learning outcomes, preview of resources), evaluation plan and process



Mental Health and Wellbeing Leaders

- Teacher-qualified
- Variable FTE based on student numbers; quarantined time. Recommended minimum 0.5
- Not designed as a clinical role
- Focus is on building a whole-school approach to supporting student mental health and wellbeing by providing training and support to build teacher/school leader capacity
- School liaison with external (community agencies)



Module 1: Mental Health Literacy

- Building foundational knowledge about child development, mental health, and wellbeing
- Increasing MHWLs' and school staff's mental health literacy for supporting children

2–3 hours of online self-paced learning, completed by school team

Module 2: Building Capacity

- Adopting a whole school approach to mental health and wellbeing
- Assessing the wellbeing profile of your school
- Creating a mental health and wellbeing plan
- Using evidence to inform decision making in support of your planning

3 hours of self-paced content, then a one-day workshop, attended by your school teams

Module 3: Supporting Need

- Understanding the role of the school in promoting student wellbeing
- Identifying mental health and wellbeing concerns
- Providing support to colleagues in the classroom
- Coordinating clear care pathways for students
- Working with families

3 hours of self-paced content, then a one-day workshop, attended by your school teams



Module 4: Communities of Practice

- Designed to deepen the learning from the first 3 modules
- Sessions held 2-3 times per term throughout the school year
- A space for MHWLs to:
 - connect
 - share experiences
 - access experts in mental health and wellbeing
 - strengthen professional knowledge and networks



Implementation timeline

Timeline



2020

- 10 schools
- Feasibility study
- Partnered with schools for program refinement



2021

- 26 schools
- Model evaluation
- Comparison with non-MHiPS schools



2022

- 100 schools
- Expanded evaluation
- Comparison with non-MHiPS schools



2023

- State-wide rollout commences



Evaluate implementation

- Assess **feasibility, acceptability and appropriateness** of the MHiPS model in schools
- Assess barriers and enablers associated with successful implementation
- Assess fidelity (incl. implementation of role, training participation, etc)
- Assess contextual factors that influence implementation (e.g. school readiness, school characteristics, etc)



Evaluate impact

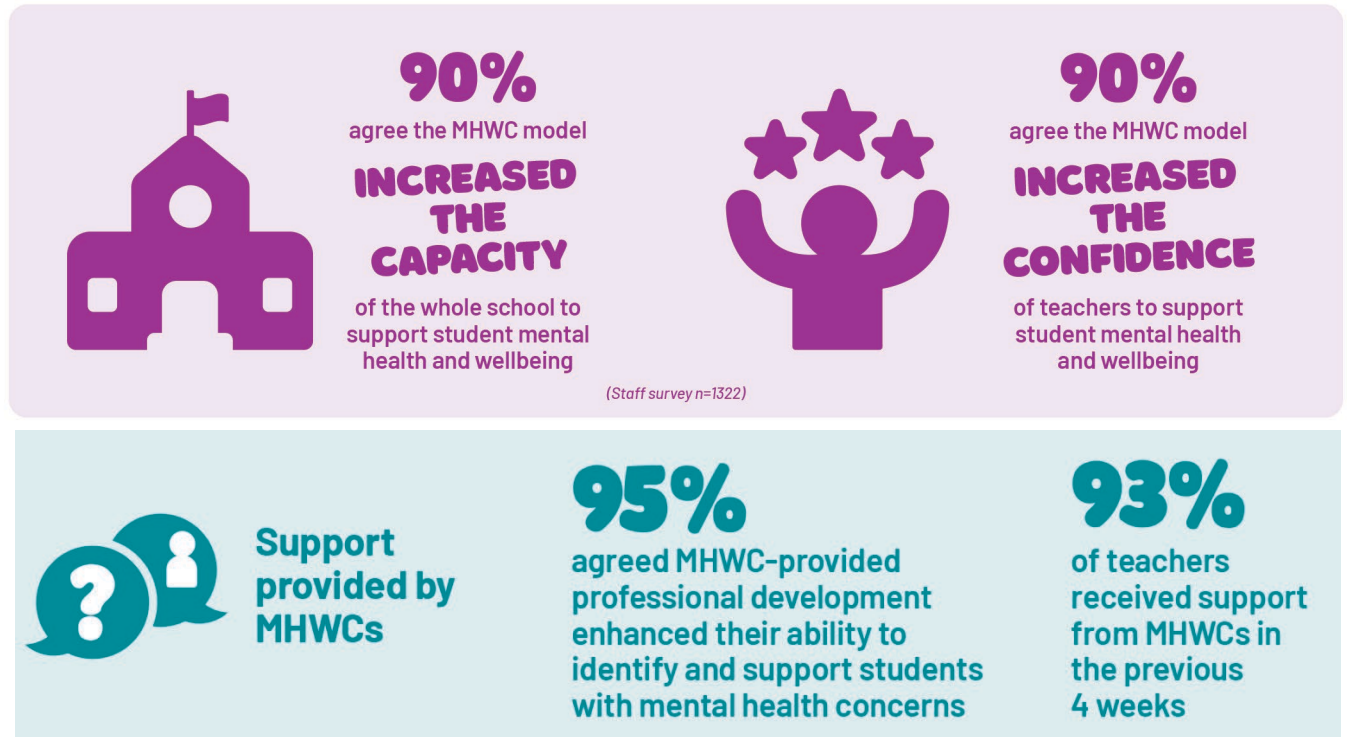
- Assess changes in:
 - **mental health literacy (knowledge, skills, confidence)** of school staff
 - child mental health **stigma** amongst school staff
 - levels of **engagement** with services (within school and external)
 - level of school **prioritisation** of student mental health and wellbeing
 - student mental health and wellbeing.
- Assess school staff and MHWL perceptions of:
 - changes to language and stigmatising attitudes regarding student mental health and wellbeing
 - changes to knowledge of and relationships with mental health providers
 - school prioritisation of student mental health and wellbeing.



Key findings

Staff report:

- MHWL model increases the capacity of teachers and the whole school to support mental health and wellbeing
- Support from MHWL role enhances ability to identify and support students with mental health concerns





Key findings

MHWLs report:

- Training program meets their needs
- MHWL role is accepted by teachers
- Important for MHWL to be teacher-qualified



Training for
MHWCs

96%
agreed training
enhanced skills

97%
applied learning
in their role



Integration
of the
MHWL role

87%
agreed the MHWL
role was accepted by
classroom teachers

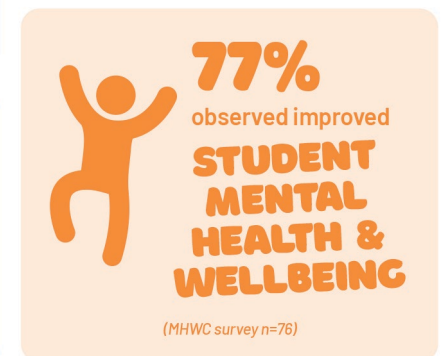
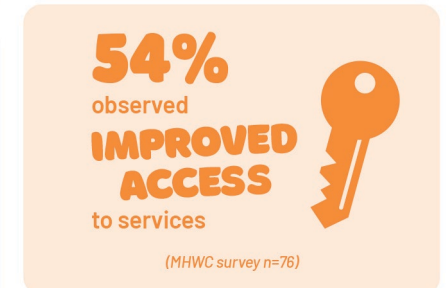
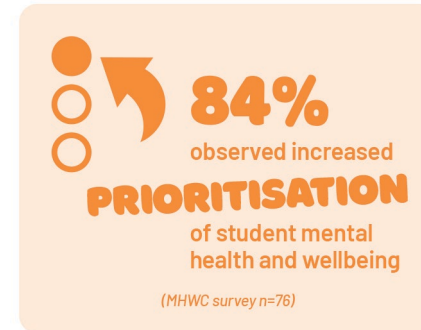
95%
considered it important
for the MHWL to have an
education background



Key findings

MHWLs report:

- Increased prioritisation of student mental health and wellbeing
- Reduction in stigma (among school staff and families)
- Change in language
- Improved access to services
- Improved student mental health and wellbeing

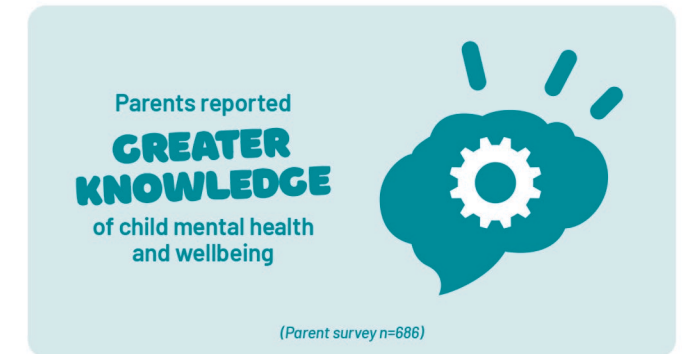
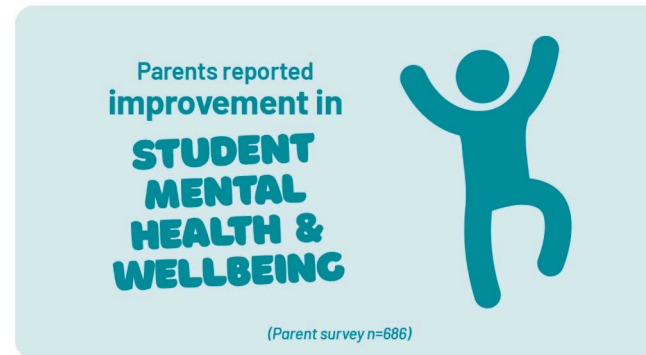




Key findings

Families report:

- Improvement in student mental health and wellbeing
- Greater knowledge of child mental health and wellbeing





Mental Health in Primary Schools, or MHiPS, is a partnership between the Centre for Community Child Health (CCCH) at the Murdoch Children's Research Institute (MCRI), the University of Melbourne Faculty of Education.

MHiPS would like to acknowledge the Victorian Department of Education, Ian Potter Foundation and the Helen Macpherson Smith Trust, SALT Catalyst, Bupa, the RE Ross Trust and the R.M. Ansett Trust for their support in establishing the initiative.

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The Centre for Community Child Health is a department of The Royal Children's Hospital and a research group of the Murdoch Children's Research Institute.

Melbourne Children's

A world leader
in child and
adolescent
health





Brain Health in Queensland Schools



Brain Healthy Schools





Brain Healthy Schools

Brain Healthy Schools

Objective:

- To scope, co-design and deliver a Brain Health focused workforce development package and complementary set of resources for students in primary and secondary schools.



A Brain Healthy workforce development package for primary and secondary schools.



Brain Health resources for students, including lesson plans aligned with the Australian Curriculum.

Brain Health in Queensland Schools

Program of work

Step 1 - Scope of existing and emerging curricula, practice, and innovation opportunities



Step 2 - Host collaborative partnership events focused on Brain Health in Education in SEQ and NQ



Step 3 - Co-Design and develop tools, materials, and approaches for embedding Brain Health



Brain Health in Queensland Schools

Program of work

Scope

existing and emerging
curricula, practice, and
innovation opportunities

Phase 1: Scope

- Identify, collate, and review current national and international examples of Brain Health curricular resources and materials for primary and secondary schools.
- Analyse current education curricular documents.
- Mapping outcomes to identify key gaps/potential leverage points Brain Health curriculum/resources in schools.
- Host events in Brisbane and North Queensland to share, present, consult with key stakeholders.

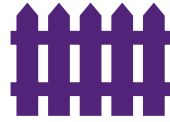
Brain Health in Queensland Schools

Program of work

Co-design

a workforce development
and student resource
package with key
stakeholders across
Queensland

- Four steps to **co-design**:



Frame and Engage



Explore and Connect



Imagine and Create



Make and Test

- Develop **workforce development training** packages with implementation partners to support translation of Brain Health science into everyday practice.
- Create **student resources**, include practical based, hands-on Brain Health materials, face-to-face learning opportunities/supports, curriculum and/or online resources.

Brain Health in Queensland Schools

Program of work

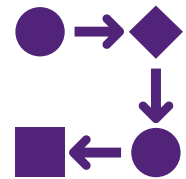
Deliver

Implementation and evaluation of the co-designed workforce development packages and resources in schools within Queensland.

- **Try, Test and Learn** – trial the implementation of the co-designed workforce development package and student resources.
- **Evaluate** the process of delivery and initial outcomes for workforces and students.
- **Provide access** to the co-designed resources/tools to schools.

Guiding Principles

Brain Healthy Schools Project



Genuine co-design – including listening to and enacting the perspectives of children and young people



Respectful partnerships – with children, families, communities, schools, staff, service providers and government and non-government organisations



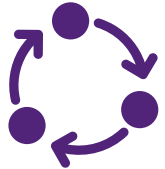
Non-replication – utilising and drawing from, where available, existing resources, tools, and opportunities

Guiding Principles

Brain Healthy Schools Project



Application of the highest quality scientific knowledge and evidence – regarding brain health, education, learning, neuroscience, and implementation science



Focusing on pragmatic solutions – recognising the real-world challenges faced across schools, communities, places, and systems within Queensland



Identifying opportunities for scaling and sustainability – to ensure the best chance of the greatest impact of this project within the short and long-term

Brain Trust

Brain Healthy Schools Project Team



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Pedagogy
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Research Fellow
Workforce
Dr Letitia Coles



Next steps:

Implementing brain building in education in Queensland

Facilitator: Sophie Morson, Thriving Queensland Kids Partnership

- **WHERE** does Brain Building (Brain Health and Understanding of Brain Development) fit within the Education system/curricular? What are the opportunities for embedding brain health and development in curricular in education settings
- **WHAT** resources, materials, frameworks or programs already exist for embedding Brain Building (Brain Health and Understanding of Brain Development) in education system/curricular? International, national and local examples, new opportunities.
- **HOW** is this implemented? What approaches are most effective and required to ensure any actions or programs for embedding Brain Building (Brain Health and Understanding of Brain Development) in education system/curricular are meaningful, valuable and scalable

Feedback survey

Thank you for attending today's event. Your feedback is welcome.



Thank you

Brain Builders Initiative,
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