



Mental Health in Primary Schools (MHIPS)

The impact and expansion in Victoria and beyond

Dr Leona Pascoe, Senior Research Officer, MHIPS



What is MHiPS?

- A capacity-building initiative
- Designed to build upon existing MH&W structures in schools
- Codesigned and informed by teachers and school leaders
- Ongoing stakeholder engagement



Addressed needs of schools





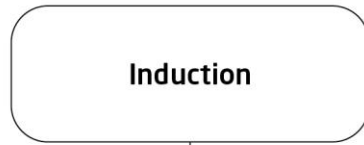
The Mental Health and Wellbeing Leader (MHWL)



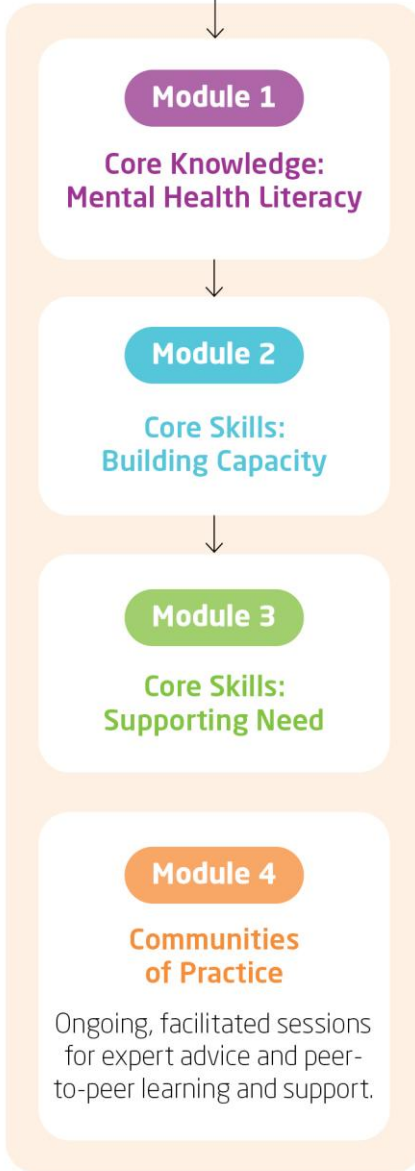
Training program

“Really hit the mark for what our school needs to implement at the moment” (BC) 2020

“I feel confident to create referral pathways for students who need support to strengthen their mental health” (Ind) 2020



Training is delivered by Learning Leaders, who also offer ongoing learning support between sessions.



Mental Health Literacy focuses on foundational knowledge about child mental health and wellbeing.

Building Capacity helps schools assess their wellbeing profile, create a mental health and wellbeing plan, and implement evidence-based programs according to identified needs.

Supporting Need covers the identification of mental health concerns, basic screening, and support for teachers and families.

Communities of Practice deepen learning by providing an ongoing platform for MHWLs to share experiences, connect with mental health experts, and strengthen their professional networks.

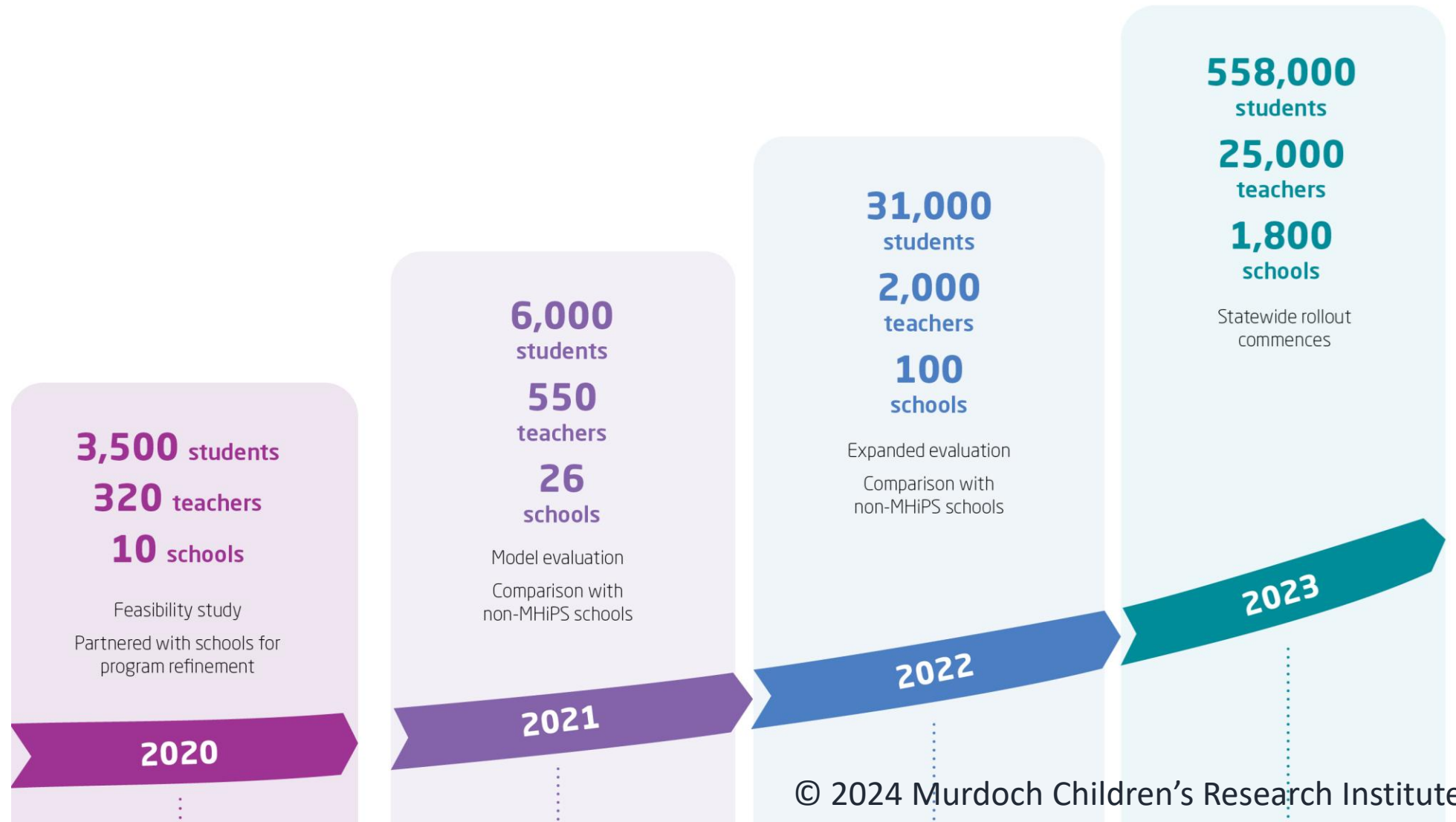


“This was a great opportunity for us to be reflective on our practices and programs and to think about where we will go next” (SN) 2021

“I thought the training in first term was really, really good... leadership support, having time and given the resources to really do the training properly” 2022



Implementation timeline





Evaluation Aims

Impact on classroom teacher capacity

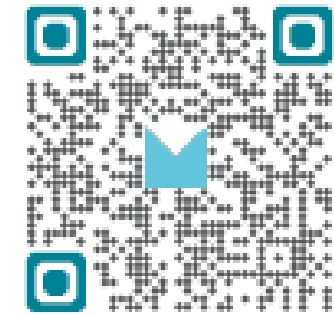
- confidence; MH knowledge, MH stigma, perceptions of support

Impact on school capacity

- prioritisation, MHW language, engagement with services

Impact on parents and students (*longer-term*)

- Parent MH knowledge, MH stigma, student MHW



More information about our evaluation results and links to the Full Report 2022 and Summary Report 2022 can be found on the MHiPS website.



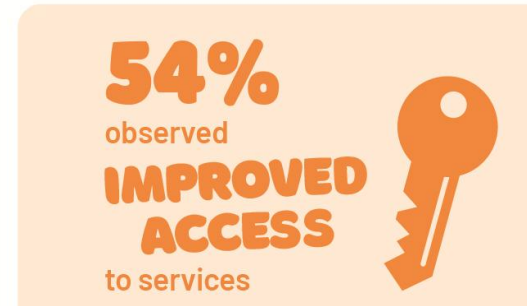
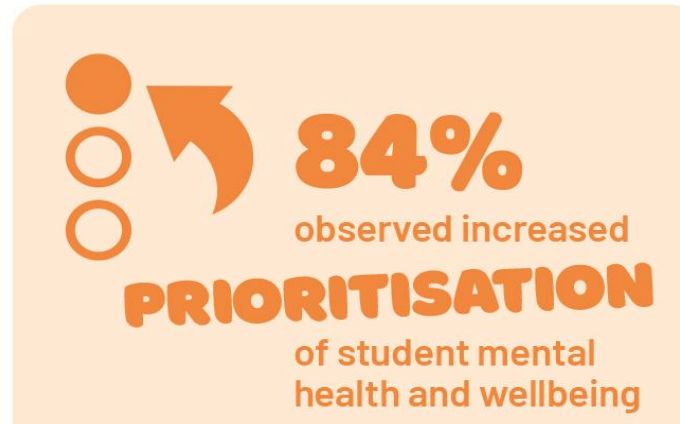
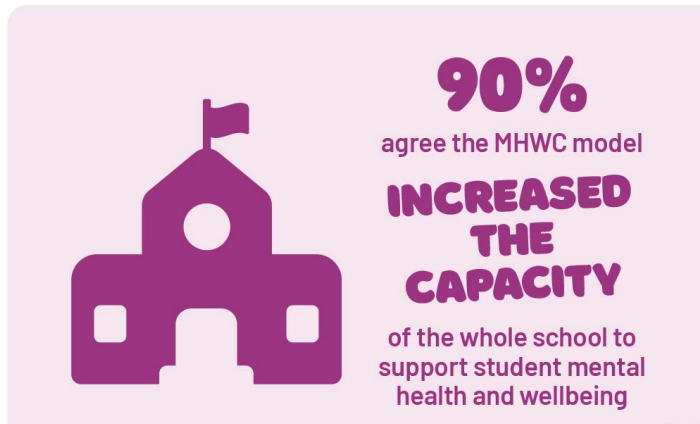
Classroom teacher capacity



- Greater increase in teacher **confidence** compared with BAU schools at 18 months follow-up
- Trend for increasing **MH knowledge** compared with BAU schools by 18 month follow-up
- MH **stigma** was significantly different between groups at 18 months follow-up (downward trend compared with BAU schools)
- At 18 months, 95% of teachers perceived **receiving support** from the MHWL



School capacity



- 73-77% of staff indicated **good/excellent engagement with services** at 10 month follow-up compared to baseline (53-54%), but this was similar between groups



Parent & student impact (longer-term)

Parents reported
GREATER KNOWLEDGE
of child mental health
and wellbeing

53%
observed a reduction
in stigma among
families

77%
observed improved
**STUDENT
MENTAL
HEALTH &
WELLBEING**

- Increased **parent MH knowledge** compared with BAU schools at 10 and 18 months follow-up
- Increased parent **confidence** (recognition, helping seeking) at 10 months follow-up but not significantly different from BAU schools
- MH **stigma** was significantly different between groups at 10 and 18 months compared to baseline (decrease over time compared with BAU schools)
- Reduction in **parent-rated MHW concerns** at 18 months but not significantly different from BAU schools



MHiPS National Expansion

- Interest in other states & territories
- Long-term vision for MHiPS in every primary school across Australia



Scoping

The MHiPS team works with new partners to:

- understand the policy, practice and funding environment
- understand level of scale
- engage key stakeholders
- understand possible adaptations for the new context
- understand timeframes
- assess readiness to progress to codesign.

~3 months



Codesign

The MHiPS team facilitates codesign workshops to:

- engage a broader range of key stakeholders
- confirm the model for implementation, including adaptations for context and personnel requirements
- clarify funder roles and responsibilities
- confirm readiness to progress to feasibility.

~2-3 months



Feasibility

MHiPS is implemented in a small number of schools and implementation is evaluated.

Learnings from feasibility inform progression to implementation of MHiPS at scale.

~6 months



What does MHIPS look like so far in different jurisdictions?



*I think people can see that over time that we're going to **create generational change for children**, and people are really excited by that. So we never have to convince people of the need, and schools are really excited to have additional support in this space. There's still things we're figuring out and trying to improve on all the time, but generally it has **been a really positive program**.*

(Vic DE regional office, 2023)



Executive Leadership

(CCCH, MCRI + FoE, UoM)

- Prof Frank Oberklaid
- Dr Simone Darling
- Dr Georgia Dawson
- Prof Jon Quach
- Rachel Smith
- Rebecca Rennie

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- CCCH Knowledge Translation Team
- MCRI Finance

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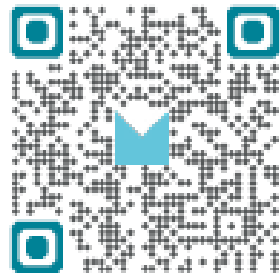
Mental Health in Primary Schools (MHIPS) is a partnership between the Centre for Community Child Health (CCCH) at the Murdoch Children's Research Institute (MCRI), the University of Melbourne Faculty of Education.

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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.



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www.mhips.org.au

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