

Introduction to the Schools Mental Health Fund and Menu – for schools



State Government





Acknowledgement of Country



Goals of the session

By the end of this session, we aim for you to:

 become clear on how the Fund and Menu fits with the department's broader mental health reforms

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- feel **confident** in your knowledge about the Fund and Menu and who to contact for support
- feel **ready** to take action for your next steps



The big picture of wellbeing for students

Royal Commission into Victoria's Mental Health System	Redesign of FISO2.0	Prioritising wellbeing across Australia
Recommendation 17: Supporting social and emotional wellbeing in schools	Learning and wellbeing at the centre of student outcomes	Wellbeing recommended as an additional outcome for the next National School Reform Agreement
<complex-block></complex-block>	Leadership Learning Wellbeing Support and Support outces	



Mental health reforms in Victoria

support student mental health and wellbeing

Framework for Improving Student Outcomes 2.0

- Wellbeing sits alongside Learning in the Framework for Improving Student Outcomes
- FISO was revised to become FISO2.0 in response to the Royal Commission into Victoria's Mental Health System



Mental Health in Primary Schools	Mental Health Practitioners in Secondary Schools	Schools Mental Health Fund and Menu
 The Mental Health in Primary Schools program was piloted from 2020 and is being expanded to every government and low-fee non-government primary school in Victoria by 2026 Schools will be funded to hire a teacher- qualified Mental Health and Wellbeing Leader to take a whole-school approach to mental health and wellbeing, supported by training and communities of practice 	 The Mental Health Practitioners initiative funds all government secondary and specialist schools to employ a qualified Mental Health Practitioner (MHP). MHPs are qualified occupational therapists, psychologists, social workers and nurses with MH specialisations MHPs support schools to address student mental health and builds capability to identify issues 	 The Mental Health Fund was rolled out to all government rural and regional schools in Term 3 2022. It has rolled out to half of metro schools in Term 1, 2023 and the other half in Term 1, 2024 The Fund supports schools to select programs, training, staff and services from an evidence-based Menu that best meets their students' mental health and wellbeing needs
	Resources	
Mental Health and Wellbeing Toolkit	High Impact Wellbeing Strategies	Funding Acquittals Guide
The Mental Health and Wellbeing Toolkit contains easy-to-find, practical and accessible content for schools, parents/carers and students	The <u>High Impact Wellbeing Strategies</u> are 7 evidence- informed strategies that have a significant effect on student wellbeing	• The <u>Mental health reforms funding acquittals quick</u> <u>guide</u> provides an overview of reporting and acquitting the funding schools receive under mental health reform
The Toolkit provides advice to help promote and	• HIWS are a companion to HITS , developed for use by	programs.

teachers in the classroom when used as part of

FISO2.0

• It assists schools in navigating the multiple new funding streams related to mental health.

What is the Fund?

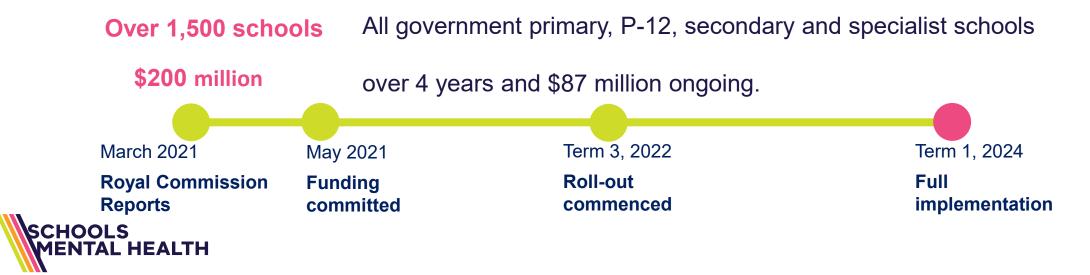
The Schools Mental Health Fund provides an annual funding allocation to government schools to spend on student mental health and wellbeing support, chosen from an evidence-based Menu of programs, training and staff.

The Fund and Menu was a recommendation of the Royal Commission into Victoria's Mental Health System, which recognised the importance of schools in supporting mental health and wellbeing. Schools receive a minimum of **\$25,000** annually. Additional funding for:

- Rural and regional schools
- Schools with more than 201enrolments
- Primary Schools.

The Fund must be spent in the calendar year it is received.

The Department of Education developed the Menu through a comprehensive process for providers that assessed: evidence; useability by schools; capacity to scale and value for money.



What is the Menu?

56 programs were selected for the Full Menu:

37 Tier 1 programs across 9 categories, including:

- 5 Whole school approach to mental health programs
- 4 Social and emotional learning programs
- 4 Wellbeing animal programs
- 2 Eating disorders programs
- 2 Alcohol and drug education programs
- 8 Mental health literacy programs
- 3 Bullying prevention programs
- 4 Local community-led mental health interventions
- 5 Peer support programs

19 Tier 2 programs across 4 categories, including:

- 3 Therapeutic programs
- 4 Trauma informed programs
- 5 Disaster, grief and loss programs
- 7 Support for diverse cohorts

Tier 3 spending is through employment of staff or referrals to external professionals within the scope of the Menu's <u>Skills Checklist</u>



Evidence rating

ôôôô 20 programs have an evidence rating of 4

- **666** 25 programs have an evidence rating of 3
- **66**66 11 programs have an evidence rating of 2



Geographic coverage

- 49 programs are available statewide
- 7 programs are offered in specific DE Areas, including Gippsland and Wimmera South West



Target audience

- 22 programs target primary school students
- 31 programs target secondary school students
- 24 programs are targeted at building the capacity of primary school teachers
- 28 programs are targeted at building the capacity of secondary school teachers

Structure of the Menu - Tiers

- Schools can purchase items from the Menu across all 3 tiers
- Tier 1 interventions should be prioritized to provide whole-school wellbeing for all students

Tier 3 Targeted support

Tier 2 Early intervention Cohort specific support

Tier 1

Universal interventions

Interventions targeted to individuals or small groups who are identified as requiring intensive tailored mental health support to engage positively in education

Early interventions and interventions

complement universal interventions and

provide essential additional supports for

needs or vulnerabilities

targeted to specific cohorts of students;

cohorts of students who may have specific

Positive Mental Health Promotion to help schools create a positive, inclusive and supportive school climate, building the preconditions for optimal school learning, development and wellbeing



Structure of the Menu - Categories

Category	Description	Key relev	ant Tiers
[™] → [™] Whole-school approach to positive [™] → [™] mental health	Programs that target the whole school (leaders, teachers, staff, students, parents and carers) to embed safe, positive school cultures and learning environments.	1	
Social and emotional learning	Programs designed to support delivery of the Victorian Curriculum F–10 and to assist students to gain the knowledge and skills needed to understand and regulate their emotions, behaviour and relationships with others and build resilience effectively.	1	
Wellbeing animal programs	Programs that use wellbeing animals to improve student mental health and wellbeing.	1	
Mental health literacy	Programs focused on: understanding mental health and associated risk/protective factors; recognising, managing and preventing mental ill-health; encouraging help seeking behaviours; and building staff capability in noticing when students may be showing signs of mental health issues.	1	
Eating disorders support	Programs that support students to develop a positive body image, healthy attitude and behaviours towards the body, eating and physical activity and encourage help seeking.	1	
Alcohol and drug education	Programs to support schools to provide students with effective alcohol and drug education.	1	
हिंडे Bullying prevention	Programs designed to identify, address and prevent all forms of bullying.	1	
Local community-led mental health	Place-based initiatives and partnerships with local organisations designed to support positive mental health.	1	
Peer support	Programs focused on equipping students with strategies, skills and tools to provide safe and appropriate support to peers. These programs increase students understanding of mental health, destigmatise mental health and promote help seeking.	1	
Therapeutic programs*	Programs delivered by professionals for groups of students that reduce the impact of mild mental health problems. Therapeutic professionals do not need to apply to be on the Menu. Schools can engage them under the Skills Checklist (see note below).		2
Trauma informed programs	Programs designed to raise awareness, provide management tools or tailored support for students who have experienced trauma or adverse life experiences.		2
Disaster, grief and loss programs	Programs designed to raise awareness, provide management tools or tailored support for students who have adverse life experiences including natural disasters, grief and loss.		2
လိုကိုယိုကို Support for diverse cohorts	Programs designed to improve cultural safety and inclusion, and address racism and discrimination for students, including Aboriginal and/or Torres Strait Islander students, lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students, students from refugee backgrounds and students with disability.		2
Targeted support*	Interventions for individuals or small groups of students with emerging or diagnosed mental health needs or students experiencing mental ill health. These must be delivered by a trained mental health and wellbeing professional, such as a psychologist, social worker or occupational therapist in a school or community setting. Interventions can be offered in person, online, by phone or hybrid (a combination of virtual and in-person modes). A full list of mental health and wellbeing professionals that schools can purchase are in the <u>Skills Checklist</u> .		

How schools are using the Fund and Menu

In 2023



1,116 schools received the Fund



- 440 metro schools received \$25.44 million and 676 rural and regional schools received \$28.83 million



1,940 people attended professional learning on implementing the Fund and Menu

Spending

- 808 schools intend to engage one or more of the 56 Menu providers in 2023
- Schools have engaged, or plan to engage, providers across **all** Menu categories
- By the end of Term 2 2023, almost 400 schools had engaged Menu providers, reaching approximately 40,000 students and more than 6,500 school staff.



The Menu – summary version

Includes:

- Category of intervention
- Relevant department-funded
 programs
- Program provider
- Brief program description
- Cost range

Evidence scale:

- 1. Requires further research
- 2. Supported by expert opinion
- 3. Foundation and emerging evidence
- 4. Established evidence

Schools Mental Health Menu Summary

Category/ type of intervention	DE and other govt funded programs	Programs available for purchase	Program provider	Description of program offering	Evidence strength	Cost range
Tier 1: Positiv	e Mental Health Pro	omotion				
Whole school approach to mental health	 DE-funded initiatives Mental Health in 	Healthy Minds Program	Healthy Minds	Teaches specific psychological skills associated with emotional wellness and resilience.	6666	6666
	Primary Schools Respectful 	Understand, notice, improve	University of Melbourne	Provides strategies to improve wellbeing and mental health in schools through an online platform.	6666	6666
leann	Relationships Resilience, Rights 	Smiling Mind Primary Schools Program	Smiling Mind	Supports primary school students to develop social and emotional skills to support good mental health and wellbeing.	0000	6666
	and Respectful Relationships	Berry Street Education Model (BSEM)	Berry Street	Provides teaching and learning strategies to improve student wellbeing and academic achievement.	0000	6666
	 teaching resources Schoolwide Positive Behaviour Support 	All-School Visible Wellbeing Program	Visible Wellbeing	Enables teachers to flexibly embed Positive Education as part of their practice.	6666	6666
	Active Schools	Certificate in Visible Wellbeing for teachers	Visible Wellbeing	Trains teachers in a wellbeing framework, language and set of practices that can be embedded in primary and secondary classrooms and co-curricular activities.	0000	6996
iocial and motional	• Be You Initiative for	The Resilience Project	The Resilience Project	Supports positive mental health and builds resilience, social and emotional skills and happiness in primary and secondary students.	6666	9995
earning	Educators Community Understanding and Safety Training	Improving SEL Outcomes in the Classroom	Pearson Australia	Supports students to better understand and regulate their emotions and improve relationships with peers.	6666	9966
	Achievement	Growing with Gratitude	Growing with Gratitude	Supports primary school students to build their social and emotional wellbeing, resiliency, hope and happiness.	6666	9995
	Program	Social and Emotional Learning through the Arts	The Song Room	Explicitly teaches social and emotional skills through the arts.	0000	9999
Vellbeing nimal		Canine Comprehension School Programs	Canine Comprehension	Dog assisted learning to build connections, develop confidence, increase attendance and reduce problematic behaviour.	0000	6665
rograms		Dogs Connect Program	Dogs Connect	Designs long term, sustainable programs to introduce and integrate wellbeing dogs into schools.	0000	9999
		Lead the Way Therapy Dogs	Lead The Way Australia	Supports positive mental health through the use of therapy dogs and canine assisted interventions.	0000	6666
		P.A.W.S in Schools	Therapy Animals Australia	Provides a framework for use of animals in schools to improve student wellbeing.	6666	6666
ating lisorder		Butterfly Body Bright	Butterfly Foundation	Develops positive body image, healthy attitudes and behaviours towards the body, eating and physical activity for students in years F-6.	0000	FREE
programs		Body Kind Education	Butterfly Foundation	Promotes healthy attitudes and behaviours reduces stigma and encourages help seeking for students in years 5-12.	6666	6666

Evidence Strength 0000 Requires further research exept topion exert opion research Established evidence Supported by Foundation and exert opion exert

	Cost Range			
6666	6666	6666	0000	
\$1 - \$200	\$201 - \$2000	\$2001 - \$5000	\$5000+	

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SCHOOLS MENTAL HEALTH FUND & MENU





The Menu website

Main page view

Home > Schools Mental Health Menu

Schools Mental Health Menu

Browse these programs and supports to develop your mental health funding plan. Click on Refine search to add filters, such as cost, audience and location.

Enter keyword(s)

Refine search 🗸

Search Q

Displaying 1-12 of 84 results

<u>Mental Health Practitioners (MHPs) – increase MHP's time</u> fraction

www.schools.vic.gov.au/mental-health-practitioners-mhps-increase-mhps-timefraction This initiative provides mental health and wellbeing support in Victorian

government secondary and specialist schools. Updated: 30 January 2024

Mental Health in Primary Schools – increase mental health and wellbeing leader time fraction

www.schools.vic.gov.au/mental-health-primary-schools-increase-mental-health-andwellbeing-leader-time-fraction

This program provides government and low fee non-government Victorian

Scroll down main page

1 2 3 4 5

Next 🔶

About the Schools Mental Health Menu

The Victorian government has invested \$217.8 million over four years to support student mental health and wellbeing, including \$200 million over four years and \$87 million ongoing to create a Schools Mental Health Fund. Underpinning the Fund is the evidence-based menu.

The Menu provides schools with opportunities to purchase evidence-based programs and initiatives across the three tiers of intervention. This includes initiatives that:

- promote student mental health and wellbeing
- enable schools to intervene early to support students
- provide targeted and more individualised support for students who need it.

Menu items have been externally assessed for how well they support student mental health and wellbeing, ensuring schools have access to a range of evidence-based supports to meet their needs.

Further information for schools on the Fund and Menu is available on the schools' <u>Policy and Advisory Library (PAL)</u>.

How to be included on the Menu in the future

Information for evidence-based student mental health and wellbeing program providers on <u>how to be included on the Menu</u>.

How schools can engage a Menu provider

Schools are expected to follow the Schools Mental Health Fund and Menu

Expand refine search button

Home > Schools Mental Health Menu

Select tier

Apply search filters

Schools Mental Health Menu

Browse these programs and supports to develop your mental health funding plan. Click on Refine search to add filters, such as cost, audience and location.

		Refine	search
Audience		Category	
Select audience	~	Select category	~
Cost		Delivery mode	
Select cost	~	Select delivery mode	~
Location		Strength of evidence	
Select location	~	Select strength of evidence option	~

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8 Clear search filters



	ige view
Home > Canine Comprehension	
Canine Comprehension Canine Comprehension is an 8-week dog-assist	ted therapy program
that supports students struggling with connect	
On this page	
Program description	Schools Vic
Intended outcomes	Learning and support
Program details	Working with us
Implementation considerations	
Cost	Related links
	Schools Mental Health
• Tier:	Menu
Tier 1: Positive Mental Health Promotion Tier 2: Early Intervention Cohort Specific	Policy and Advisory Library: Mental Health
Support	Fund and Menu
 Type of intervention: Animal wellbeing programs 	
programs	Contact provider
 Strength of evidence: Level 3: Foundational 	
 Strength of evidence: Level 3: Foundational and emerging evidence for program 	Canine Comprehension



Who to have around the table



School leadership

- Principals, Assistant Principals
- School Improvement Teams
- Middle leadership: Leading Teachers, Year Level Coordinators, Learning Specialists, Professional Learning Communities

Health and Wellbeing staff

- Mental Health and Wellbeing Leaders (for primary schools with MHiPS funding)
- Mental Health Practitioners (for secondary and specialist schools)
- **Mental health professionals** engaged at the school e.g. psychologists, social workers, speech therapists, school nurse
- Wellbeing Coordinators and Teams
- Area/Regional staff supporting student wellbeing e.g. Koorie Engagement Support Officer, SSS key contact
- **Other staff** with knowledge about students' mental health and wellbeing Multicultural Education Aides, Teaching Assistants



Key resources





Bank of resources

Schools Mental Health Planning Tool The School Measurement of the School Scho

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Skills Checklist

The Schools Mental Health Skills Checklist (the Checklist) outlines the professional roles, key activities and minimum expected qualifications or regulation requirements of staff available for schools to purchase through the Menu. All professionals working in schools should be engaged according to the Department's employment protocols.

The Checkist illustrates how professionals routinely interact with students across the tiers of support in mental health and wellbeing. Generalised advice on key activities is provided in the Checkist, however individua professionals multi have particular expertise and/or support. Approaches across all tiers hould be designed as part of a school's integrated mental health and wellbeing strategy.

Professional		K	ey activities	Professional regulation or minimum expected qualifications	
***	Animal- assisted therapist	·	Uses animal interactions is announce social participation and communication skills, emotion and sensory regulation; self-care and activities of daily living; and free motor, gress motor, and coordination skills.	A minimum qualification in a mental health field with additional Animal Assisted Therapy training and a trained therapy animal. Possible practitioners could include physicians, occupational therapists, physical therapists, certified therapeutic recreation specialists, numes, social workers, speech therapists or mental health professionals.	
	uterapise			Registration is available through Animal Therapies Ltd but not required to practice.	
-	Arts	•	An approach for improving and sustaining mental health and social-emotional wellbeing using the arts and creative media, facilitated by a suitably qualified therapist.	Masters in Arts Therapy and registration with the <u>Australian</u> . New Zealand and Asian Creative Arts Therapies (ANZACATA) or pathway that match registration requirements with NAZACATA Bachelor and postpraduate degree in arts therapy that match	
	therapist	•	Therapists use art, media and the creative process, including drawing, sculpting, writing, dance and movement, to facilitate the exploration of feelings, improve self-awareness and reduce anxiety.	registration requirements with the Psychotherapy and Counselling Federation of Australia (PACEA).	
		•	Can help young people to increase their self-esteem, develop interpersonal skills and healthy coping skills, resolve conflicts and manage behaviour.		
	Behaviour	•	Help schools and students with challenging and concerning behaviours by analysing behaviour as the primary focus.	Undergraduate bachelor degree with course units in behaviour analysis, and registratio with Association for Behaviour Analysis Australia (ABAA) as a Certified Behaviour	
9	analyst	•	Build the capacity of teachers and student support services to effectively support and respond to challenging behaviour in schools.	Analyst Undergraduate or higher, or registration with the <u>Behavior Analysis Certification</u> <u>Board (BACB)</u> as a Board Certified Assistant Behavior Analyst or higher.	
_	Counsellor	•	Support students by providing psychological counselling, assessment and intervention services. Counsellors assist with a range of issues related to learning, peer and family relationships, and managing emotions such as depression, anxiety, worry or isolation.	A university degree of Bachelor of Counselling or Master of Counselling; and is a practising member of either the <u>Australian Counselling Association (ACA)</u> or the	
		•	Work collaboratively with teachers, families, school executive, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.	Psyshotherapy and Counselling Enderation of Australia (PACEA).	
1	General practitioner	•	Trained to provide a wide range of physical and mental health support.	Bachelor of Medicine, one year internship, hospital residency. Admission as fellow and	
		•	Build health, wellbeing and personal resilience through targeted care that centres on the whole person.	registration with the Australian Health Practitioners Regulatory Agency (Medical Board	
•	Mental health nurse	•	Qualified, skilled, and able to provide staged mental health nursing practice by using evidenced based assessment tools, therapies, treatments, and interventions.	Undergraduate bachelor degree in nursing and a graduate diploma, postgraduate diploma or master in mental health nursing and registration with the <u>Australian Health</u>	
		•	Has mental health nursing experience with health promotion, early intervention, community engagement, consumer and carer engagement, plus service provider networking.	Practitioners Regulatory Agency (Nursing and Midelfery Board).	
	Mental health	•	Provide support to students with mild to moderate mental health needs and other early intervention services.	Undergraduate bachelor degree or postgraduate degree/ diploma in social work, occupational therapy, mental health nursing, counselling or psychology and have	
-	practitioner	•	Coordinate support for students with more complex needs.	general registration with the Australian Health Practitioners Regulatory Authority or	
-	practiconer	•	Contribute to whole-school approaches to mental ill-health prevention.	eligibility for accreditation with the <u>Australian Association of Social Workers</u> or be a practising member of either the Australian Counselling Association (ACA) or the	
		•	The Mental Health Practitioners initiative allocates funding for a Mental Health Practitioner (MHP) to operate in over 380 secondary and specialist school campuses. Schools are able to use their funding to increase their MHP time fraction.	Psychotherapy and Counselling Federation of Australia (PACEA)	
	Mental	•	The Mental Health in Primary Schools program provides funding for a Mental Health and Wellbeing Leader to:	An approved initial teacher education program and registration with the <u>Victorian</u> Institute of Teaching.	
	health and		 implement a whole-school approach to mental health and wellbeing, 	instant of Leading.	
	wellbeing		 build the capability of teaching/education support staff to identify and support students with mental health concerns, 		
	leaders	32	 support schools to create clear referral pathways for students needing further assessment and intervention. 		
			Eligible primary schools are able to use their Schools Mental Health Fund to increase the time fraction of the Mental Health and Wellbeing Leader.	Undergraduate bachelor degree and post graduate degree or equivalent gualification	
	Music therapist	:	Use music to actively support students to improve their health, functioning and wellbeing and enhance their quality of life. Can improve mental health and wellbeing by reducing anxiety and stress, regulating moods, increasing motivation and managing challenging behaviours.	Undergraduate outness outness degree and pois graduate degree or equivalent quantitation from overseas in music therapy and registration with the <u>Australian Music Therapy</u> Association.	

General Menu resources

- Online Menu
- PDF Menu
- Menu on the Policy Advisory Library
- <u>Menu Factsheet (includes information rollout of Fund)</u>
- Frequently Asked Questions

Strategic planning

Planning Tool

Procuring programs/services from the Menu

- Rules of Use
- Amplify Student Voice
- Inclusive Student Voice Toolkit

Recruitment and workforce

- Skills Checklist
- Recruitment in Schools

Reporting and acquitting the Fund

Instructions for reporting expenditure

Ongoing learning

Professional learning on Arc

Click **'follow'** on our Arc page to be notified of new sessions

Resource 1: The Planning Tool

Schools Mental Health Planning Tool



The Schools Mental Health Planning Tool

(The Tool) is designed to help schools better understand the mental health and wellbeing needs of their school.

It supports schools to select programs, staff and resources from the Menu that can improve mental beth and wellbeing outcomes for students. The Tool provides a framework to simplify schools. "Action provides a when planning their mental health and wellbeing interventions from the Menu.

The Tool is informed by the FISO Improvement Cycle, which

supports a logical planning process. It includes statements and questions for schools to consider and discuss with their Wellbeing and school improvement teams. The Tool highlights the importance of ensuring student voice informs school planning and approaches. The Tool also navigates users to other relevant supporting information and resources.

Section 1: Evaluate and diagnose

Directly engaging students is imperative to inform this section and assessment.

Section 14 of the Tool encourages schools to explore available data sources to understand, discuss and reflect on their student needs. Key data sources are provided in the Tool, however additional data, including locally collected data, may be beneficial to explore to build comprehensive understanding about needs. Schools are encouraged to take the time to fully analyse and

interrogate their data to ensure decision-making is evidence-led and puts studen needs at the centre. Section 18 directs schools to review the strategies and programs they currently have in place to support student mental health and wellbeing. This will help schools understand if they have

and wellbeing. This will help schools understand if they have the preconditions necessary to enable new mental health and wellbeing interventions (implemented via the Fund) to succeed. It is recommended that schools spend time on this before proceeding to Section 1C.

Section 1C outlines the foundational mental health programs and resources that schools can draw upon or should already have in place, before considering new interventions. Schools can also record other programs or activities that they may be undertaking or self-funding. Once completed, Section 1C provides a consolidated overview of schools' mental health programmatic offering.

Sections 1D, 1E and 1F promote critical reflection on the progress and impact of mental health and welbeing interventions currently in place. Section 1D directs schools to review the implementation of existing programs and reflect on how well they have been embedded at their school. When schools understand how implementation issues may have impacted the success or sustainability of previous interventions, they are better placed to anticipate and plan for similar challenges going forward.

Section 1E asks schools to reflect on how practical it is to run the programs and identify any opportunities for improvement

It prompts schools to consider:

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- what resonates with students and staff?
 are there barriers to program delivery in their area?
- is the program routinely used or drawn upon?
- is anyone (person or group) actively driving or promoting the program in the school?
- Section 1F asks schools to assess how well programs have addressed the needs of their students using their data. This will help schools identify any gaps or shortfalls in meeting student needs, and prompts them to consider.
- what do students think about the program/s currently available?
 have students experienced any barriers to participation, such as access issues?

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such as access issues? • what do students say about the program including positive benefite?

The Tool guides schools to:

 utilise available data to inform their assessment of student mental health and wellbeing needs

 identify current strengths and capabilities within the school that help address student needs and inform the school's approach

 better understand challenges or gaps in provision that require attention

 consider their capacity to implement and sustain interventions with a view to ensuring the measures are practical and appropriate to their own unique context.

Please note: Hyperlinks in this document may require an EduGate login

ection 2: Prioritise and set goals

In Section 2, schools record which Menu item/s they have chosen based on their assessment of current mental health programs. This section should be read in conjunction with the <u>Menu</u> which includes further details on cost, audience, intended outcomes and evidence supporting each menu item.

Schools can use their Fund allocation in the <u>SRP Portal</u> by navigating to the 'reports' tab, selecting 'budget reports' and then 'Schools Mental Health Fund'. This Fund allocation can be used to employ mental health and wellbeing objectives.

The <u>Skills Checklist</u>^{*} will help schools consider the qualifications and experience needed if they recruit specialist staff or engage casual relief teachers to support the implementation of foundational resources and/or new interventions from the Menu.

ction 3: Develop and plan

Section 3 supports schools to think about implementation and operational considerations for each Menu item they select. This should be considered in relation to improvement priorities and goals as part of the <u>Annual Implementation Plan (AIP)*</u> process.

It also prompts schools to think about changes required at the school to deliver and run the program on an ongoing basis. This may include changes to roles and responsibilities or introducing new processes and policies.

ection 4: Implement and monitor

Section 4A provides a summary section for schools to record their decision-making and agreed approach to improving student mental health and wellbeing. Schools are encouraged to refer to this section when reviewing their plans over time, and use it to facilitate discussion with School Improvement Team to monitor progress over the year.

Section 48 prompts schools to discuss and consider how implementation will be managed and monitored, and consider what data sources will be used to inform monitoring. Schools should refer to the EISO <u>Strategic Enablers for Implementation</u> guide to support this process.

Section 4C prompts schools to monitor student outcomes over time and gauge whether Menu items have improved student mental health and wellbeing. There is space for schools to record the data sources used as part of (1A) student need assessment and refer back to these data sources at defined later dates.

Once complete, please use the submit function on the final page and retain a copy for your school records. Schools may revisit this as part of AIP term monitoring and to structure wellbeing meetings.

Page 2

* Login required

Why is the Planning Tool so useful?

- Takes a strategic approach to forward planning
- Helps embed a whole-school approach to wellbeing and mental health
- Identifies student data to understand needs and prompts schools to use student voice
- Helps make decisions on how to spend the Fund
- Based on the FISO 2.0 Improvement Cycle



How do schools use the Tool?

- Find the Tool on PAL at the 'Mental Health Fund and Menu' page, in the 'Resources' tab
- Download the Tool as a PDF, save to your desktop and open Adobe Acrobat
- Fill out the Tool with your school improvement and health and wellbeing teams
- Save changes and click
 SUBMIT

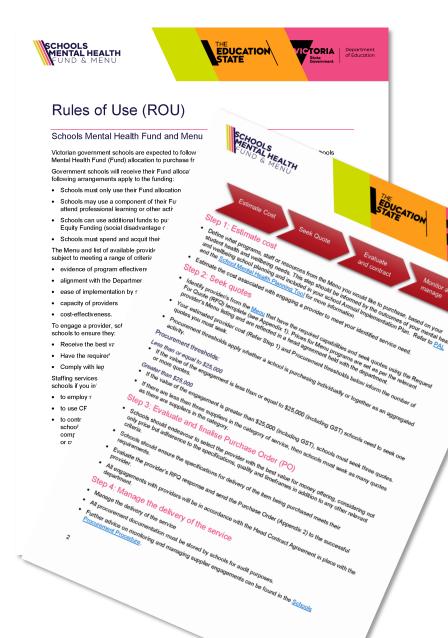
left on the last page of the Tool

Tools are received by the evaluation team in Central

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Resource 2: Rules of Use





Why are the Rules of Use so useful?

- Provides information about how to procure programs and services from the Menu
- Reminds schools of important details:
 - No need to contract providers as a Head Contract Agreement is in place between Menu providers and the department
 - There is no maximum spend threshold
 - Hyperlinks for handy templates Request for Quote and Purchase Order

What should schools do to purchase from the Menu?

- less than \$25,000 (inc. GST), request a quote
- more than \$25,000 (inc. GST), request 3 quotes (or if there are less than 3 suppliers in a category, seek as many quotes as there are suppliers 2 or 1)
- 1. Evaluate the provider's response to the Request for Quote
- 2. Select the provider that best meets the needs of the school
- 3. Send a Purchase Order to the successful provider

Resource 3: Skills Checklist

Skills Checklist

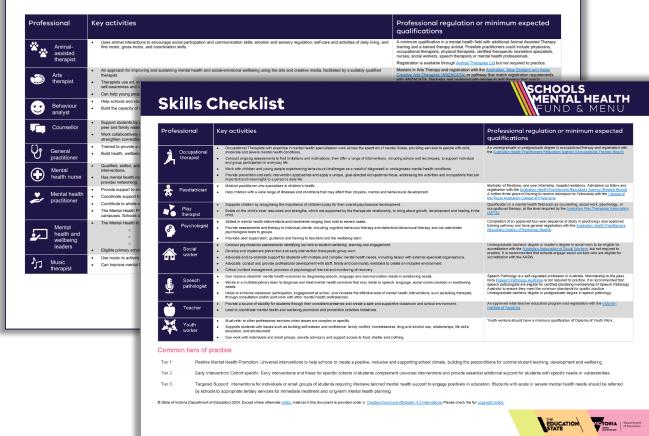
The Schools Mental Health Skills Checklist (the Checklist) outlines the professional roles, key activities and minimum expected qualifications or regulation requirements of staff available for schools to purchase through the Menu. All professionals working in schools should be engaged according to the Department's employment protocols.

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The Checklist illustrates how professionals routinely interact with students across the tiers of support in mental health and wellbeing. Generalised advice on key activities is provided in the Checklist, however individual professionals may have particular expertise and/or experience across other or all tiers of support. Approaches across all tiers should be designed as part of a school's integrated mental health and wellbeing strategy.





Why is the Skills Checklist useful?

- Outlines the professionals schools can engage with their Fund
- Provides information about
 - minimum required qualifications for each profession
 - key activities of each profession
 - required membership to professional associations

Consult <u>Recruitment in Schools</u> for additional support



Resource 4: Instructions for reporting expenditure



Instructions for reporting expenditure

The following instructions are provided to support schools with their reporting of the Schools Mental Health Fund expenditure transactions. Underpinning the Fund is an evidence-based Menu to give schools confidence in purchasing programs and interventions that will meet their students' needs. Schools must only use their Fund allocation to purchase programs, staff or resources from the <u>Menu</u>. Further information is available in <u>PAL</u>.

Reporting cash transactions

All cash transactions funded through the Schools Mental Health Fund must be reported against CASES21 sub-program code 5230, titled Mental Health Fund, as follows:

CASES21 Instructions

- 1 In CASES21, go to program code 520.
- 2 Select sub-program code 5230, as the funding source for the transaction, as shown below.

Program Code	Sub program code	Program/Subprogram title	
520		Student Welfare	
	5230	Mental Health Fund	/

3 Once the sub-program code 5230 – MENTAL HEALTH FUND has been selected, allo transaction against the appropriate General Ledger expenditure category, indicati amount.

Some common examples of the account codes you are likely to use include, ' the following:

Account code	Account Title	Account Description
80052	Non-Teaching Staff	Salaries and allowand
80071	Casual relief Teaching Staff	Salary paid to a ' School Counci' working days Excludes ar
86910	Conferences/ Courses/ Seminars	Incurrer' lecturr train'
89204	Service Provider	P.



Why are the Instructions so useful?

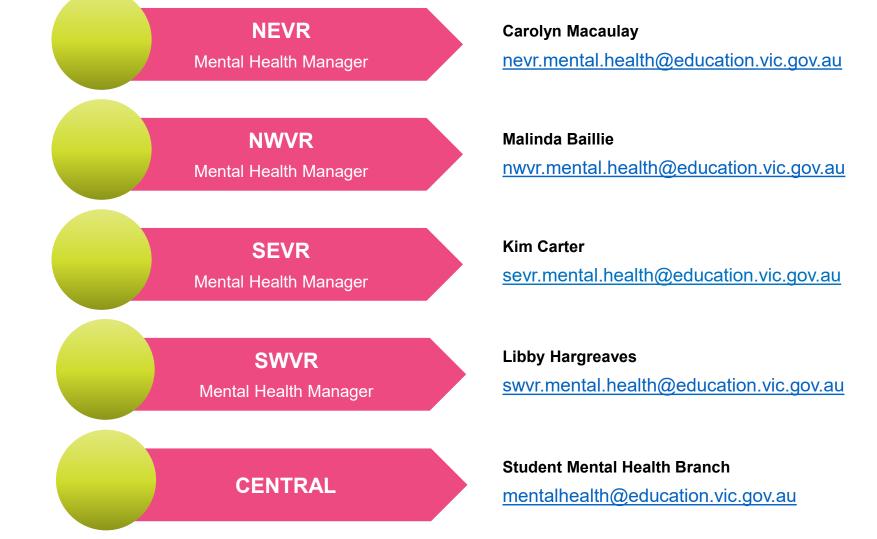
- Provides detailed information about reporting and acquitting the Fund for credit and cash
- Lists sub-program codes for Fund and Menu expenses

Oultines steps on:

- how to pay new and existing staff salaries in eduPay
- how to report cash transactions in CASES21

Use the Funding Planner in <u>SPOT</u> to report your plans for the Fund in your AIP

Key contacts





Case studies





Case Study 1: How might a school spend their Fund?



About the school

- P-12 Specialist School located in metro Melbourne
- On-site café for employment pathways About the students
- 440 enrolments
- Teacher observations note increase in student anxiety
- Health, Wellbeing and Engagement dashboard shows
 decreasing trend in sense of connectedness
- Students enjoy creative and artistic activities
- Traditional counselling such as talking therapies typically not effective

Fund amount: \$57,000

Goals

- Increase students' feeling of connectedness
- Provide therapeutic support to address anxiety rates
- Offer opportunities for student voice and expression





 Program from Menu Staff professional development with 'Youth Mental Health First Aid' program 	\$3,000
 Occupational Therapist Employment of a qualified Occupational Therapist one day/week to work with students at on-site cafe 	\$17,000
 Art Therapist Employment of a qualified Art Therapist two days/week to: provide targeted sessions with at-risk students hold art exhibition 	\$35,000
 Auslan Interpreter Employ interpreters to attend art sessions with students for full accessibility 	\$2,000
TOTAL	\$57,000



Case Study 2: Healthy Minds Program

Casterton Secondary College engaged the Healthy Minds program to prevent and reduce the risk of anxiety, depression and eating disorders, while building wellbeing and resilience. The school's year 8 and 9 students and staff received training in the 'wellbeing wheel', challenging perfectionism, how thoughts cause feelings, being a critical consumer of the media, understanding emotions, how to manage stress, healthy thinking, gratitude and self-compassion.

Students learned psychological skills to build and maintain good mental health. School staff said they would recommend the program to others and students said the program would help them to be mentally healthy.

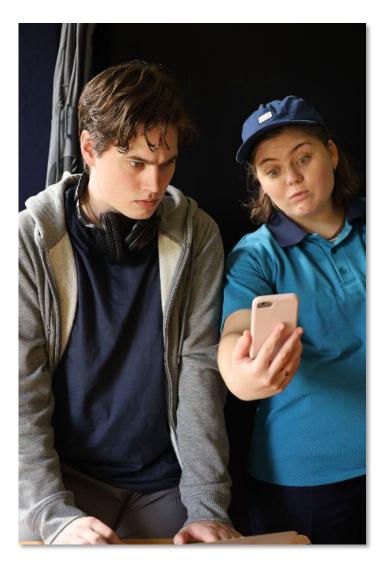




Case Study 3: Brainstorm Productions

Alkira Secondary College engaged Brainstorm Productions to deliver two performances of 'Wired' for their year 7 students. The performances helped students discuss and learn how to manage cyberbullying and build resilience, healthy relationships and positive mental health. Performances included a question and answer session for students and resources for teachers mapped to the curriculum.

The school leadership team found the program entertained, educated, and generated discussion among their students. It emphasised the importance of empathy, self-care, and reallife connections in a digital world.





Case Study 4: The Song Room



Springvale Park Special Developmental School engaged The Song Room to teach social and emotional skills through the arts. After consultation with school leaders to identify the programs artform, goals and objectives, the Teaching Artist delivered a 10week sequential social-emotional-learning dance program with 50 students, teachers and aides.

Lessons were tailored to address students' specific special development needs and were delivered to small groups, whole classes and the whole-school.

Students participated in game-based warm-ups, dance classes, workshops and performances. School staff were impressed by the Teaching Artist's ability to engage every student in the activities and noticed an increase in their students' confidence after the program.

The school will use their Fund to engage The Song Room again in 2024.



How did we do?

Please complete our survey:

https://forms.office.com/r/4nUpTD0SiE







Thank you

Student Mental Health Branch E: mentalhealth@education.vic.gov.au

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