

Review to Inform a Better and Fairer Education System Consultation

2 August 2023

Introduction

- Beyond Blue, on behalf of Be You, welcomes the opportunity to make a submission in response to the Consultation Paper (the paper) to assist the Review to Inform a Better and Fairer Education System.
- We commend the Expert Panel for a well-developed paper that articulately discusses the challenges of the current education system; and presents opportunities to help address these in the next National Schools Reform Agreement (NSRA).
- This submission draws on Beyond Blue’s experience in designing, delivering and evaluating Be You, the Commonwealth’s national mental health in education initiative. We have consulted with our Be You delivery partners, Early Childhood Australia and headspace, to inform this submission.
 - The Be You National Advisory Council has also submitted a letter (dated 2 August 2023) to this consultation declaring support for our recommendations.
- Our submission provides responses to questions outlined in **chapter three: *Improving Student Mental Health and Wellbeing***. However, our recommendations also address challenges outlined in other chapters, particularly chapter four: *Our current and future teachers*.

Beyond Blue strongly supports the inclusion of student mental health and wellbeing in the next NSRA as a critical way to help achieve a better and fairer education system. To maximise the impact of this approach in the next NSRA, this submission makes the following recommendations:

- 1. Education systems adequately resource and enable schools to implement whole school approaches and provide tiered responses that support the mental health and wellbeing of students, educators and staff.**
- 2. Bilateral agreements with all states and territories include a commitment to implement Be You as the national framework and initiative, with complementary jurisdictional investments.**
- 3. Base outcome measures for wellbeing be included in the next NSRA, that are comparable across jurisdictions and build towards more comprehensive and evidence-based measures in future.**
- 4. Increased resourcing to ensure schools, school leadership and teachers can implement Be You and other mental health and wellbeing supports through:**
 - a) Allocation of paid time for teachers to undertake professional development;**
 - b) Increased full-time-equivalent (FTE) allocation to enable teachers and school leaders to implement learnings from professional development in practical settings;**
 - c) High quality and consistent mental health and wellbeing curriculum is included in all pre-service education qualifications; and**
 - d) Teacher wellbeing is prioritised in the next NSRA, supported through actions and accountabilities in bilateral agreements.**
- 5. Specific and ongoing resourcing for designated wellbeing positions in schools.**

Background

- Beyond Blue’s vision is that all people in Australia achieve their best possible mental health. Our strategic role is to work with the community to improve mental health and make it easier for people to feel better earlier, get well and stay well. For children and young people, education is a critical setting where mental health and wellbeing can be supported.
- There is a vital and enduring need for educators to be responsive to the mental health and wellbeing of children and young people, which recent data indicates is declining¹ due to long-term, multiple and complex reasons, such as natural disasters and the COVID-19 pandemic. Educators need adequate resourcing and an enabling working environment to achieve this.
- [Be You: the national mental health in education initiative](#) supports all learning communities to be positive, inclusive and responsive - where every child, young person, educator and family is empowered to achieve their best possible mental health and wellbeing. The initiative:
 - equips educators to support the mental health and wellbeing of children and young people from birth to 18 years, providing an end-to-end approach for early learning services, primary schools, and secondary schools across Australia
 - promotes mental health literacy and wellbeing, and works to prevent mental health issues and suicide through early intervention and critical incident response and support
 - supports educators’ wellbeing and equips them with the knowledge and skills to support students’ mental health and wellbeing and embed social and emotional learning into their pedagogy.
- In line with global best practice, Be You promotes a long-term, whole learning community approach through planning and implementation tools and expert Be You Consultant support.² The most effective social and emotional learning interventions and outcomes are embedded in the ethos of early learning services and schools involving educators, students, and families.
- Be You was launched in November 2018, bringing together, in a single end-to-end initiative, several previous separately funded Commonwealth programs. The aggregation of these programs has delivered considerable impact and value. To date, Be You has registered almost four times the number of schools than its predecessor programs and achieved a six-fold growth in registered early learning services.
- As of June 2023, 71% of all Australian schools and 36% of early learning services have registered as Be You learning communities. In addition, over 170,000 educators and people studying education have signed up to Be You. These are well above targets, demonstrating the appeal of and utility of Be You to educators.
- The value of Be You is clear from independent evaluation and research. Be You schools have seen increased NAPLAN scores, compared to schools not involved; and students engaged in Be You secondary schools are significantly more likely to have improved social and emotional wellbeing scores.³
- Educators engaged with Be You are more likely than non-Be You educators to:
 - Feel confidence recognising the signs and symptoms of mental health issues (72% vs 62%)
 - Feel confidence about supporting a child or young person with a mental health condition (79% vs 67%)
 - Know how to initiate conversations with parents and carers about mental health (75% vs 60%)
 - Feel confident intentionally teaching social and emotional learning skills (88% vs 79%).⁴

¹ Australian Bureau of Statistics. (2022). National Study of Mental Health and Wellbeing; Australian Bureau of Statistics (2020). *Causes of Death, Australia, 2019: Intentional self-harm (suicide)*, Catalogue No 3303.0.; Brennan, N., Beames, J. R, Kos, A., Reily, N., Connell, C., Hall, S., Yip, D., Hudson, J., O’Dea, B., Di Nicola, K., and Christie, R. (2021). *Psychological Distress in Young People in Australia Fifth Biennial Youth Mental Health Report: 2012-2020*. Mission Australia: Sydney NSW.

² Patel V et al. (2018). *The Lancet Commission on Global Mental Health and Sustainable Development*. Volume 392. Issue 10157; Giles-Kaye A et al. (2022). *Supporting children’s mental health in primary schools: A qualitative exploration of educator perspectives*. The Australian Educational Researcher.

³ Dix KL et al. (2022). *Be You Evaluation Final Report: from launch until mid-2021*. Report for Beyond Blue. Australian Council for Educational Research, Melbourne.

⁴ Quantum Market Research (2023). *Be You National Mental Health in Education: Research Report*. Melbourne: Quantum Market Research.

Chapter 3: Improving Student Mental Health and Wellbeing

Consultation Paper questions:

8. What does it look like when a school is supporting student mental health and wellbeing effectively? What is needed from schools, systems, government and the community to deliver this?
9. What evidence-based wellbeing approaches currently being implemented by schools and communities should be considered as part of a national reform agenda?

Recommendation 1: Education systems adequately resource and enable schools to implement whole school approaches and provide tiered responses that support the mental health and wellbeing of students.

- For schools to effectively support student mental health and wellbeing, there needs to be a consistent focus on these issues across all levels of the education system. Embedding children and young people's wellbeing in key accountability mechanisms across the education system will contribute to ensuring that student wellbeing is a sustained priority over the long term. More detail on how this can be achieved is included in our following recommendations.
- At the school level, schools that effectively support their students' mental health and wellbeing adopt a whole school approach, inclusive of students, families, educators and broader communities.
- Beyond Blue encourages the Expert Panel to ensure that a **whole school approach is foundational**⁵ to the approach to student wellbeing in the next NSRA.
- Not doing so risks perpetuating the crowded and confusing landscape, and confusion for principals and schools about what programs to implement, and what their evidence base is to ensure effectiveness, as correctly identified in the paper and other recent reviews and inquiries.⁶
- We know that "one-off" programs that are not effectively integrated into schools and school systems are less effective than long term, holistic approaches.⁷
- Effectively supporting students' mental health and wellbeing in schools also requires resourcing to enable tiered support for students as part of a whole school approach to wellbeing. This includes:
 - Prevention and wellbeing promotion to the whole school community
 - Early intervention for those identified as needing more support
 - Intensive support and referral pathways for critical incidents and students with complex needs.

Recommendation 2: Bilateral agreements with all states and territories include a commitment to implement Be You as the national framework and initiative, with complementary jurisdictional investments.

- Be You, as the national mental health in education initiative, is well placed to be embedded in the national reform agenda through commitments in bilateral agreements.
- Doing so will help replace the current confusing, duplicative, and fragmented policy and investment approach to supporting mentally healthy learning communities with an integrated and coordinated one that maximises the investments of governments.
- As the national, Commonwealth-funded initiative, Be You can provide coherent scaffolding for jurisdictions to tailor their priorities, actions and accountabilities. It has been designed to complement, not compete with, state and territory wellbeing frameworks and existing initiatives.

⁵ Patel V et al. (2018). *The Lancet Commission on Global Mental Health and Sustainable Development*. Volume 392. Issue 10157. Giles-Kaye A et al. (2022). *Supporting children's mental health in primary schools: A qualitative exploration of educator perspectives*. The Australian Educational Researcher.

⁶ National Mental Health Commission. (2021) *National Children's Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9f2d5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>; Productivity Commission. (2020) *Mental Health, Report no. 95*, Canberra; Royal Commission into Victoria's Mental Health System (2021) *Final Report*; Productivity Commission (2022), *Review of the National School Reform Agreement, Study Report*, Canberra.

⁷ Patel V et al. (2018). *The Lancet Commission on Global Mental Health and Sustainable Development*. Volume 392. Issue 10157. Giles-Kaye A et al. (2022). *Supporting children's mental health in primary schools: A qualitative exploration of educator perspectives*. The Australian Educational Researcher.

- Be You content also aligns with the National Quality Standard for Early Childhood Education, the Australian Professional Standards for Teachers, the Standard for Principals, and the Australian Curriculum.
- Be You engages regularly with all state and territory education departments, including through the Be You National Advisory Council.
- Be You is currently developing tailored implementation plans with individual states and territory Departments of Education to deliver Be You in a way that aligns to jurisdictional initiatives and priorities. This approach has the potential to be further developed to support the implementation of student wellbeing actions and accountabilities in bilateral agreements as part of the next NSRA.

Consultation Paper questions:

10. Should a wellbeing target be included in the next NSRA? Could this use existing data collections, or is additional data required?
11. Would there be benefit in surveying students to help understand student perceptions of safety and belonging at school, subjective state of wellbeing, school climate and classroom disruption? Would there be value in incorporating this into existing National Assessment Program surveys such as NAPLAN?

Recommendation 3: Base outcome measures for wellbeing be included in the next NSRA, that are comparable across jurisdictions and build towards more comprehensive and evidence-based measures in future.

- Beyond Blue strongly supports the inclusion of wellbeing outcome measures in the next NSRA. Doing so will enable the education and mental health sectors to better support the mental health and wellbeing of children and young people in a strategic way and enable more effective early intervention.
- **If we do not have a way of comparing wellbeing measures across jurisdictions, we will have no way of knowing if the actions being taken are improving student wellbeing.**
- The paper correctly identifies the variable approaches and methodologies across jurisdictions to data collection and the lack of a shared definition, indicators for, and measures of student health and wellbeing.
- Beyond Blue recommends establishing processes in the next NSRA that:
 - Build on robust, evidenced based measures currently being utilised; and
 - Enable comparison of at least some base data across jurisdictions from the outset.
- Beyond Blue recommends a staged process of working from this base level of comparable data towards increased consistency over the course of the next NSRA. This approach will:
 - Build on existing work rather than duplicating data collection measures, minimising the risk of over-burdening schools and educators, over-surveying students and creating new data silos;
 - Take account of the complexities of effecting process change across jurisdictions, and reduces the immediate change burden on jurisdictions; and
 - Allows time to iterate to inform the development of consistent wellbeing outcome measures in the following NSRA commencing in 2029.
- In our submission to the [Productivity Commission](#), Beyond Blue recommended that wellbeing outcomes data in the next NSRA be compatible with the approach taken in the Preschool Reform Agreement outcomes work (in progress).
 - Doing so will recognise the importance of transitions between early childhood education and care and school settings. These transitions are critical for children’s wellbeing and aligning reforms across these settings will assist in providing greater insight into how best to support wellbeing and where to focus resources.
- We note the release of the national wellbeing framework, [Measuring What Matters](#) by the Federal Government on 21 July.⁸ This release is the first iteration, which will evolve based on community

⁸ Ministers. Treasury portfolio. (2023). *Release of national wellbeing framework*. <https://ministers.treasury.gov.au/ministers/iim-chalmers-2022/media-releases/release-national-wellbeing-framework>

consultation and emerging data and research. It would be beneficial for any new student wellbeing measures align to this national framework to ensure consistency across jurisdictions.

Consultation Paper question:

12. To what extent do school leaders and teachers have the skills and training to support students struggling with mental health?

Recommendation 4: Increased resourcing to ensure schools, teachers and school leadership can implement Be You and mental health and wellbeing supports through:

- a) Allocation of paid time for teachers to undertake professional development;**
- b) Increased full-time-equivalent (FTE) allocation to enable teachers and school leaders to implement learnings from professional development in practical settings;**
- c) High quality and consistent mental health and wellbeing curriculum is included in all pre-service education qualifications; and**
- d) Teacher wellbeing is prioritised in the next NSRA, supported through actions and accountabilities in bilateral agreements.**

- School leaders and teachers are highly skilled professional educators. Supporting the mental health and wellbeing of students must be managed alongside responsibilities with other aspects of their workload such as curriculum planning, classroom delivery, providing feedback and administrative and reporting requirements.⁹
- School leaders and teachers almost unanimously see supporting the mental health and wellbeing of students as part of their role, but they can lack the confidence and resourcing to do so. The Mental Health in Education Survey undertaken on behalf of Be You found that:
 - 93% of educators felt they had a responsibility to support children and young people’s mental health and wellbeing;
 - Barriers still exist to accessing support tools and training, with 19% disagreeing that these were easy to access; and
 - Some teachers still lack confidence, with just 53% feeling adequately prepared to support children and young people after a critical incident.¹⁰
- Be You research also clearly demonstrates time constraints as a critical issue for school leaders and teachers, both in relation to their capacity to support students’ mental health and wellbeing, and for the significant impact of a lack of time on their own wellbeing.¹¹ In turn, teachers’ wellbeing impacts the wellbeing of children and young people in their learning communities.¹²

- a) Allocation of paid time for teachers to undertake professional development; and**
- b) Increased full-time-equivalent (FTE) allocation to enable teachers and school leaders to implement learnings from professional development in practical settings.**

- Schools, school leaders and teachers need adequate resourcing to support students’ mental health and wellbeing. **Teachers are already stretched, and cannot be expected to do more without adequate resourcing.**
- The allocation of paid time to undertake professional development focused on mental health and wellbeing, and to implement learnings from professional development in practical settings will enable school leaders and teachers to support the mental health and wellbeing of students.

⁹ Australian Government, Department of Education. (2022) *National Teacher Workforce Action Plan*. The National Teacher Workforce Action Group_Report_ACC.pdf; National Mental Health Commission. (2021) *National Children’s Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9fd5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>.

¹⁰ Quantum Market Research (2023). *Be You National Mental Health in Education: Research Report*. Melbourne: Quantum Market Research.

¹¹ Reupert, A., Patrick, P., Berger, E., Morris, Z., Diamond, Z., Hammer, M., & Hine, R. (2021). *Educator care: Moving beyond self-care*. Report produced for Beyond Blue.

¹² Ibid.

- For example, this could include the evidence-based, accredited and free Be You professional development available nationally.
- Some jurisdictions have implemented some or part of Beyond Blue’s recommendations to provide more support to implement Be You and mental health and wellbeing support, including paid time for professional development. An example of this is in Victoria, where the Victorian Schools Mental Health Fund rollout has commenced and Be You has been listed on the Schools Mental Health menu as a tier 1 program. However, Beyond Blue argues that **all schools across Australia should have equal access** to support the implementation of mental health and wellbeing initiatives, including Be You.
- It should be noted that due to the workforce supply issues and the lack of casual relief teachers, this recommendation is contingent upon additional funding for designated wellbeing coordination roles (see Recommendation 7) and increased full-time-equivalent (FTE) allocation to enable implementation of learnings.
- Increased FTE allocation in schools that is specifically focused on increasing teachers’ capacity to support the mental health and wellbeing of students could take the form of increased administrative support roles and teaching assistants depending on needs and workforce availability at the local level.
- As well as additional funding, a more coordinated approach to existing investments is recommended to ensure equity of access and a coherent approach to supporting student mental health and wellbeing. For example:
 - The Teacher Workforce Action Plan (agreed in December 2022) was allocated funding in the recent federal budget, including \$25m over four years to address teacher workload issues.¹³ While we welcome this investment, this is a general investment and not specifically related to delivering mental health support. Consideration should be given to how funding can be tailored to support schools to better support students’ mental health and wellbeing.
 - The Federal Government Student Wellbeing Boost (\$200 million) could be leveraged to provide funding for increased resourcing for schools, teachers and school leadership in the form of paid professional development time for teachers.¹⁴

c) High quality and consistent mental health and wellbeing curriculum is included in all pre-service education qualifications

- Early career teachers require sufficient, formal training embedded in their studies so they are classroom ready, **well-prepared beginner teachers**, equipped to manage the mental health needs of their students. Doing so will ensure all educators, including early graduates, have the capacity and confidence to support the wellbeing of children and young people.
- **Be You has successfully adapted existing materials for pre-service teachers and ITE. We have recently tested Be You resources with tertiary professionals who deliver ITE courses as well as pre-service teachers to gauge their acceptability. Findings from this research confirmed that this content is well regarded and meets the needs of this cohort.**¹⁵
- Importantly, this project has mapped Be You resources against the AITSL Graduate Teacher Standards. This reflects Be You’s approach of working to complement existing frameworks and structures rather than duplicating or increasing confusion.
- Be You will commence implementing key recommendations from the final report of this pilot project, with a particular focus on packaging Be You resources to ensure they can be readily integrated into higher education ITE offerings by tertiary professionals.
- Be You’s work in this area could be further progressed to support any reforms across the education system to ensure that high quality wellbeing curriculum is consistently included in all ITE.
- Delivering this recommendation will help support and retain teachers, also noted as a key challenge in Chapter Four of the paper. Teachers want to support the mental health and wellbeing of students and

¹³ Australian Government, Department of Education. (2022) *National Teacher Workforce Action Plan*. [The National Teacher Workforce Action Group Report ACC.pdf](#)

¹⁴ Federal Financial Relations. (2023). *Student Wellbeing Boost*. <https://federalfinancialrelations.gov.au/agreements/student-wellbeing-boost>

¹⁵ Patrick, P., Carter, J., Reupert, A., Berger, E., Marangio, K., Cooper, R., Hammer, M., & Gavin, E. (2023). *Content testing of Be You’s pre-service educators resources and recommendations for resource uplift*. Report produced for Beyond Blue.

see this as an important part of their role, but they do not currently start their careers feeling well prepared to do this.

- The Productivity Commission’s Mental Health Inquiry identified a lack of material that focused on social and emotional learning and mental health in initial teacher education (ITE).¹⁶ The National Children’s Mental Health and Wellbeing Strategy also supports this as a critical need.¹⁷
- **The Productivity Commission Mental Health Inquiry also highlighted that if student wellbeing outcomes are included in the NSRA as we recommend, the whole education system needs to work together towards improving these outcomes. This includes improving the consistency of high-quality wellbeing curriculum in ITE.**¹⁸
- Beyond Blue notes that the Teacher Education Expert Panel (TEEP) has now delivered its final report¹⁹ and its recommendations have been given in-principle support by Education Ministers.²⁰ We also note that the recommended “core content” that ITE programs cover does not include content focused on supporting the mental health and wellbeing of students.
- We strongly recommend that reforms to include student wellbeing in the next NSRA and changes to ITE content and regulation be considered in tandem, to ensure coherent incorporation of student wellbeing in the education system.

d) Teacher wellbeing is prioritised in the next NSRA, supported through actions and accountabilities in bilateral agreements.

- Section 3.3.1 of the Paper correctly identifies teachers feeling stressed and overwhelmed as a key challenge.
 - The National Children’s Mental Health and Wellbeing Strategy also identifies this as a key challenge.²¹
 - A Be You project looking at Educator Wellbeing supports this, finding that time constraints significantly impact educators’ wellbeing. In turn, educators’ wellbeing impacted the wellbeing of children and young people in their learning communities.²²
- When teacher wellbeing is prioritised, it has a positive impact on job satisfaction, staff retention, productivity, children and young people’s mental health and engagement in learning.
- Teacher wellbeing is an education system and whole school community responsibility, and this should be reflected in actions and accountabilities in bilateral agreements as part of the next NSRA.
- This whole school and system approach is reflected in the development of Be You’s evidence-based resource [Beyond Self-Care: An Educator Wellbeing Guide](#).
- Implementing Be You can support teachers’ wellbeing by embedding it as a whole school priority, with the essential component of school leadership support. Schools and early learning services that participate in Be You are more likely than those who do not participate to:
 - Have leadership teams that actively support the wellbeing of educators and other staff (67% vs 57%);
 - Have leadership teams that encourage educators to support children and young people experiencing poor mental health (72% vs 60%); and

¹⁶ Productivity Commission. (2020) *Mental Health, Report no. 95*, Canberra, p.194.

¹⁷ National Mental Health Commission. (2021) *National Children’s Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9f2d5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>.

¹⁸ Productivity Commission. (2020), *Mental Health, Report no. 95*, Canberra, p. 194.

¹⁹ Department of Education. (2023), *Strong Beginnings: Report of the Teacher Education Expert Panel*. <https://www.education.gov.au/quality-initial-teacher-education-review/resources/strong-beginnings-report-teacher-education-expert-panel>

²⁰ Department of Education (2023). *Education Ministers Meeting Communique*. <https://www.education.gov.au/education-ministers-meeting-resources/education-ministers-meeting-communique>

²¹ National Mental Health Commission. (2021) *National Children’s Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9f2d5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>.

²² Reupert, A., Patrick, P., Berger, E., Morris, Z., Diamond, Z., Hammer, M., & Hine, R. (2021). *Educator care: Moving beyond self-care*. Report produced for Beyond Blue.

- Have staff who actively contribute to a ‘whole setting approach’ to raise awareness of mental health in their learning community (77% vs 61%).²³

Consultation Paper question:

14. What can be done to ensure schools can easily refer students to services outside the school gate that they need to support their wellbeing? How can this be done without adding to teacher and leader workload?

Recommendation 7: Specific and ongoing resourcing for designated wellbeing positions in schools.

- The paper articulates the need for better linkages between sectors to help support learning communities to meet the mental health and wellbeing needs students, in line with multiple recent reviews and inquiries.²⁴
- The National Children’s Mental Health and Wellbeing Strategy also notes the complexity of the children’s mental health service system, with the burden of navigating this system falling to families, who often seek help from other sources, such as schools.²⁵
- **Designated wellbeing support and integration roles in all schools is required, to help facilitate linkages to existing local supports, as well as those provided by Be You.**
- Some states and territories have made investments consistent with this recommendation. In addition, the federally funded [National Student Wellbeing Program](#) provides resourcing for schools for student wellbeing officers.
- These investments are welcome and should be built on through the NSRA to **enable equal access to resourcing for all schools across Australia to implement designated wellbeing support roles, in a way that is coordinated across jurisdictions.**
- Designated wellbeing support roles can complement and enhance the implementation of Be You, through:
 - enabling better navigation between mental health and education settings through an understanding of supports available within the local community, when and for whom they are most appropriate, and how to access them; and
 - strengthening whole-of-setting approaches to wellbeing by providing on the ground implementation advice and planning.
- Be You’s approach can complement and support such roles, **for example through Action Teams and Action Team Leaders** that are a critical part of Be You implementation.
- Our **expert Be You consultants** can also work with designated support roles on the ground in schools to develop a **comprehensive approach to mental health and wellbeing that includes wellbeing resources, connection with teachers’ networks and helping schools navigate the complex mental health in education space.**
- This enables schools to develop a plan to implement Be You that is tailored to local context and facilitates connections, draws on local resources and enables referrals to local services; assisting educators and families with navigating the complex service system.

²³ Quantum Market Research (2023). *Be You National Mental Health in Education: Research Report*. Melbourne: Quantum Market Research

²⁴ Productivity Commission. (2020) *Mental Health, Report no. 95*, Canberra; National Mental Health Commission. (2021) *National Children’s Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9f2d5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>; Royal Commission into Victoria’s Mental Health System (2021) *Final Report*; Productivity Commission (2022), *Review of the National School Reform Agreement, Study Report*, Canberra.

²⁵ National Mental Health Commission. (2021) *National Children’s Mental Health and Wellbeing Strategy*, <https://www.mentalhealthcommission.gov.au/getmedia/9f2d5e51-dfe0-4ac5-b06a-97dbba252e53/National-children-s-Mental-Health-and-Wellbeing-Strategy-FULL>.