



Be You Evaluation 2021-2023

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About ACER

Working closely with Beyond Blue, this project was undertaken by a team led by Dr Katherine Dix from the Australian Council for Educational Research (ACER).

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Early Childhood Australia and headspace

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Learning communities

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In the spirit of reconciliation ACER acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea, and community. We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. ACER acknowledges the Aboriginal and Torres Strait Islander people who continue to contribute to our work to improve learning, education, and research.

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Be You Evaluation 2021-2023

Report of the national
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ABBREVIATIONS

ACARA	The Australian Curriculum, Assessment and Reporting Authority
ACECQA	The Australian Children's Education & Care Quality Authority
ACER	Australian Council for Educational Research
Action Team Leader (ATL)	An individual staff member within a service or school who coordinates the implementation of a whole of learning community approach to Be You. The Action Team Leader is also the primary contact for the Consultant who has been assigned to the service or school.
Be You	A national wellbeing education initiative led by Beyond Blue
Beyond Blue	An Australian mental health and wellbeing support organisation
bLink	The Be You Salesforce customer relationship management (CRM) platform
Consultant	The frontline staff employed by headspace and Early Childhood Australia (ECA) providing implementation support for Be You registered Early Learning Services and schools
COVID	Coronavirus disease pandemic of 2019
DHAC	Australian Government Department of Health and Aged Care
ECA	Early Childhood Australia
ELS	Early Learning Services: Centre-based Long Day Care and Preschools (excludes OSHC)
First Nations	Individuals identifying as Aboriginal and Torres Strait Islander or First Nations peoples
headspace	The National Youth Mental Health Foundation (headspace)
Be You engagement status	For the purposes of this report, engagement status is defined as: Highly engaged: 'Registered' learning communities that have a registered Be You Action Team Leader who has completed modules and/or attended webinars. This group are also referred to as Be You Schools and Be You Early Learning Services. Engaged: 'Registered' learning communities that have a registered Be You Action Team Leader who is yet to start modules or attend webinars. This group are also referred to as Be You Schools and Be You Early Learning Services. Pre-engaged: Learning communities with Be You registered educators who may have done modules and webinars, but do not currently have an Action Team Leader. They are considered to be 'Reached'. This group can also include learning communities with no current educators but evidence of recent activity in the last two years (e.g., interactions, surveys), as well as pre-service organisations like Universities and VET institutions. These learning communities are not registered as Be You Schools or Be You Early Learning Services. Non-Be You: Organisations that have no evidence of any engagement or activity in the last two years and can include newer learning communities (not yet added in bLink). These learning communities are not registered as Be You Schools or Be You Early Learning Services.
Learning community	A collective term for early learning services (ELS) and schools (Primary, Secondary, Combined and Special) and OSHC
CALD	Culturally and linguistically diverse backgrounds
NAPLAN	The National Assessment Program – Literacy and Numeracy
NESA	NSW Education Standards Authority
NLG	Be You National Leadership Group made up of leaders from Beyond Blue, ECA and headspace
OSHC	Outside School Hours Care
Professional Learning	Typically refers to the online learning modules delivered through the Be You website, but may also refer to Be You webinars, sessions or events
SEIFA or SES	Socioeconomic Indexes for Areas of relative advantage and disadvantage
SEW	Social-emotional wellbeing
VET	Vocational Education and Training sector related to pre-service educators



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EXECUTIVE SUMMARY

The Australian Government continues to prioritise child and adolescent mental health by investing in the national Be You mental health in education initiative. Such initiatives recognise the importance of implementing population-level preventative programs in early learning and school communities.

Introduction to Be You

Be You is part of the Australian Government's National Support for Child and Youth Mental Health Program. Launched in November 2018, Be You is Australia's national mental health in education initiative, delivered by Beyond Blue in partnership with Early Childhood Australia (ECA) and headspace.

The Be You initiative is targeted at educators. At its core, Be You provides a national mental health framework for pre-service and current educators working with children and young people aged birth to 18 years old in early learning, primary and secondary education settings. The framework aims to build mentally healthy learning communities – where every child, young person, staff member, and family can achieve their best possible mental health.

Be You is primarily an online platform (beyou.edu.au) supported by Be You Consultants from ECA and headspace. As at June 2023, Be You was serving over 11,000 recruited learning communities and almost 130,000 current users affiliated to learning communities across Australia¹. While the website

¹ Formal Be You reporting of current users varies from the number reported in this evaluation, which specifically focuses on educators that are currently attached to a learning communities or training institute.

houses the library of Be You resources and supports individual educators to build their professional capacity, the Consultants provide specific guidance that shifts individual educator engagement to implementation of the Be You Framework across the whole learning community. Consultants working with secondary schools also provide Suicide Prevention, Postvention Support and Critical Incident Response.

Evaluation of Be You

Scope

This evaluation investigated the implementation and outcomes of Be You over the period July 2021 to June 2023, undertaken by the Australian Council for Educational Research (ACER). The focus of this evaluation was on implementation processes, the Be You workforce, and the experiences of Be You users – the pre-service and current educators who have registered with Be You. The overarching aim was to provide clear recommendations that inform the development and rollout of Be You into the next four years.

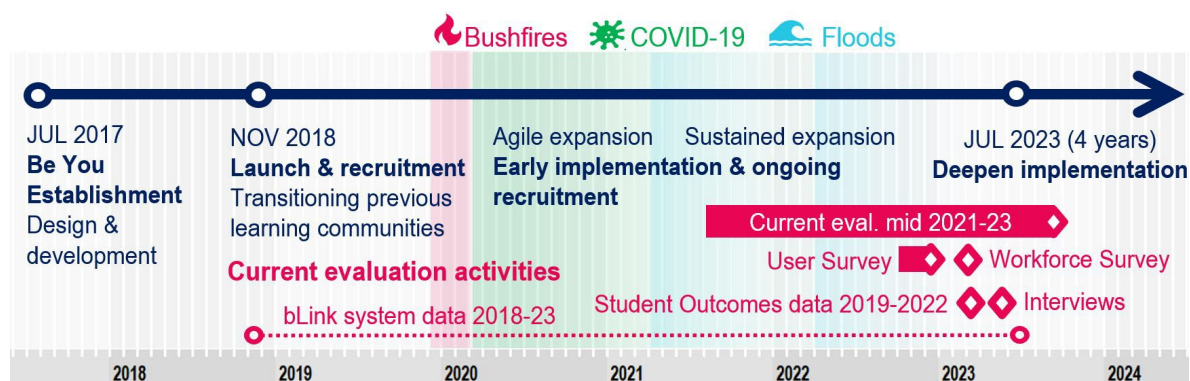
The evaluation framework was informed by a Theory of Change and 11 research questions structured around four levels of activity within the ecosystem.

- Be You inputs – the resources, Consultants and workforce
- Learning community processes and outcomes
- Current and pre-service educator processes and outcomes
- Child and family level outcomes

The findings, described below addressing each research question, were used to inform the recommendations for Be You, which has since been funded for an additional four years (2023–27).

Methods

The evaluation used a comprehensive mixed-method research approach involving five main data collection activities of new and existing data, shown below against key Be You milestones.



The main research methods used were as follows.

- A User Survey targeting registered educators and pre-service educators in early learning services and schools across Australia (the key users of Be You) was administered in Term 4 2022 to collect comprehensive user feedback and informed the *Be You User Survey Report*.
- Student outcomes utilised existing national data collected during 2019-2022, and informed the *Be You Student Outcomes Report*. The datasets included the Be You Learning Community Surveys for Children and Young People, the Six-Star Wellbeing Survey, ACER Social-Emotional Wellbeing Survey, and NAPLAN numeracy and literacy achievement.
- The Be You Workforce Survey targeting Consultants as well as Senior Consultants, Clinical Leads, Team Leads and Coordinators, was administered to over 60 staff during March 2023.
- A series of stakeholder consultations and interviews were conducted in April and May 2023 with the National Leadership Group, ECA and headspace, followed by individual interviews with Beyond Blue program Leads, chiefly to understand how Be You has been evolving.
- Underpinning all of this was extensive use of the bLink (Be You's Customer Relationship Management platform, built on Salesforce) engagement data from the Be You Salesforce platform and website analytics. Other data included the ACECQA register of service quality, the ACARA schools list, and the Be You Surveys for Educators and Families.

The ACER Ethics Committee approved the overarching project on 8 September 2022.

Limitations and statistical approach

Be You is not a discrete program, but a broad philosophy of whole learning community mental health promotion with a framework of activities. This posed significant limitations to the evaluation of Be You and to measuring the impact. These limitations include understanding that:

- establishing an appropriate counterfactual is not straightforward and potentially not viable
- attributing impact solely to Be You when multiple programs are in use is not possible
- impact takes time but also diffuses with time
- what matters, may not be able to be measured, monitored or evaluated.

Despite the limitations, the scale of Be You's reach has provided opportunity to gather substantial quantities of data through the bLink platform and website analytics across Australia. The information obtained through educators – the direct users of Be You – provided useful evidence to inform evaluation. Similarly, Be You Consultants, as experts who each engage with a wide range of learning communities, provided information into their own role and how Be You was being received across different communities with insight into what facilitates and impedes engagement and implementation.

Taking into consideration the limitations discussed above, we have attempted to find evidence of impact where it can be reasonably associated with behaviours and activities promoted by Be You.



We applied a technique called case-control matching, which takes into account confounding factors such as socio-economic background. This approach allowed us to compare educators and students in Be You Learning Communities (intervention group) with those in *similar* non-Be You or pre-engaged learning communities (control group) randomly matched and drawn from the data. The effect sizes reported are interpreted as d : 0.2 small; 0.5 medium; and 0.8 large.

Accordingly, in the evaluation findings reported next, the positive effect sizes indicate changes that are of practical significance and represent outcomes that are improved or increased compared to the comparison group. Typically, these reported practical effect sizes are associated with statistical significance and, arguably, can be attributed to the impact of whole learning community engagement in wellbeing promotion, and under some circumstances to Be You, when there is good face-validity, triangulated by supporting evidence.

Key Successes

- The initiative has shown to be responsive to previous evaluation recommendations although delivering enhancements often takes longer than the next evaluation cycle.
- Progress since the last evaluation has been demonstrated in areas, for example, by the development of new resources (e.g., Educator Wellbeing, Be You for VET, modules) and the implementation of ongoing monitoring (e.g., the User Survey).
- The approaches promoted in Be You appear to align with and support early learning services to meet and exceed the ACECQA National Quality Standards.
- Be You may be achieving its aim of building the capacity and wellbeing of educators. For a small number of highly engaged educators, Be You Professional Learning significantly enhanced their capacity to promote children's mental health and wellbeing. Educators reported higher levels of mental health knowledge and self-efficacy as well as positive wellbeing, compared with those less engaged.
- Whole learning community mental health promotion may be having small positive impacts on children's and young people's social-emotional skills and wellbeing outcomes, although, it was unclear whether these shifts were indirect evidence of the impact of Be You.
- Higher levels of wellbeing were positively associated to a medium to large effect with higher levels of numeracy and literacy achievement. If Be You is achieving its aim to improve the mental health outcomes of children and young people, then Be You may be indirectly improving academic outcomes.



Key Findings

The following section is structured in accordance with the research questions that guided the evaluation and provides a summary of the key findings. Findings are discussed in more detail in the main body of the report (links provided).

How has Be You evolved to meet the needs of educators and learning communities? ►

Be You continues to evolve in response to *external drivers* by striving to address the changing needs of learning communities across Australia, and *internal drivers* by seeking opportunities to improve service and delivery. We investigated how Be You was evolving by reviewing new resources and conducting focus groups and interviews with Be You leadership in Beyond Blue.

Importantly, there has been substantial amounts of work undertaken, including but not limited to the development of new resources, and enhancements to systems and processes that continues to shape Be You – what it is and how it's delivered – but much of this work is happening in the 'background' and yet to be released. In the context of this evaluation, the feedback received through surveys and interviews from educators and Be You Consultants was unable to reflect these additional efforts, and on face-value, suggested that nothing much had changed. The impact of this 'background' work can't be measured in this evaluation and for most new resources, systems and processes, it is too early to say what has been effective or working well and for whom.

For Be You to continue to evolve in productive ways it will be important to provide clear messaging around when enhancements are released, and then to monitor uptake and respond to feedback about the improved resources, systems and processes from the educators and Consultants who use them.

The following selected examples showcase recent *external* facing developments and the drivers behind them.

- A new suite of resources – [Responding to Natural Disasters, COVID-19, and Bushfire Response](#) – are designed to support learning community's resilience to crisis.
- The improved [Cultural Actions Catalogue](#) and the new [Disability Inclusions Guide](#) and [Be You for VET](#) resources, strengthened the offerings around promoting inclusive practice and engaging the pre-service sector.
- The new [Educator Wellbeing](#) resource addressed a gap in Be You's offerings and reinforced the importance of educator wellbeing, reflected in strong uptake.
- The [Programs Directory](#) was expanded to include 83 evidence-based quality programs, but will be facing competition with the emergence of similar state directories (e.g., [NSW](#), [SA](#), [VIC](#)).
- An update of the [Postvention toolkit](#) and [Suicide Response](#) resources addressed issues of dense information and limited cultural appropriateness, and the expanded [Action Team](#) resources aimed to support deeper implementation, including a new [Action Team Handbook for School Age Care](#), tailored for the unique needs of this overlooked sector.



There were also less visible *internal* facing developments critical to improving the processes, management and leadership of Be You across the Beyond Blue, ECA and headspace tri-org partnership.

- To improve consistency of practices and operations across the tri-org, ongoing digital enhancements were undertaken, such as streamlining of event registration to bring ECA and headspace onto one system.
- To drive delivery in engagement and impact, content, brand and marketing, and digital operations, Taskforces and Working Groups were established with cross-group representation to include the Consultants voice.
- To strengthen the tri-org relationship and management processes, facilitated strategic business planning resulted in the 'One Be You' approach and principles of collaboration being implemented across the partnership, further supported by plans for a shared working space called Be You Central.

Be You is still evolving, and needs to continue doing so, to better meet the needs of pre-service and current educators and learning communities. When asked the 'developmental age' of the initiative, Be You leadership estimated "about the age of a 5-year-old" – up and running but not yet reaching its full potential. Be You leadership highlighted key areas that were still in an early stage of evolution.

- Clarifying purpose, model, scope and intended deliverables of Be You in a crowded market. The synthesis of findings revealed that the way Be You is perceived – what it is – differed amongst stakeholders, both internally and externally.
- Understanding and optimising the role of the Consultant to overcome potential confusion or differences in understanding between the tri-org, about the purpose of the Consultant role.
- Building a digital platform, Customer Relationship Management (CRM, also referred to as bLink), and data-intelligence that meets the needs of Consultants, leadership and the end-user to effectively support planning, delivery, engagement and implementation. While incremental enhancements to the website and bLink platform were ongoing, it was clear that substantial re-development was still needed. A digital interface that aims for universal design and single sign-on integration, that includes summary dashboards, a personalised user experience, and additional implementation touchpoints to enhance monitoring and reporting is needed.
- Ensuring that other 'in-scope' audiences, such as outside school hours care (OSHC) and pre-service educators, were not being overlooked and underserved, understanding that being a national education initiative makes it challenging to be all things to everyone all the time.

We acknowledge that these areas are not straightforward and will take time to address, as reflected in the existence of similar recommendations repeated across evaluations that align to these areas.



What is the reach of Be You and how has this changed over time? ►

Be You is the national mental health and wellbeing in education initiative, supporting educators and learning communities across Australia. This equates to a target population of over 28,000 learning communities and more than 307,000 educators working in schools and many thousands more working in the Early Learning Sector. Reach of Be You can be measured in many ways and is ever-changing. We assessed reach by identifying evidence of registration in the bLink database and categorising learning communities by their registration status (as at June 2023). Learning communities were mapped back to national lists of early learning services (ACECQA) and schools (ACARA) to give accurate estimates of current reach.

- Rates of reach, registration, and engagement were generally increasing over time, though evidence suggested learning communities fluctuated in their level of engagement.
- The expansion of Be You to reach learning communities was most rapid in the first two years of the initiative, by which time, reach was much greater across schools than early learning services. Reach continued to increase over the subsequent years, with greater growth of reach amongst early learning services. If 'reach' is based on a learning community having at least one registered educator, Be You currently has reached 92% of schools and 72% of early learning services.
- For registered Be You Learning Communities with a registered Action Team Leader, there were substantially fewer schools (53%) and early learning services (38%). The difference between 'reached' and 'registered' learning communities indicates that Be You has been successful in achieving breadth, but there is much more opportunity for depth of delivery.
- Looking at the characteristics of learning communities, Be You has generally maintained balanced reach across states and territories, metropolitan, regional and rural areas, across different levels of socio-economic advantage, and across different school sectors, although some significant differences are noted. Some potentially under-served groups include special schools, outside hours school care (OHSC) services, pre-service institutions, early learning services in areas of lower socio-economic advantage, and early learning services in South Australia and Western Australia.

Are Be You activities and resources relevant, useful, and inclusive in meeting the needs of educators and learning communities, and in what ways can they be improved? ►

Beyond general reach, understanding to what extent the Be You inputs were accepted, relevant, useful, and inclusive, as well as being responsive to the changing needs of educators and learning communities was important. We assessed these aspects through a set of indicators in the User Survey, completed by over 1500 educators and Action Team Leaders as well as the Workforce Survey, completed by 60 Consultants. Previous evaluations broadly found the Be You resources fit for purpose, in line with the findings of this evaluation. The newer resources were building on the feedback from previous evaluations and demonstrated a responsiveness to changing needs. Nevertheless, even with newer offerings such as the Educator Wellbeing resources, there were still requests to make them more accessible and user-friendly.



- The most relevant, useful and inclusive aspect of Be You, agreed by 87% of educators and Consultants, was its approach to implementing evidence-informed mental health promotion and early intervention.
- Educators were more positive than Consultants about the inclusivity of resources meeting diverse need. This difference in views, independent of sector, related to Consultants being able to norm the use and acceptance of resources across numerous diverse contexts, compared to educators across a single context.
- A quarter of educators either disagreed or were neutral regarding the appropriateness of Be You for communities with regards to the diverse needs of children from culturally and linguistically diverse backgrounds, children with a developmental delay or disability, Aboriginal and Torres Strait Islander children, and children who identify as LGBTQIA+.
- Consultants and educators in the early learning sector tended to agree more than those in the schooling sector, that Be You was inclusive.
- Be You has clear strengths and prioritises (intentionally or not) the Postvention and Suicide Response support. It has a clear point of difference from other initiatives with highly valued Be You Consultant support and has successfully strengthened its offerings with the Educator Wellbeing resources. Much of what else Be You offers, while still broadly valued, was less used and less understood. This included the resources designed to support whole learning community engagement and implementation.
- Early learning educators appeared to be generally more positive about the Be You resources than school educators, and headspace Consultants tended to place more value on the Action Team resources, while ECA Consultants preferred the Guides, Fact Sheets, and Catalogues.
- Pre-service resources may be worthwhile, but feedback was limited from this under-served cohort. There was potential to better advocate for the needs of this group and to leverage university courses that appear to be driving awareness and engagement of Be You.

What is the nature and effectiveness of Consultant support provided to learning communities? ►

Be You Consultants are a professional service delivery team of around 60 staff who continue to play a pivotal role in helping learning communities engage with, navigate and implement Be You. The Workforce Survey collected insights from Consultants and managers within ECA and headspace, augmented by focus group discussions with both partners. Consultants highly valued team support from colleagues and the autonomy and flexibility with which they did their work. Consultants reported they had a clear understanding of Be You and what it seeks to achieve, and generally reported a high degree of confidence in their role.

- Consultants are centrally positioned in the Be You delivery model and the conduit between individual website use and 'on the ground' whole learning community implementation. They are the part that makes it all work. They represent the majority of the Be You workforce and are at the coal-face within the workforce structure, governed by different implementation approaches and internal processes.



- Personalised Consultant support was highly valued and reflected well on Be You in higher Net Promoter Score (NPS) ratings. Educators called for more opportunities to engaged in one-to-one support, and were less encouraging of the one-to-many engagement approach. Personalised support from a Consultant – the human touch – was rare in comparison to other online engagement activities, but is nevertheless a critical component of the model if Be You is to achieve its aims.
- Consultants are very much the gate-keeper and the change-agent of whole learning community engagement and implementation. They are instrumental in helping establish the Action Team Leader (Consultants confirm the request in bLink and subsequently make contact – see section about becoming an ATL). However, there needs to be a consistent approach to onboarding Action Team Leaders, including adequate training to set them up for success. This will support consistency across the workforce and avoid confusion by learning communities about what Be You is and what it isn't.
- The main limitation to scaling implementation was governed by the number of communities that a Consultant could feasibly support at any one time, with Consultants feeling the pressure to engage with a greater number of learning communities. Setting manageable expectations around achieving quality and quota will be important for sustaining the workforce.
- A key finding was that less than a day a week of the Consultant's time was spent specifically working with learning communities to implement Be You. Some insights as to why, emerged during the evaluation.
 - The Be You website and resources (once improved) are sufficient for broad individual engagement and building educator capacity.
 - Given caseloads for Consultants of around 200-300 learning communities and self-reported estimates of providing deep one-to-one implementation support to 27% (excluding postvention), this equated to 66 communities per Consultant being supported. Consultants described their support as tailored, personal, practical and specialised. This is what Consultants enjoyed about their job and what learning communities valued most.
 - Two-thirds of ECA Consultant work and half of headspace Consultant work was focussed on administrative tasks and providing website navigation and technical support. While incremental system improvements have occurred through the evaluation period, they still fall short of meeting the needs, particularly of Consultants. There was a consistent call to enhance the digital platforms to support work-flow and focus on implementing Be You.
- Considering that Consultants represent a limited yet crucial resource, there may be advantages in being more deliberate in allocating their time. It has become evident that one of their distinct strengths as change-agents within Be You lies in offering introductory support and providing assistance in postvention support. These have emerged as two main pillars of Be You.
- Analysis of Net Promoter Score (NPS) ratings indicated that the support Consultants provide, specifically added to the extent to which users claimed they would recommend Be You to others, above the effect of generally being engaged with Be You via the website alone.



- From the perspectives of the Be You National Leadership Group and Be You leadership, there was an intention to grow Be You by shifting the Consultant's approach towards more independent engagement of learning communities. Shifts in how Consultant time is used and being more strategically directed, will be beneficial. However, opting for a one-to-many approach, as was suggested, potentially risks diminishing the effectiveness and reach of Be You if the current nature of support is not counterbalanced with a substantially improved website experience. In other words, to maintain and grow Be You, the new approach needs to meet or exceed the experience of the highly valued one-to-one approach (albeit to a small number of communities).

What do we know about how learning communities are engaging with and implementing Be You? ►

We explored how educators were engaging with Be You through their access and use of the various services and resources provided by Be You. This included comparing how much resources were used, by whom they were used, and when. These analyses drew on data from the User Survey (completed by over 1500 educators and Action Team Leaders), website analytics (reflecting two years of website views and resource downloads) and bLink records (recording consultant interactions, Event and Session attendance, and Professional Learning module completion).

- We found that Be You appeared to be reaching a large proportion of learning communities and delivering resources at great scale, but indication of active engagement of Action Team Leaders was present in only 13% of early learning services and 6% of schools, nationally.
- Approximately 11% of registered educators completed a Professional Learning module and 7% attended an Event or Session.
- While many resources were publicly available on the Be You website, others were only accessible to registered users or registered Action Team Leaders. There are benefits and disadvantages to these restrictions, which should be carefully considered to ensure the benefits and disadvantages are appropriately balanced.
- Learning communities were engaging with the resources as intended. Those in later implementation stages (and recruited early in the Be You roll out) were more likely to have accessed the Be You resources (e.g., modules, Fact Sheets, Action Plan, Surveys). However, use of resources seemed to decline with duration since starting with Be You. Action Team Leaders and Specialist and Support Staff used resources more than educators generally.
- The Suicide Prevention and Response Resources and Postvention Support Services were more commonly accessed by schools at earlier stages of implementation, suggesting that their entry pathway into Be You was in response to a critical incident in the school.
- Amongst a small number of learning communities actively engaging with Be You, approximately a quarter were at the first stage of the implementation cycle and half were embedding the Mentally Healthy Communities domain. Another 10-20% were unsure about which domain or stage of the cycle they were implementing.



- Early learning services preferred implementing the Family Partnerships and Early Support domains, while schools preferred the Learning Resilience domain – this could inform the strategic marketing of Be You.

How is Be You increasing the collective efficacy of learning communities to implement an approach to evidence-based mental health promotion and early intervention? ►

In the context of Be You, collective efficacy refers to the shared belief among a group of educators that they have the capacity to make a positive impact on child development and learning. This belief is grounded in the idea that the combined efforts of educators working collaboratively can lead to improved outcomes for children and young people. It's why Be You has Action Teams.

We used several approaches to investigate evidence of Be You's role in building the collective efficacy of a learning community's capacity to promote mental health. While the Be You User Survey provided the main opportunity, we also used case-control matching to draw on the ACECQA National Quality Standards for additional (possibly stronger) evidence in early learning services.

With regard to early learning, the consistent findings indicated that the approaches promoted in Be You appeared to align with and support early learning services and OSHC to meet and exceed the National Quality Standards.

- In highly engaged long day care services, compared to non-Be You services, 20% more services exceeded Overall quality standards (equivalent to a small effect $d=0.47$).
- In highly engaged preschools, 9% more services exceeded overall quality standards (small effect $d=0.30$), compared to non-Be You preschools.
- In highly engaged OSHC services, 17% more services exceeded overall quality standards (small effect $d=0.46$), compared to non-Be You services.

ACECQA data may be a viable option for providing evidence that Be You is making a positive difference, at least in early learning and OSHC services. The User Survey provides useful insights across all learning community types. However, because the analysis of impact is based on self-report and between 'low' vs 'high' (not 'non' vs 'high'), effect sizes were smaller. Be You may be having greater impact in early learning settings than schools, but this may be due to having a more effective tool (the ACECQA data) to measure impact.

With regard to schools and early learning services,

- For some educators and learning communities, Be You appeared to be increasing their collective efficacy to implement an approach to evidence-based mental health promotion and early intervention. Educators reported that the Be You resources and the Consultants were helping some communities to thrive and that the Be You Consultant support was something they would recommend to others, rating it highly amongst the Be You resources.
- Educators highly engaged with Be You were significantly more likely to be in learning communities that promoted whole-site wellbeing, equivalent to a moderate effect ($d=0.32$), compared to less engaged registered users.



- The high level of readiness, at least amongst survey respondents, suggested that most communities were engaging in practices that endorsed whole learning community wellbeing promotion, whether it was Be You or not.
- Demonstrating Be You's offerings against other wellbeing frameworks, where elements are unique or have overlap, may strengthen brand profile and assist learning communities to make decision about the benefits of implementing Be You.

What are the barriers and enablers to successfully engaging with Be You? ►

As found in previous evaluations of Be You, enablers and barriers occurred at all levels of the system. Factors such as leadership and staff buy-in, collective efficacy, prior experience with similar programs, and educators' knowledge of mental health issues, benefit implementation. Conversely, program uptake can be challenged by low community readiness and lack of time or support. Some of these were already raised with regard to the Be You inputs in the discussion above and none are new.

While many of the barriers were outside of Be You's control (like COVID), aspects like improvements to the website and resources may be addressed once enhancements are released. A recurring call was for the implementation journey to be clearly communicated and made as easy as possible for time-poor educators. Part of this is making resources in the Planning and Implementation Toolkit more streamlined and easier to use, which should enable sustained use.

- Early learning services and schools had the same top-3 barriers. Time was the biggest barrier for all learning communities, followed by the impact of COVID and other extreme events. Staff culture was both a barrier and enabler for learning communities.
- Early learning service enablers were resource-focused (the website and resources to build staff capacity), while school enablers were leadership-focused (the Action Team and leadership buy-in).
- Time was identified, by a large margin, as the most substantial barrier to implementation – 86% of educators listed 'time' as one of their top-3 barriers. While Be You can substantially improve its offerings to make resources more time-friendly for time-poor educators, managing expectation may also be necessary. Whole learning community change is not easy and does take time and commitment from staff – often several years.
- Part of the buy-in was helped or hindered by the quality of the Be You website and resources for building staff capacity. For all the suggestions for improvement that the Be You website and Professional Learning resources received, they were still recognised as key enablers to implementing Be You.
- What can't be isolated was the amount of credit that goes to Consultants who support educators to navigate the website and find the resources. Consultants were not in the top-3 enablers overall, but were rated as one of the top-3 by 23% of learning communities.
- Action Teams, particularly in schools, were viewed as an important enabler, but only if the Action Team Leader had agency and confidence to undertake the task. Improving the onboarding experience and providing a consistent package of training may reduce barriers to becoming an 'active' Action Team Leader who can drive implementation in their learning community.



How is Be You building the capacity of educators regarding their mental health knowledge and educator self-efficacy to promote mental health? ►

As part of a systemic community approach to social-emotional learning, building educator mental health awareness and capacity first, as well as supporting their own wellbeing, can be more effective than direct student interventions that by-pass the teacher. This is why the main target audience for Be You is current and pre-service educators. We assessed Be You's effectiveness in building the capacity of educators using measures of their mental health knowledge and self-efficacy to promote mental health, by comparing registered educators actively engaged with Be You with less active educators.

- Be You may be achieving its aim of building the capacity of educators. Educators actively engaged with Be You were significantly more likely to report higher levels of mental health knowledge ($d=0.31$) and self-efficacy ($d=0.27$), equivalent to small positive effects, when compared to less active registered users.
- Be You provides professional learning opportunities mainly through their suite of 16 accredited online modules to build the capacity of educators. Educators engaging with the resources believed that Be You Professional Learning was significantly enhancing their capacity to promote children's mental health and wellbeing to a moderate effect ($d=0.51$).
- Of the 130,000 registered current and pre-service educators, only 11% had used modules and 5% of educators had attended events. When they do, pre-service educators, on average, had completed 4 modules and educators had completed 7 modules. Specialist and support staff are stronger users, with around 14% completing 7 modules and attending 1.4 events.
- There is significant scope for Be You to increase the uptake of Be You offerings. This may occur with the release of the updated modules and new strategic direction of enabling implementation support.

How is Be You supporting the wellbeing of educators? ►

Understanding the importance of educators, Be You created a range of new resources designed to support the wellbeing of educators. The provision of Educator Wellbeing resources was a welcome addition to the resources provided by Be You. We assessed Be You's effectiveness in supporting the wellbeing of educators by comparing registered educators actively engaged with Be You with less active educators, on the widely-used five-item World Health Organization Wellbeing Index (WHO-5).

- Be You may be achieving its aim of supporting educator wellbeing. Educators actively engaged with Be You were significantly more likely to have positive wellbeing, equivalent to a small effect ($d=0.21$), compared to less active registered users.
- For every visitor to the Educator Wellbeing webpage, around a quarter downloaded the resources. This reflects positive engagement with the new resource.
- More than 80% of Consultants surveyed believed the Educator Wellbeing Resources were moderately or highly effective. Over a quarter of educators reported having used the Educator Wellbeing Resources, and of those, the vast majority reported being likely to recommend the resource to a colleague.



It should be noted, that while engagement with Be You could be a contributing factor, the educators represented in this analysis opted to complete the User Survey and may have been deeply interested in mental health and wellbeing, making them different from other educators. As such, findings should be generalised with caution.

How is Be You improving wellbeing and resilience of children and young people? ►

This evaluation question focussed on children and young people (students) in schools, because wellbeing data for young children in early learning services was not available. We made use of several existing national database of student wellbeing and academic outcomes and applied a technique called case-control matching. This approach allowed us to compare students in Be You schools (intervention group) with those in *similar* non-Be You schools (control group) randomly matched and drawn from the data. Even so, because students were not the direct recipients of Be You, we were limited in our ability to establish valid evidence and make direct attribution of how Be You might be improving the wellbeing and resilience of children and young people.

- Findings suggested that whole school mental health promotion may be having small positive impacts on students' social-emotional skills and wellbeing outcomes, although, it was unclear whether these shifts were indirect evidence of the impact of Be You.
- Comparing similar students in non-Be You and Be You schools, the development of social-emotional learning skills was evident. We found small positive differences in children's ($d=0.21$) and in young people's ($d=0.43$) social skills as well as small effects on emotional skills ($d=0.42$) and learning skills ($d=0.27$) in young people.
- There was also some evidence that whole school mental health promotion was having a small positive impact on young people in secondary schools. Comparing similar students in non-Be You and Be You schools, there was no significant difference in children's ($d=0.005$) wellbeing outcomes. However, there was a small positive difference in young people's ($d=0.47$) wellbeing outcomes. It suggests that young people in Be You schools were more likely to feel safe and get along with others, and less likely to feel stressed or lonely.
- Children (Years 3-6) were more likely to feel more positive about mental health and wellbeing in their school than young people (Years 7-12). This aligns with typical age-related trends.
- Student wellbeing outcomes remained below pre-COVID levels. Trends over time between 2019 and 2022, suggested declining views in how children and young people felt about mental health and wellbeing in their school during a period which has experienced unprecedented and ongoing extreme events (bushfires, floods, COVID) across Australia.
- Regardless of year-level or being in primary or secondary school, the evidence was clear – higher levels of wellbeing in children and young people were positively associated to a medium to large effect with higher levels of numeracy and literacy achievement.
- If Be You is achieving its aim to improve the mental health outcomes of children and young people across Australia, then Be You may be indirectly improving academic outcomes.



How are families engaging in Be You learning communities? ►

Through the Family Partnerships domain, the Be You Framework acknowledges the importance of families and the critical role they play in their child's development and education. While the Be You resources and Professional Learning modules are designed to build the capacity of educators to work effectively with families, families themselves are not a key target group and are outside the scope for Be You.

On all metrics, there was limited engagement with or about families, but also limited opportunity to assess engagement. Given that there was very limited evidence of families engaging in Be You learning communities, inclusion in future evaluation and monitoring activities may not be useful or necessary. There was value, however, in seeking feedback from users about the quality of the Family Partnerships modules and related resources and how educators were using these to engage with families.

- The Family Partnerships resources were amongst the least used. Early Learning educators (16%) used the modules marginally more than school educators (13%), and the Families Survey had 1% uptake in early learning services and 4% uptake in schools nationally. Such a small unrepresentative sample of families limited the use of this data in the evaluation.
- There was limited or no direct involvement that Be You Consultants had with families. Less than 1% of logged interactions regard families or parents and mostly related to resources associated with the Family Partnerships domain. Barely any related to the use of the Families Survey the family-related resources but there was some mention of a Parent Sessions flyer.
- Insights from the User Survey suggested that the Family Partnership domain continues to pose one of the more challenging areas for learning community improvement. For example, compared to other areas of knowledge and self-efficacy, educators were less likely to know how collaborative partnerships with families were developed or how to follow the processes in place when a family needed referral to a mental health service or community professional.

Conclusion

On the whole, the initiative is working well and the tri-org partnership between Beyond Blue, headspace and ECA is functioning smoothly. Be You has been responsive to the changing needs of the education community with development of new resources, like Educator Wellbeing and Responding to Natural Disasters. It is clear that the initiative has evolved and will continue to evolve over the next four years, with a new strategic plan and supporting approaches such as One Be You to ensure sustained development. The Consultant workforce continues to be highly valued and the main change-agent that transforms a professional learning platform for individual users into an engaged learning community implementing Be You. For communities in crisis, responsive postvention support is particularly important.



Be You aims to create positive change by working directly with learning communities and educators to impact outcomes for learning communities and educators, with the assumption that this will have long-term impact on children and young people. To a large extent, there were findings that supported this aim, albeit in a relatively small number of highly engaged learning communities and educators.

- The levels of whole learning community mental health promotion activities in learning communities – even the ones less engaged in Be You – demonstrated strong foundations for building mentally healthy communities.
- Notwithstanding the opportunities to improve the professional learning experience offered by Be You, for a small number of highly engaged educators, there were improvements in mental health literacy, increased educator confidence and enhanced social and emotional wellbeing in the workplace. Findings also supported small improvements in educator wellbeing.
- For young people, there was some evidence that whole learning community mental health promotion may be creating conditions that support their wellbeing and learning outcomes².

It was, and will always be, difficult to assert clear impact of Be You on educators, children and young people, independent of all other influences within learning communities. This is particularly so, given the highly complex, ever-changing landscape within which Be You is being delivered and the evolving nature of Be You itself.

The Be You leadership from Beyond Blue, ECA, and headspace have reported that significant foundational work has been done in the past year to position the initiative well. However, from an evaluation perspective, the impact of this work is not yet measurable because Consultants and the wider public – the users of Be You – have not experienced the revised and improved products that are still in development. This raised questions about the time between evaluation cycles if implementing previous recommendations takes longer.

While the evaluation demonstrated improvement and progress, there were areas of concern that continued to hinder Be You from evolving into a highly efficient and effective initiative. Several of these challenges, which persist from the previous evaluation, directly impact the user experience and delay the broader adoption and benefits of Be You. The next phase of the initiative will involve a thorough assessment of existing systems and processes that hinder progress towards achieving the strategic direction of ‘everything we do will enable implementation support’ embedded within the Be You Strategic Plan 2023-2027. We acknowledge that none of the following recommendations are inconsequential and that purposeful program improvement takes time. In its current form, Be You is, and will continue to be, a significant federal initiative that is enriching the Australian education landscape, with the potential to contribute to a flourishing society where every child and young person develops strong foundations for lifelong learning, wellbeing, and health.

² While engagement with Be You *could* be a contributing factor, the learning communities represented in the analysis were likely to already be engaged in whole learning community wellbeing promotion. There may also be other characteristics that make these learning communities different to others nationally, and as such, findings should be generalised with caution.



Recommendations

In view of the evidence supporting the wellbeing benefits to pre-service and current educators as well as the potential social-emotional and academic benefits for children and young people, we make the following recommendations for the effective promotion of mental health and wellbeing in learning communities across Australia.

Subject to the recommendations below, the main recommendation is that the broad framework, processes, and resources of Be You be maintained as the basis for ongoing delivery. Priority should be given to digital infrastructure and the website to improve Consultant workforce efficiencies and self-service for educators, and support the new strategic direction of ‘everything we do will enable implementation support’.

The following recommendations have been carefully considered and prepared for review by Beyond Blue, in partnership with Early Childhood Australia and headspace. Many of the recommendations, while drawing attention to specific areas for improvement, share common interrelated issues. The action for one recommendation will have repercussions on another, and will need to be considered in combination to achieve the best outcomes. Some of the recommendations echo recommendations from the previous evaluations.

1 Clarify the purpose, scope and intended deliverables of Be You for all

Context: Throughout the evaluation it was apparent that what Be You is and what it should be was understood differently across those developing, delivering, and receiving Be You. This emerged in relation to how Be You is still evolving but also in the further synthesis of findings presented in the Discussion.

Clarity of purpose, scope and intended deliverables understood by all is necessary to ensure that there is synchronicity in direction from strategic planning to model of delivery. This may be repositioning Be You around its two main strengths 1) as an introduction into implementing a whole learning community approach and 2) providing postvention support. It is also necessary to ensure learning communities have clear and appropriate expectations and are aware of what is available (and what is not available) so they may seek appropriate support as required.

2 Clarify the role of Consultants, particularly in relation to scope and purpose

Context: The concordance between educator and Consultant perspectives about the role of Consultants was in discord with the perspective of Be You leadership and new strategic direction. Consultants and educators valued the tailored one-to-one implementation support that the professional expertise of the workforce provide. However, strategic planning was focused on delivery in a one-to-many approach to maximise reach and efficiency. This approach was typically met with disappointment or disapproval from Consultants and educators, and led to frustration on the part of educators and Consultants, and inefficiency and non-compliance from planning through to delivery.

The tension between deep impactful support of a small number of communities (at any one time) versus the shallow (possibly ineffective) support of many communities, has to be resolved. This can be addressed by carefully managing expectation through clear messaging. This tension between delivery and expectation must be addressed with clear planning for how Consultant support can be deployed to maximise impact. Subsequently, clarity of messaging, within and beyond the partnership tri-org is necessary to tighten and unify understandings, dispelling unrealistic expectations and reducing consequential frustrations and disappointment.

3 Define the optimal reach of Be You with regard to breadth and depth

Context: Reach has been effective and is not far from achieving saturation in some sectors (although not necessarily evident in brand recognition). The Be You Strategic Plan 2023-2027 seeks to increase depth – moving away from recruitment towards a focus on deep implementation. This is in response to the comparatively small number of Registered learning communities that have evidence of deeper engagement with Be You but facilitated by more personalised support by Consultants.

With strategic planning aiming to maximise scalability on the existing workforce, the intended nature of and means to reach deep engagement needs to be clearly understood for the purpose of planning and monitoring. This may best be achieved by a balanced blended approach with general ‘mass’ opportunities and ‘personalised’ opportunities at specific points. This may already be happening in practice, but it is not explicitly defined anywhere. If ‘everything we do will enable implementation support’, then defining ‘what we do’ is needed to manage expectation and optimise delivery of Be You.

4 Clarify the strengths of Be You and return on investment in a flooded market of Social and Emotional Learning (SEL) programs and initiatives

Context: Learning communities are overwhelmed with a plethora of SEL programs and initiatives to choose from to address wellbeing in their communities. The specific value of Be You amongst the many offerings has been difficult to discern for many learning communities, with frustration evident in finding resources and seeking personalised support.

Broad clarity of the purpose of Be You and its points of difference are necessary for learning communities to choose to engage, but also to navigate Be You. Clarifying the scope and setting clear expectations on what is offered by Be You is essential for recruitment but also sustained engagement. This is more than providing a specific outline about what learning communities get from Be You. For example, a checklist of what Be You provides compared against other similar initiatives may assist decision-making for educators and leaders.

It also involves building meaningful partnerships with other programs and initiatives to ensure that Be You is not duplicating efforts and is embedding and cross promoting programs to support the scale-up of respective initiatives – [headspace schools](#), Positive Behavioral Interventions and Supports (PBIS), and Mental Health in Primary School (MHiPS) are some examples.



5 Whole-system redesign of digital infrastructure to improve user experience, free-up Consultant time, and centralise document-sharing

Context: Both internal and user-facing digital infrastructure were reported to be the foremost barrier to effective collaboration and a long term complaint amongst the workforce at all levels. Consistent feedback asks for an improved website user experience. While ECA, headspace and Beyond Blue all reported resolute commitment to One Be You working in partnership as a tri-org, collaboration was hampered by the lack of a centralised document-sharing portal. There continued to be sustained critical feedback about the limitations of the bLink system and the unnecessary burden it placed on the workforce. Up to half of a Consultant's time was spent on inefficient administrative tasks, providing website navigation and technical support, with no dashboard that summarises in real-time, progress across their learning communities to provide effective work-flow and quality monitoring.

A major obstacle to the effectiveness of Be You is the digital infrastructure on which it is built. Four areas of work need to be considered:

- **The collaborative approach** should continue to develop centralised and shared systems to meet the needs of the tri-org for effective partnership. The planned development of Be You Central (SharePoint and an extranet) should assist. To ensure collaboration is maintained, additional consideration should be given to how devolving content management, brand and marketing back to ECA and headspace will be managed, and to explore fresh possibilities to replace parallel administrative approaches with unified ones.
- **The current digital infrastructure** are falling short in meeting the distinct business requirements of Be You, its workforce and the needs of users. Primarily, it prevents Consultants from accessing accurate consolidated evidence (derived from user website activity) about how the learning communities they support are engaging with and implementing Be You. This data is essential for providing tailored implementation support when and where it is needed most.

Continued efforts to improve the bLink platform (once Beyond Blue has moved to a separate instance) may still fall short, due to the inability of Salesforce (the platform on which bLink is built) to incorporate a diverse range of reporting from multiple external tools and platforms.

Serious consideration should be given to seeking additional resourcing and expertise to develop a custom-built platform that moves with and belongs to the program – completely tailored to offer the best user experience (free of workarounds) for the workforce and the end-user.

A digital interface that aims for universal design and single sign-on integration, that includes summary dashboards, a personalised user experience for Consultants and other staff needing information about implementation in learning communities, and touchpoints much further along the implementation journey, is required and will be a game-changer.

- **The user experience and navigational approach of the website** is not designed well enough to be self-serve. It requires Consultants to find resources for users. The website is the key point of entry into Be You and for most users, the website is their only experience of Be You. Educators are stuck in a loop where they can't navigate the site well enough for Be You to be accessible alone, but Consultant resources are too limited to provide the necessary support. Frustration becomes a deterrent to use. As part of the whole-system redesign raised in the

previous point, also consider redeveloping the navigational approach to strengthen independent engagement and free-up Consultants to focus on supporting deep implementation.

- **The resources** are not sufficiently user-friendly for many, however, progress is being made. For example, the imminent delivery of 13 revised modules tailored for each education stream should improve the professional learning experience. Other resources may still benefit by sectioning them into briefer components, transform large text components to video or activities, and consider competency differentiation as these are used by educators with vastly different levels of knowledge. Feedback of content being too basic or too complex are common. Interactive resources that start shallow but drill down to unpack more detail may support different levels of knowledge and need. First impressions also matter – users will typically assume all resources are the same based on their first experience (e.g., the Understand module, Educator Handbook).

6 Continue evolving the Educator Wellbeing resources

The Educator Wellbeing resources provide a welcomed hook for Be You, and make an important statement, that educator wellbeing matters. It responds to the evidence that COVID was a major barrier to implementation and leans into recent research that prioritising educator wellbeing is an essential pre-condition to creating healthy learning communities during a pandemic. It will be important to keep these resources fresh and ensure that they continue to provide benefit. In our expert opinion, a more useful survey for learning communities may be an Educator Wellbeing Check-in rather than the current Educator Survey.

7 Reconsider the benefits of the Learning Communities Survey

Context: As a tool for learning communities to inform their strengths and areas for improvement regarding building a mentally healthy community, the resource has not worked well. Learning communities struggled to access, administer, and use the information productively, reflected in low uptake and the technical issues imposed heavily on Consultant time. The Families Survey was rarely used, and only being available in English was an ongoing source of friction for some communities. Measuring children's and young people's views about wellbeing-related aspects of school was problematic, mainly because attitudes decline with age as a normal part of growing up. Not being the direct recipients of Be You, it is unlikely that schools would see 'improvement' in the Children and Young People Surveys in anything other than the Mentally Healthy Communities domain.

The Learning Communities Surveys – the Children's, Young People, Educator and Family surveys – need to be reconsidered. There are clear measurement flaws within the surveys that impede responding (reports of difficulties understanding and responding to questions) and interpretation of results. It is unlikely that learning communities will see any meaningful pre/post differences through such general and broad items. Learning communities administer other, often mandated, surveys to routinely collect student attitudes and outcomes as well as parent opinion and feedback. In conjunction with limited uptake, the Family Survey may be a candidate for discontinuation. Other alternative tools are also becoming available (e.g., the [Voluntary mental health check tool](#) for students). As suggested

above, the Educator Survey may be more usefully purposed to focus on educator wellbeing. If they are to continue, the surveys and the processes to use them need substantial redevelopment.

Digitising the Implementation and Reflection Tool will help learning communities understand where to focus implementation efforts and better serve the purpose than the current Educator Survey. It might be used by learning communities at commencement and only every other year to reassess focus (but not measure impact). Beyond implementing the framework, an additional set of items could help learning communities to identify areas of concern (e.g., bullying, screen-time, absenteeism) and offer guidance to specific Fact Sheets, resources or programs from the Programs Directory. Moreover, a simpler tool that is easier to use may have greater uptake, making it more useful for Be You as a tool to monitor onboarding and ongoing engagement.

8 Identify points of difference and gaps in what is needed, to avoid duplicating effort

Context: It is not uncommon to find that different federal and state departments are funding the provision of similar things. Beyond the cost associated with duplicating efforts, duplicate offerings cause confusion for time-poor educators in an already crowded market. A case in point is the Federally funded [Student Wellbeing Hub](#) – on the surface, very similar to what Be You offers. Another example is the Be You Programs Directory, which now competes with similar directories being developed by jurisdictions (e.g., [NSW](#), [SA](#), [VIC](#)).

Be You, like its Programs Directory, has shallow but national reach in an evolving and competitive market. To allocate resourcing efficiently and effectively, continue to consider how Be You positions itself and is maintained in terms of duplication, gaps and points of difference.

9 Continue improving relevance and inclusivity of Be You for diverse communities

Context: Feedback on the Cultural Actions Catalogue and Disability Inclusion Guide particularly emphasised a desire to see inclusion of diverse communities embedded across all resources rather than provided in specific separate resources.

Consider embedding content regarding diverse communities throughout Be You resources rather than development of separate tailored resources. While there is general endorsement for Be You as being appropriate and inclusive of the needs of diverse communities, there is opportunity for improvement in two areas: 1) representation of diversity in content and 2) adaptability of resources to facilitate tailoring.

10 Consider how to ensure other target groups are not overlooked

Context: OSHC and pre-service educators were not given equal consideration both within the Be You workforce nor on the website. Even though they fall in scope of Be You's target audience, they were falling through the cracks, but for different reasons. For the pre-service sector, there was no advocate within the Be You workforce – Consultants serve early learning services and schools. To pre-service educators, Be You was just a website they somehow made their

way to. For the OSHC sector, there was the risk that no Consultant was adequately supporting this cohort. Because OSHC are regulated by ACECQA (and not ACARA) they fall under the jurisdiction of ECA Consultants, however they serve school aged children and young people – the territory of headspace Consultants.

To drive engagement with the pre-service resources and strengthen advocacy of the sector, consider making provision for a Tertiary-sector Consultant, with expertise in the VET, TAFE and University education and care qualifications, working with lectures and trainers.

To ensure OSHC is not being overlooked, consider including OSHC in strategic planning as a distinct segment with recognition of their unique placement in the education sector. Also consider provision of a dedicated Consultant with professional expertise of the sector.

11 Better support the training of an Action Team Leader

Context: Gaining community buy-in was identified as challenging. A barrier to becoming an 'active' Action Team Leader who can drive implementation in their learning community, may be the lack of a dedicated package of training.

Provide additional guidance on how Action Teams can effectively engage leadership, staff, students, and families in the Be You implementation journey. Consider something like an Action Team Leader module to provide a consistent entry experience into Be You, reducing the bottle-neck or barrier that may be occurring if initial contact from the Consultant is not sufficient to help an Action Team Leader on their journey.

12 Continue to develop and improve monitoring and evaluation measurement

Context: Be You leadership recognised that Be You was not a discrete program, but essentially a national mental health promotion exercise using a broad framework of activities. This posed significant limitations related to measuring and monitoring impact.

Drawing on exhaustive investigations over several evaluations, future evaluation and monitoring activities should continue to focus on process, uptake and acceptability, but may need to move away from quasi-experimental research design for evidence of impact.

In planning future evaluation and monitoring activities, several limitations should be accommodated (discussed in detail in Section 2):

- Establishing an appropriate counterfactual is not straightforward and potentially not viable
- Attributing impact solely to Be You when multiple programs are in use is not possible
- Impact takes time but also diffuses with time
- What matters, may not be able to be measured, monitored or evaluated.

For Be You to continue to evolve in productive ways it will be important to provide clear messaging around when enhancements are released, and then to monitor uptake and respond to feedback about the improved resources, systems and processes from the educators and Consultants who use them.

It should be possible to better monitor the two pathways into Be You (introductory onboarding and postvention) where Consultant time should be focussed. System enhancement with meaningful touchpoints will go a long way to monitoring engagement activities and begin to build a profile of what deeper implementation might look like. Although once a learning community is on its way and becomes independent and self-sufficient, reliable ongoing monitoring may be unlikely.

Beyond initial engagement, the bLink system does not capture tangible evidence of deeper implementation. If deep and sustained implementation are the intended objectives for Be You moving forward, clear definitions of ideal implementation that are pragmatically possible, are required. From these definitions, measurement methods must be developed, as current methods will not produce the necessary evidence for evaluation. Even then, observable metrics may not reflect sustained and deep implementation well. This presents a barrier to estimating the impact Be You is having. Accordingly, it is important to understand that this barrier inevitably limits evidence of impact and what is reasonable to expect through evaluation.





SECTION 1

INTRODUCTION

Background to Be You

Be You is part of the Australian Government's National Support for Child and Youth Mental Health Program. Launched in November 2018, Be You is Australia's national mental health in education initiative, delivered by Beyond Blue in partnership with Early Childhood Australia (ECA) and headspace. The initiative consolidates five former Australian Government funded programs, namely KidsMatter Early Childhood (preschool), KidsMatter (primary education), MindMatters (secondary education), headspace school support (suicide postvention program) and Response Ability (pre-service education), in response to the recommendations of the National Mental Health Commission Review of Mental Health Programmes and Services (2014).

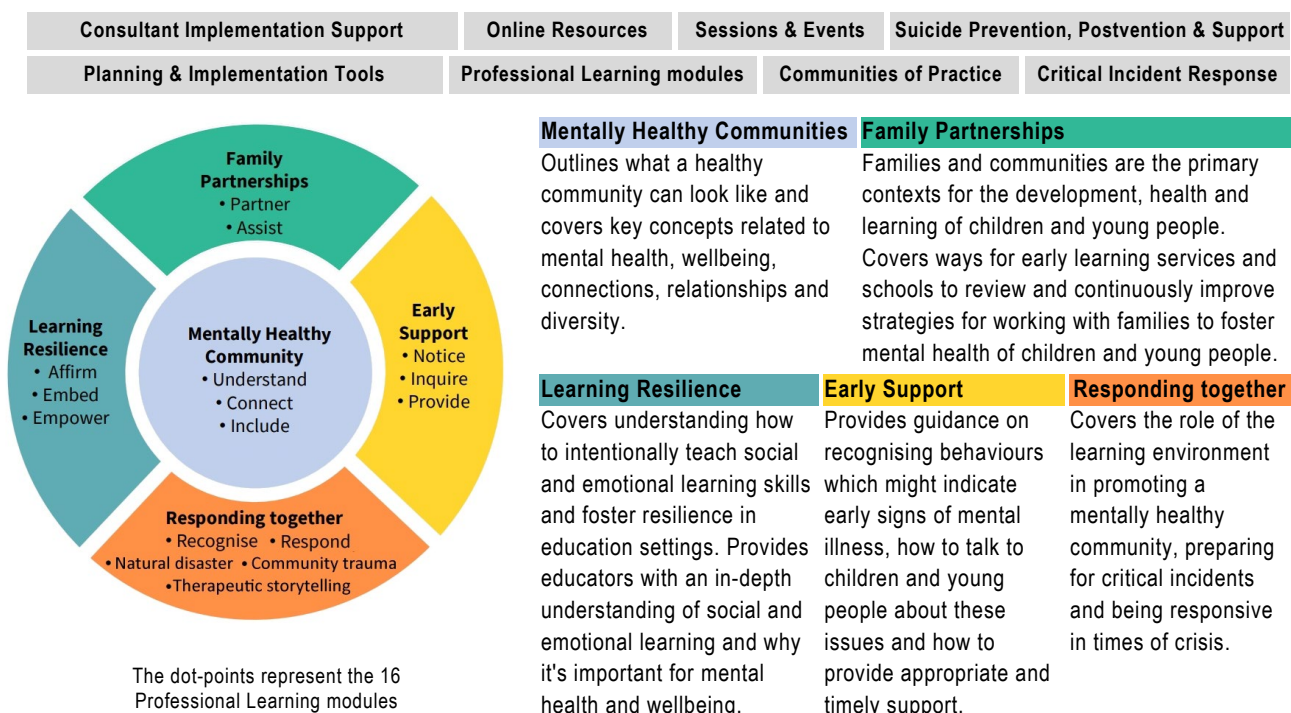
At its core, Be You provides a national mental health framework for pre-service and current educators working with children and young people aged birth to 18 years old in early learning, primary and secondary education settings. The framework aims to build mentally healthy learning communities – where every child, young person, staff member, and family can achieve their best possible mental health.

Be You is primarily an online platform (beyou.edu.au) managed by the Beyond Blue team (Digital, Brand, Marketing, Content, Operations, Strategy Engagement & Impact) and supported by a workforce of around 60 Be You Consultants, specialists, and program managers from ECA and headspace.

As at June 2023, Be You was serving over 11,000 recruited learning communities and almost 130,000 current users across Australia. Be You encourages a whole learning community approach to mental health and wellbeing. While the website houses the library of Be You resources and supports individual educators to build their professional capacity, the Consultants provide specific guidance that shifts

individual educator engagement to implementation of the Be You Framework across the whole learning community. To become a Be You registered community, learning communities must nominate an Action Team Leader and are encouraged to establish an Action Team. The Action Team is responsible for driving change across the learning community by building continuous improvement cycles of planning, implementation and review, guided by the Be You Framework and core services, including support from a Consultant, shown in Figure 1. Consultants working with secondary schools also provide Suicide Prevention, Postvention Support and Critical Incident Response. The five domains of the Framework underpin the initiative to support individual users, Action Team Leaders, and broader learning communities to understand and navigate mental health and wellbeing prevention, early intervention and response.

Figure 1. The Be You National Framework underpins the core services offered in the initiative



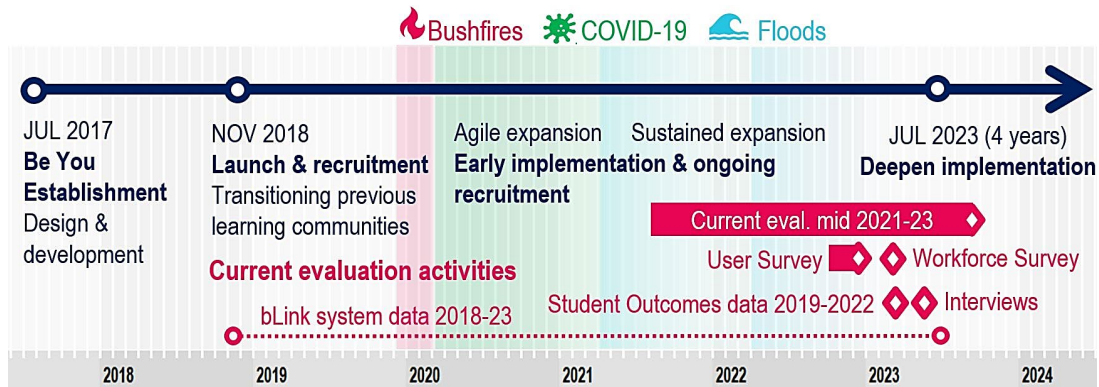
Aims of the evaluation

Following on from the evaluation of Be You from Launch to mid-2021 (Dix et al., 2022), ACER was again commissioned by Beyond Blue to evaluate the implementation and outcomes of Be You over the period July 2021 to June 2023. In part, this was to action the development of ongoing monitoring by developing standardised snapshots that provided comparable outcomes from one year to the next for educators (Dix & Carslake, 2022) and students (Dix, Carslake & Van Der Zant, 2023).

Figure 2 summarises the major milestones in the establishment and national rollout of Be You in the last six years, along with the current evaluation activities. Figure 2 also indicates the challenging circumstance faced by learning communities over the period. While challenges like COVID resulted in greater focus on mental health and wellbeing, they also made the implementation and evaluation of initiatives like Be You more challenging. Approaches taken in this evaluation continued to minimise

burden on learning communities by not collecting new data from children, young people and families, particularly when existing sources were available and measurable impact was unlikely. If attribution can be made, any measurable impact in outcomes was likely to be very small, given that most learning communities were still in the early stages of Be You implementation, potentially hampered by disruption of COVID and other extreme events.

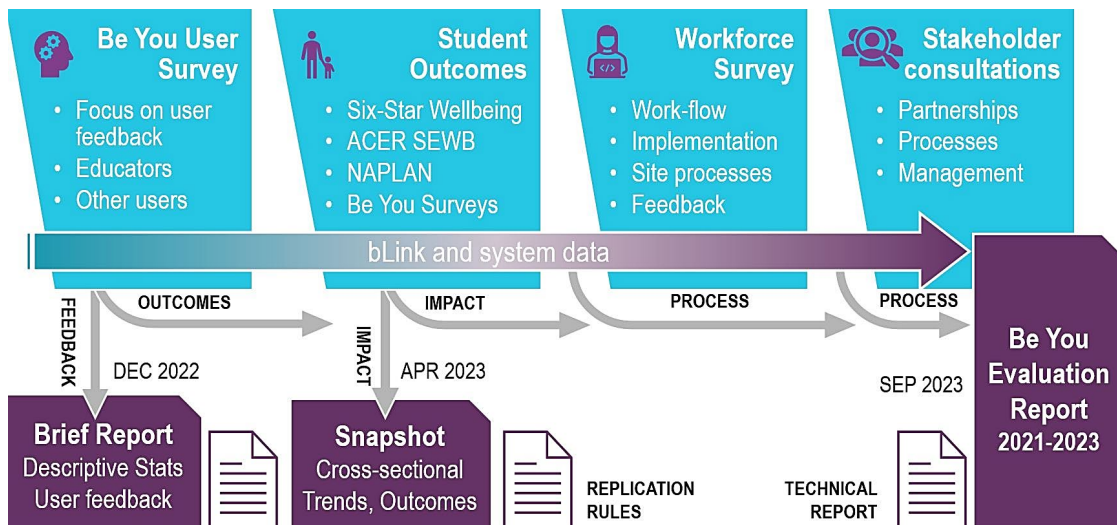
Figure 2. Timeline of the Be You rollout and current evaluation activities



Be You has continued to evolve in response to learnings, recommendations and the shifting needs of the education contexts. Simultaneously, learning communities continued to change as successive cohorts of children and young people progressed and educators moved between learning communities. Therefore, the evaluation needed to be responsive to the conditions and focussed on the most direct lines of influence – the usage and users of the initiative.

Accordingly, the focus of this evaluation was on implementation processes, the Be You workforce, and the experiences of Be You users – the pre-service and current educators who registered with Be You. Figure 3 shows how the evaluation was staged out, with the overarching aim to provide clear recommendations that informs the development and rollout of Be You into the next four years.

Figure 3. Stages in the current evaluation



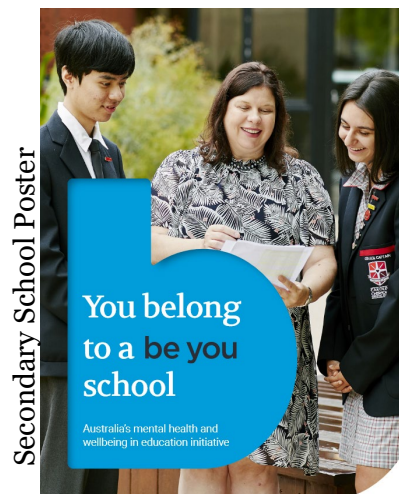
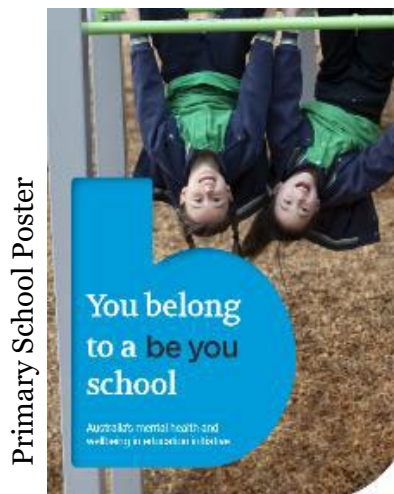
Structure of this report

This report has five main sections. Following the introduction in Section 1, Section 2 outlines the methods used and theory of change underpinning the evaluation. It also provides the broad research questions that guided the evaluation activities and analysis of data.

Section 3 presents the evaluation findings, structured by the research questions. It brings together and synthesises the evidence obtained from the various sources of data and analyses.

Section 4 presents the conclusions and recommendations by summarising what is working well across the Be You initiative and what opportunities there are moving into the next phase of Be You to improve the offerings and better meet the needs of educators and learning communities across Australia.

The final section provides an extended Appendix of tables of results from the Workforce and User surveys, participant profiles and distribution profiles. Tables and appendices are referred to as needed and annotated with A-D to indicate they are in an Appendix and not the main report. Appendices B, C and D are included for Be You internal use only.





SECTION 2 EVALUATION APPROACH

This chapter presents the methodology and approaches used in the evaluation. It starts with a brief discussion about the theory of change associated with Be You, which leads into the key areas of investigation and the research questions. The evaluation activities are briefly described. These include ethics, data collection and analysis. We also discuss what is reasonable to expect when looking for evidence of impact and the considerations that have shaped the evaluation approach.

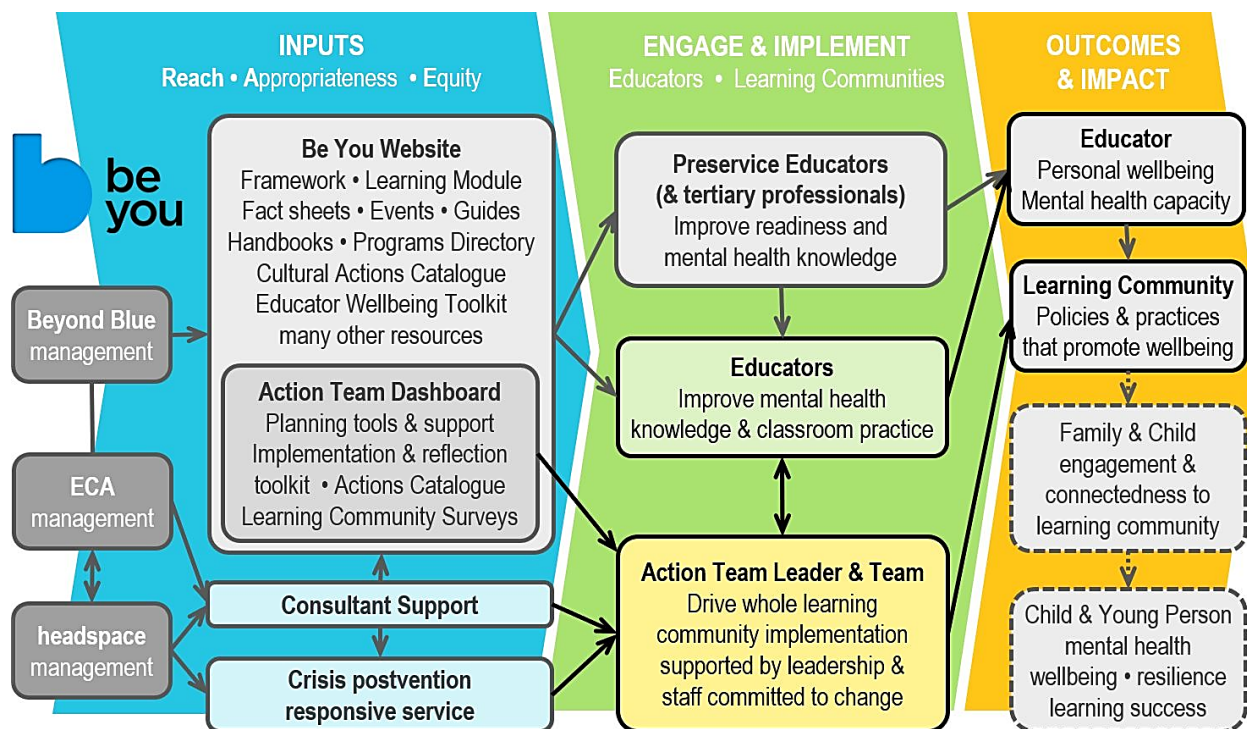
Theory of change

The broad theory of change for the Be You initiative is provided in Figure 4. As an ever-evolving initiative, it presents the current state (as at 2021-2023 Contract). Be You provides a [website](#) with resources for pre-service and current educators to build their capacity. This includes (at no cost to educators) accredited Professional Learning modules, online Sessions and Events, Fact Sheets and other resources, and Be You Consultant support for participating Be You Learning Communities.

Through a team of highly-skilled Consultants, Be You provides support to implement a whole learning community approach to mental health promotion. A Consultant's main role is to assist Action Teams to implement the Be You framework. When needed, headspace Consultants also provide postvention support to learning communities in crisis.

The model asserts that developing an educator’s capacity to promote mental health and wellbeing, as well as building mentally healthy learning communities, can lead to improved wellbeing outcomes for children and young people and their families. Accordingly, while children and young people are the long-term beneficiaries of Be You the immediate target audience is current and pre-service educators.

Figure 4. Be You theory of change



















Overarching evaluation questions

The Theory of Change assumes that there are certain conditions in place that enable processes and outcomes to be achieved. These conditions operate at multiple levels. For example,

- at the program level, Be You Leadership need effective systems to support tri-organisation collaboration, and the Be You model of delivery and resources need to be accessible, appropriate and equitable.
- at the learning community level, an early learning service or school needs to be “committed to a whole learning community approach to mental health and wellbeing. It has active support from leadership, with an Action Team Leader and team ready to drive change and take action”, according to the Be You website.
- at the individual level, educators need the time to undertake the professional learning and reflect on ways to improve their classroom practice.

These assumptions underpin the research questions guiding this evaluation, presented in Table 1.

Table 1. Research questions informing the evaluation activities

Domains		Be You Evaluation 2021-2023 Research Questions			
Data Sources	 Be You User Survey	 Workforce Survey	 Stakeholder consultations	 Existing student & community data	 bLink data
BE YOU INPUTS					Data Sources
Be You model	How has Be You evolved to meet the needs of educators and learning communities?				
Reach	What is the reach of Be You and how has this changed over time?				
Quality, equity and appropriateness	Are Be You activities and resources relevant, useful, and inclusive in meeting the needs of educators and learning communities, and in what ways can they be improved?				
Consultant support	What is the nature and effectiveness of Consultant support provided to learning communities?				
LEARNING COMMUNITY PROCESSES AND OUTCOMES					
Implementation quality and processes	What do we know about how learning communities are engaging with and implementing Be You?				
Collective efficacy	How is Be You increasing the collective efficacy of learning communities to implement an approach to evidence-based mental health promotion and early intervention?				
Enablers and barriers	What are the barriers and enablers to successfully engaging with Be You?				
CURRENT AND PRE-SERVICE EDUCATOR PROCESSES AND OUTCOMES					
Mental health knowledge and educator self-efficacy	How is Be You building the capacity of educators regarding their mental health knowledge and educator self-efficacy to promote mental health?				
Educator wellbeing	How is Be You supporting the wellbeing of educators?				
CHILD AND FAMILY LEVEL OUTCOMES					
Student resilience and wellbeing	How is Be You improving wellbeing and resilience of children and young people?				
Family engagement	How are families engaging in Be You learning communities?				

Evaluation activities

The evaluation involved five main data collection activities (indicated in Table 1 and Figure 2 above). Details about the characteristics of participants are summarised in Appendix A.

1. A **User Survey** targeting Be You registered educators and pre-service educators in early learning services and schools across Australia (the key ‘users’ of Be You), was administered during Term 4 2022 to collect comprehensive user feedback (Table A4). The resulting ‘Be You User Survey Report’ (Dix & Carslake, 2022) focused on informing initiative improvement, as well as increasing Beyond Blue’s understanding of:
 - educators’ engagement with Be You resources, what’s working well, what can be improved
 - educators’ attitudes, literacy and behaviours around mental health and wellbeing
 - the impact of Be You on building the capacities of highly engaged educators – their mental health knowledge, self-efficacy and competence to help children and young people to achieve their best possible mental health.
2. Analysis of **existing data** investigated to what extent Be You was improving the social-emotional wellbeing outcomes of children and young people. The resulting ‘Be You Student Outcomes Report’ (Dix, Carslake & Van Der Zant, 2023) utilised the following student outcomes data collected nationally during 2019-2022:
 - Be You Learning Community Surveys for Children and Young People (Table A6, Table B19)
 - Six-Star Wellbeing Survey
 - ACER Social-Emotional Wellbeing Survey
 - NAPLAN numeracy and literacy achievement.
3. A national **Workforce Survey** targeting Senior Consultants, Clinical Leads, Team Leads, and Coordinators, as well as Consultants, was administered to over 60 Be You staff during March 2023 (Table A5). It focused on gaining feedback about:
 - the quality, equity and appropriateness of Be You activities and resources
 - the nature and effectiveness of support provided by Consultants
 - how learning communities are engaging with and implementing Be You.
4. A series of **stakeholder consultations and interviews** were conducted in April and May 2023 with the leadership of Be You and delivery partners. This included focus groups with the National Leadership Group, ECA and headspace and was followed by individual interviews with Beyond Blue program leads, totalling 11.5 hours of discussion (Table A7). The purpose of the interviews was to understand how Be You had evolved over the last two years, in both the ‘visible’ and ‘less-visible’ work, guided by the following themes:
 - the main strategic directions, activities and quality improvements progressed or completed
 - how the ways of working and processes within the Beyond Blue team and between the partnership had evolved
 - what still needed to be done to further improve what Be You offers or how it operates.
5. The **bLink engagement data** from the Be You Salesforce platform was downloaded at key stages to categorise users and organisations by their level of Be You engagement. Other system data was also provided to inform the evaluation (e.g., website page visits and resource downloads).



Ethical research

ACER researchers adhered and complied with the Australian Information Privacy Act 1988 in accordance with the Australian Department of Education and Training privacy requirements for data stored and used in Australia. The research team all held Working with Children Clearances.

The ACER Ethics Committee approved the overarching project on 8 September 2022.

Collection of new data involved registered Be You users who were consenting adults. This self-selected sample avoided the need to recruit learning communities and was deemed low risk and outside of the ethics jurisdictions of state education department ethics committees.

Limitations to measuring impact

Smith et al. (2021) articulated three major limitations to the evaluation of Be You in their Overarching Evaluation (2017-2020) as one component of The National Support for Child and Youth Mental Health Program. These still remained as three major limitations to evaluation, in addition to a fourth major limitation we considered crucial.

Limitation 1: Establishing an appropriate counterfactual

“The widespread implementation of the Program across Australia, and lack of well-defined exposures to the Program, meant that it was not possible to establish an appropriate counterfactual (e.g., a comparison group not exposed to the Program).” (Smith et al, 2021, p.33)

Typically, the effects of a program or initiative need to be assessed by comparing it to an appropriate counterfactual. In the case of Be You’s impact on Australian schools and early learning settings, finding a suitable comparison group that has not engaged with Be You was challenging due to its wide reach. As a result, communities that *appear* to have had little or no engagement with Be You have been compared to those that *appear* to be highly engaged. Some analyses in this evaluation also controlled for demographic differences through matched comparisons.

However, there are limitations to these comparisons. Since Be You has reached the majority of learning communities, those that haven’t engaged may not be a random group. The level of engagement with the Be You initiative varies by the type of learning community, and factors such as community values, involvement in other programs, and external pressures are hard to observe. Consequently, the learning communities engaged with Be You might differ from those that are not, which could confound the analysis of outcomes.

Limitation 2: Isolating Be You from other wellbeing activities

“The Program is only one of many programs and initiatives that the Commonwealth and State Governments are implementing to support the mental health and wellbeing of children and young people. The complex environment of policies and frameworks intended to support the mental health and wellbeing of children and young people also presented challenges for attributing change to the Program.” (Smith et al., 2021, p.33)



In addition to the many government social-emotional learning (SEL) programs, there is also a thriving private market aiming to support the mental health of children and young people. Some of these are listed in the Be You [Program Directory](#) to help educators choose appropriate SEL programs. In other words, under the Be You framework, learning communities were expected to be implementing multiple SEL-related programs to address the needs of their community. Attribution of impact was made even more unclear by the fact that highly engaged Be You learning communities were more likely to be implementing other classroom-level interventions (Dix et al., 2022; QMR, 2023a). Accordingly, it was impossible to separate out the impact of Be You from the impact of other activities being implemented under the umbrella of Be You. Any positive effects were attributed to the combined activities being simultaneously implemented.

Measuring Be You's impact is challenging due to the complex landscape of initiatives and the delayed effects of many SEL programs (Smith et al., 2021). Even with detailed information on program engagement, duration and depth (pill and dose), pinpointing causality remains difficult, particularly when the method is indirect. Be You focuses on improving educators' mental health literacy and wellbeing, expecting subsequent benefit for children and young people (indicated in the Theory of Change by dotted lines Figure 4, p.35 above). These indirect impacts may not be immediately observable but might become evident over years as educators incorporate wellbeing promotion into their classroom practice. Even then, attribution can only be made to the activities collectively related to implementing whole learning community mental health promotion.

Limitation 3: Change takes time but also diffuses with time

“Change beyond the individual user level takes time. The eventual translation to benefit for children, young people and their families, and longer term benefits to community and other social supports, are depicted as intermediate (emerging evidence from 2–3 years post-implementation) and long-term outcomes (up to 5 years) of the Program in the Overarching Evaluation Program Logic. As such, it is likely too early to see a substantial impact of the Program on these critical intermediate and long-term outcomes.” (Smith et al., 2021, p.33)

Given the highly complex, ever-changing landscape within which Be You is being delivered, it will continue to be difficult to assert clear impact of Be You on children, young people, educators and families, independent of all other influences within learning communities. Meta-analytic evidence for the effect of social and emotional wellbeing programs typically finds ‘small’ effect sizes. Recent evaluations of programs and initiatives delivered at scale have often found null results (Andrews et al., 2022; Montero-Marin, 2022). These were programs with strong evidence of effectiveness when delivered in highly controlled environments but did not produce discernible evidence of effectiveness when delivered at scale. In these cases, it is essential to remember that the absence of evidence for the effectiveness of these programs is not necessarily evidence that these programs did not have an effect. Moreover, ‘small’ effects, when considered at population levels can represent substantial benefits even if detecting them is difficult (EEF, 2018).

It was therefore important to consider what effects would be reasonable to expect when evaluating an initiative such as Be You, given the inevitable variability in delivery across the thousands of registered learning communities within the highly complex and diverse education landscape Be You was being applied to as well as the limitations to what could be observed and monitored. Identifying ‘small’ effects occurring inconsistently due to substantial variability in Be You engagement levels, processes and



paths (within and across communities), in a system filled with dozens of wellbeing initiatives and SEL programs and resources, was extremely challenging.

It is not simply that change takes time to occur. Learning communities varied massively in the ways they engaged with Be You, likely leading to different outcomes. They used different resources, engaged in different processes and accessed different supports. There were different trajectories of use, with communities varying in the pace with which they adopted aspects of Be You or how thoroughly they adopted it throughout the entire community. The combination of these differences would lead to very different expectations for outcomes which significantly increases difficulty in observing possible outcomes, particularly at the level of children, young people and families.

Limitation 4: What matters, may not be able to be monitored

“Not everything that counts can be counted, and not everything that can be counted counts.”
William Bruce Cameron

A final consideration for what can reasonably be expected to be evidenced by monitoring and evaluation efforts was what data relating to engagement was collected and possible to collect. Most of the data available to determine how educators and learning communities were engaging with Be You, tended to reflect early engagement (including registrations, module completion, accessing resources). The available data was less indicative of sustained and deep implementation (including use of planning and implementation resources, the Action Plan, or the Actions Catalogue).

This was not due to measuring inappropriate metrics, but that observable metrics may not reflect sustained and deep implementation well. While there was an expectation that effects would follow from whole community engagement, the development of reliable measures to indicate sustained and deep implementation may not be possible. This presented a barrier to estimating the impact Be You was having. Accordingly, it is important to understand that this barrier inevitably limits evidence of impact and what is reasonable to expect through evaluation.

What can be determined with the data available?

As essential as it is to identify the limitations to what can be determined from the data available, it is equally important to identify what is able to be determined from the data.

Despite the limitations described above, the scale of Be You’s reach provided opportunity to gather substantial quantities of data from across the Australian education landscape (see Appendices A and B). Particularly regarding website engagement metrics, there was ample data to determine how the website was being used and what resources and information have gained traction and what have not.

The breadth of reach provided insight into diverse communities across all aspects of the education sector and, with this, provided insight into who was and was not served by Be You and its many offerings. It provided opportunity to gain feedback regarding the appropriateness, relevance and usefulness of Be You, including issues specific to the diverse communities Be You serves ().

As discussed, there were significant limitations associated with trying to determine effects of Be You on children, young people and families, mainly because they were not the direct target audience. However, in social research, measures of acceptability and approval by users are often strong indicators of a programs’ appropriateness and are essential preconditions to effectiveness (Ştefan,



Dănilă & Cristescu, 2022). The information that was obtained through educators – the direct users of Be You – provided some of the best evidence to inform the evaluation of Be You. Similarly, Be You Consultants, as experts who each engaged with a wide range of learning communities, could provide information into how Be You was being received across different communities and provided insights into what facilitated and impeded engagement and implementation.

While potentially less satisfying or compelling than evidence of impact in children and young people, the evidence from Consultants and educators was vital to understand the capacity of Be You to impact the wellbeing of educators, children and young people, and the extent to which it promoted mentally healthy learning communities.

Data analysis

Tools: IBM SPSS Statistics Version 25, Jamovi and Microsoft Excel were used to undertake all analyses. Data was prepared and cleaned for subsequent analysis and basic descriptive statistics were produced for quantitative variables. The ‘Voice’ feature in Microsoft Word was used to transcribe recorded interviews prior to the deletion of the recording.

Data privacy: All interview data was deidentified and treated confidentially. Only summarised results are reported and no individual or learning community is identifiable. Identification of the partner organisations in reference to specific activities related to the delivery of Be You is minimised but unavoidable. All existing databases contained deidentified data, only linkable at the learning community and student year level.

Deriving scale scores: Confirmatory factor analysis procedures were used to verify the reliability of each scale in the various surveys. Before deriving scale scores, Cronbach’s alpha α was calculated for each item set to ascertain item fit and scale reliability (Taber, 2018). The α scores provided in the Technical Report indicate an acceptable level of reliability. Responses were averaged across the item sets to derive a scale score, typically between 1 and 5 or converted to a percentage, where 100% is typically most agreement or positivity.

Thematic analysis: The qualitative data generated from open-text comments and interviews were transcribed, described, and coded for major emergent themes using the constant comparative method of coding (Glaser, 1965). The frequency of themes was generated and represented in tables with exemplar quotes. Themes were aligned to the evaluation domains and triangulated with related findings from quantitative analyses.

A separate **Technical Report** provides information on the methodologies, processes and decisions related to the collection, analysis and reporting of findings. It is designed to give confidence in the evaluation and its recommendations. It is a report for the interested reader with high-level relevant technical knowledge who seeks to understand:

- how the surveys have been developed
- why the data and findings are reliable and valid
- the syntax and procedures to replicate analysis, including case-control matching
- the theoretical and practical relationships between the data and the interpretations.



Statistical approach

Taking into consideration the limitations discussed above, we attempted to find evidence of impact where it could be reasonably associated with behaviours and activities promoted by Be You.

In order to estimate impact, the general approach taken in this evaluation was to categorise and compare outcomes of interest in registered users or learning communities by their apparent level of engagement (e.g., Be You versus non-Be You). The working hypothesis was that highly engaged users or learning communities had higher levels of outcome than less engaged or non-engaged users or communities. The difference in outcomes between high and low engagement was interpreted as impact.

We made use of several existing national database of student outcomes and applied a technique called case-control matching (in SPSS), which takes into consideration confounding factors such as socio-economic background and remoteness. This approach allowed us to compare the students in Be You learning communities (intervention group) with those in *similar* non-Be You learning communities (control group) randomly matched and drawn from the data.

To test for meaningful differences of *practical* significance between the two groups, we used Cohen d effect size, often accompanied by *statistical* significance (t-test) assessed at the 5% level. Typically, significance testing used scores aggregated to the organisation level. This approach took into account the nested structure to the data (e.g., educators and students nested in schools) and minimised inflation of significance due to sample size.

The effect sizes reported are interpreted as d: 0.2 small; 0.5 medium; and 0.8 large (Cohen, 1992). While 'lower-bars' can be used in quasi-experimental education research (e.g., EEF, 2018), exercising prudence by using a more stringent criteria reduced the risk of overstating impact. Moreover, reported effect sizes may be conservative when evidence of impact compares 'low' versus 'high', rather than 'non' versus 'high'.

Accordingly, in the evaluation findings reported next, the small, medium and large positive effect sizes indicate changes that were of practical significance and represent outcomes that were improved or increased compared to the comparison group. Typically, these reported practical effect sizes are associated with statistical significance and, arguably, can be attributed to the impact of whole learning community engagement in wellbeing promotion, and under some circumstances to Be You, when there is good face-validity, triangulated by supporting evidence.



SECTION 3

EVALUATION FINDINGS

BE YOU INPUTS

How has Be You evolved to meet the needs of educators and learning communities?

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Key messages

- Be You continues to evolve in response to internal and external drivers that strive to address the changing needs of learning communities and improve service and delivery.
- Substantial 'background' work continues to shape Be You, but its impact can't be evaluated until it is released. For most new resources, systems and processes, it is too early to say what has been effective or working well and for whom.
- For Be You to continue to evolve in productive ways it will be important to provide clear messaging around when enhancements are released, and then to monitor uptake and respond to feedback about the improved resources, systems and processes from the educators and Consultants who use them.

Be You has continued to evolve in response to *external* drivers that strive to address the changing needs of learning communities across Australia, and *internal* drivers that seek opportunities to improve service and delivery.

Importantly, there were substantial amounts of work undertaken that continued to shape Be You – what it is and how it's delivered – but much of this *internal* work was yet to be released. In the context of this evaluation, our review of resources and the feedback received through surveys and interviews from educators and Be You Consultants, was unable to reflect these additional efforts, and on face-value, might have suggested that *nothing* had changed. For Be You to continue to evolve in productive ways it will be important to provide clear messaging around when enhancements are released, and then to monitor uptake and seek feedback about the improved resources, systems and processes from the educators and Consultants who use them.

New resources reflect 'external' aspects of evolution

Evidence of how Be You was evolving and expanding, were found in the following examples that showcase new developments and the drivers behind them.

- A suit of resources – **Responding to Natural Disasters, COVID-19** and **Bushfire Response** – were designed to support learning community resilience in the wake of COVID, flood and bushfire.
- The improved **Cultural Actions Catalogue** replaced the 'Always Be You' resources, and a new **Disability Inclusions Guide** strengthened the offerings around promoting inclusive practice, both in response to feedback and recommendations from previous evaluations.
- The **Educator Wellbeing** resources addressed a gap in Be You's offerings and reinforced the importance of educator wellbeing, reflected in strong uptake.
- The ongoing expansion of the **Programs Directory** showcased 83 evidence-based quality programs. However, with similar directories being developed by jurisdictions (e.g., **NSW, SA, VIC**), raises a question about ongoing maintenance of the Be You Directory (which has national reach) in terms of duplication and gaps.
- The new **Be You for VET** resources addressed recommendations from the pre-service project (Perkins et al., 2021).
- An update of the **Postvention toolkit** and Suicide Response resources addressed issues of dense information and limited cultural appropriateness.
- The **Professional Learning** Enhancement project was near to completion and aimed to address substantial feedback and previous recommendations around improving the module experience.
- The expanded and improved Action Team resources aimed to support deeper implementation.
 - The **Action Team Handbook for School Age Care** was designed to address the unique needs of this overlooked sector.
 - The Actions Catalogue, with improved accessible design, had fresh actions from Consultants and learning communities, mapped to the modules.
 - A digital version of the Implementation Reflection Tool was under development for integration into the Action Team Dashboard to improve user experience and provide additional opportunity to monitor metrics that may reflect deep implementation.



- A new Young Childrens Survey tool was released to better serve the needs of early learning services.

Without clear feedback about most of these new and revised resources, it was too early to say what had been effective or working well, and for whom. If the uptake of resources provides early indication (Table B25), it suggests Be You was improved by a stronger focus on educator wellbeing, but it was unclear whether the low uptake of new pre-service resources related to acceptability or awareness.

New processes reflect ‘internal’ aspects of evolution

Other evidence about how Be You was evolving was found in the following examples of internal developments and the drivers behind them. These developments were less visible but critical to improving the processes, management and leadership of Be You across the Beyond Blue, ECA and headspace tri-org partnership.

- To improve consistency of practices and operations across the tri-org, ongoing digital enhancements were undertaken, such as streamlining of event registration to bring ECA and headspace onto one system.
- To drive delivery in engagement and impact, content, brand and marketing, and digital operations, Taskforces and Working Groups were established with cross-group representation to include the Consultants voice.
- To strengthen the tri-org relationship and management processes, facilitated strategic business planning resulted in the ‘One Be You’ approach and principles of collaboration being implemented across the partnership (Ponniah et al., 2022).

The extent to which these internal and external developments addressed concerns previously expressed by users was difficult to assess. Release of new resources occurred prior to, during and after evaluation data collection, with some resources continuing to update repeatedly throughout the period. This made it difficult to know if feedback collected in the current evaluation still holds or has been resolved.

Be You is still evolving

When independently asked to estimate the ‘developmental stage’ of the initiative, the consistent response by the Be You Leads was, “about the age of a 5-year-old” – up and running but not yet reaching its full potential. During the evaluation, the Beyond Blue leadership highlighted key areas where Be You was still considered to be in an early stage of evolution. The main areas that needed further consideration and development include:

- clarifying purpose, model, scope and intended deliverables of Be You in a crowded market: This had not changed since Be You was launched and reflects that Be You is still finding itself.
- understanding and optimising the role of the Consultant: While having Consultants as part of the model has never been in question, the expectations of the role has shifted with the shift from recruitment to implementation. There was also some level of confusion or differing understandings between the tri-org, about the purpose of the Consultant role.



- building a digital platform, CRM and data-intelligence that meets the needs of Consultants and leadership to effectively support planning and delivery: While incremental enhancements to the bLink platform were ongoing, substantial re-development was still needed.
- improving website navigation and content to increase independent navigability and user experience (also mindful of accessibility and inclusion): Some impetus for enhancement may be reflected in the declining numbers of registrations and users of the website (Figure 17), but the greater impetus was to free Consultants from needing to provide website support.
- ensuring that other 'in-scope' audiences were not being overlooked: Being a national education mental health promotion service makes it challenging to be all things to everyone all the time. The slow uptake of Be You amongst pre-service educators and other specialist settings like the OSHC sector, suggested that some sectors were being underserved.

These aspects highlighted some of the areas where Be You might need to evolve further to better meet the needs of pre-service and current educators and learning communities. They are picked up in the following discussions regarding each research question. We acknowledge that these areas are not straightforward and will take time to address, as reflected in the existence of similar recommendations repeated across evaluations (Table D63) that align to these areas.

What is the reach of Be You and how has this changed over time?

[back to Key Findings](#)

Key messages

- Reach of Be You can be measured in many ways and is ever-changing.
- Rates of reach, learning community registration and engagement are generally increasing over time, though evidence suggests learning communities fluctuate in their level of engagement, with the more recent adopters appearing to be harder to retain.
- The expansion of Be You to reach learning communities was most rapid in the first two years of the initiative, in which time reach was much greater across schools than early learning services. Reach has continued to increase over the subsequent years, with greater growth of reach amongst early learning services. Currently Be You has reached 92% of schools and 72% of early learning services.
- Be You has generally reached learning communities to similar levels across types of learning communities, states and territories, metropolitan, regional and rural areas, across different levels of socio-economic advantage, and across different school sectors. Some potentially under-served groups include Special schools, OSHC services, pre-service institutions, early learning services in areas of lower socio-economic advantage, and early learning services in South Australia and Western Australia.

Be You is the national mental health and wellbeing in education initiative, supporting educators and learning communities across Australia. This equates to a target population of over 28,000 learning communities and more than 307,000 educators working in schools and many thousands more working in the Early Learning Sector (Australian Bureau of Statistics, 2023; Sinclair, 2021; Table B10).

In the context of Be You, 'reach' could refer to various metrics. Most simply, reach was defined as the proportion of learning communities and educators registered to Be You. In the broadest sense, this included any learning community with any registered user or recorded activity (e.g., module or event participation) – we described this as 'Reach' in this report. A more strict definition was also used in this report. It involved learning communities that were registered as a Be You Learning Community, through appointing and registering an Action Team Leader – we described these learning communities as 'Registered'. The discussion here, regards reach in the last two years (mid-2021 to mid-2023).

These were the best estimates for reach we had, understanding that there were forms of reach that were unable to be reflected. For example, there were registered Be You users with 'no-affiliation' to an organisation who could not be included in the reach estimates. Likewise, there were potentially many more visitors to the website accessing the Be You resources without registering with Be You.

Equality and equity in reach and registration

Before presenting the analyses, we take a moment to first consider whether equal rates of reach are optimal. The analyses here compares the extent of Reach and Registration relative to the proportional average, which implicitly assumes that equal rates of Reach and Registration are optimal. However, while this indicates whether there is equality in delivery, it may not indicate that equity has been achieved. Equity recognises that each learning community has different circumstances and may have greater or lesser need for Be You. It also recognises that some learning communities may require variation in the Be You resources and opportunities to reach an equal outcome. If the outcomes desired are mentally healthy learning communities with members of these learning communities (including educators, children and young people) experiencing generally positive wellbeing, then equality of delivery may not be optimal in achieving equity in outcomes.

It is well established that the wellbeing of children, young people and adults are associated with socio-economic advantage and disadvantage, with lower advantage associated with poorer wellbeing (AIHW, 2020). It is also understood that wellbeing can be lower for people in more rural and remote regions, with metropolitan regions enjoying greater access to resources and supports that facilitate wellbeing (Peters et al., 2019; AIHW, 2020). Learning communities in metropolitan regions serving children and young people with greater socio-economic advantages are also typically better resourced and funded. Accordingly, whether equality of delivery is the optimal approach for Be You is a consideration. It may, instead, be optimal to seek greater reach and engagement in communities that possess greater need for an intervention such as Be You. Or it may be optimal to have equal levels of reach and engagement, but provisioning limited resources (such as prioritising Consultant support) in greater proportion to disadvantaged communities. Such strategic decisions cannot be determined through data analysis but requires consideration of the ultimate purpose and intention for Be You.

The following analyses present variation from national averages of Reach and Registrations. Whether deviations from national averages are appropriate is not able to be commented on substantively, but are a consideration for Be You in directing recruitment efforts moving forward.

What is the reach of Be You?

Reach, defined as the proportion of learning communities with at least one registered educator or recorded activity, was highest in schools at 92%, with Reach at 72% in early learning services, 38% in OSHC services, and 77% in pre-service institutions (Table B8, Table B10).



Registration, defined as the proportion of learning communities with a registered Action Team Leader (a Be You Learning Community), was substantially lower, with Registration at 53% of schools, 38% of early learning services, and 12% of OSHC Services. With this in mind, a learning community could become unregistered (return to Reach status) if the Action Team Leader left and was not replaced.

The difference in Reach and Registration across all sectors indicated the extent to which Be You had successfully achieved breadth of delivery but seemingly lacked whole learning community engagement.

Reach across different types of learning communities

Reach (proportion of learning communities with a registered user or recorded activity) of Be You in schools was comparatively higher than in early learning services, with a more modest difference in Registered (proportion of registered learning communities) learning communities.

Reach in schools was 92%, compared to 72% across early learning services and 38% in OSHC Services (Table B10). Levels of Registration were substantially lower than Reach, with 53% of schools, 38% of early learning services, and 12% of OSHC Services registered as Be You Learning Communities.

Being a Registered learning community gives access to areas of the website restricted to Action Team Leaders. So where there was Reach, but not Registration, many of the resources and supports designed to achieve implementation of Be You were not accessible. The difference between these levels suggested that Be You had substantial Reach, but much smaller proportions across the early learning and school sectors progressing to the deeper implementation of Be You.

Across schools, Reach was greatest in Primary schools (95%), followed by Combined schools (92%), Secondary schools (90%), and by a substantial margin, Special schools (77%) (Table B10).

Registrations of whole learning communities was more common for Secondary schools (64%), followed by Combined schools (58%), Primary schools (50%), and finally Special schools (42%) (Figure 5, Table B10).

Special schools represented a small proportion of schools overall but appeared to be disproportionately underserved by Be You. This may be appropriate if the services of Be You were intended to serve mainstream schooling. However, if Be You intends to provide resources and supports to Special schools, there was clear evidence that the Reach of Be You into these learning communities was poor.

About the school context

The schooling sector in Australia typically consists of Primary schools, for children aged 5 to 11 years, and Secondary schools, for young people aged 12 to 18 years. There are a growing number of large Combined schools (K-12), which are often multi-campus, as well as Special schools that cater specifically to students of all ages with diverse and often complex educational needs. There are also Distance-education schools and alternative schools that specialise in Vocational Education and Training (VET) or outdoor education.

Schools in Australia operate under a federated system with schools belonging to one of the three sectors: Government, Catholic and Independent within their state or territory. There is no straightforward way to promote Be You across the school system and there is even less leverage because Be You is funded by the Australian Department of Health, not Education.

Overseeing the schooling system in Australia is an independent statutory authority. The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for developing and implementing a national curriculum, as well as assessing and reporting on student achievement through the National Assessment Program – Literacy and Numeracy (NAPLAN), which we use later in this report to investigate evidence of Be You impact.

This aligned with feedback from educators and Consultants that Be You resources, including the Disability Inclusion Guide, were not currently appropriate for Special schools or educators working with children and young people with disabilities (Table C42).

About the early learning and outside of school hours care contexts

The early learning sector in Australia provides education and care services for young children, typically from infancy to around 5 years old, before they start formal schooling. This sector plays a crucial role in a child's development, focusing on early education, and cognitive, behavioural, social-emotion and foundational skills.

The sector comprises various types of services, including Long Day Care centres (LDC), Family Day Care (FDC), Preschool/kindergarten programs, as well as Outside School Hours Care (OSHC). The sector requires staff to hold relevant qualifications in early childhood education. Teachers and educators are expected to have the necessary skills and knowledge to facilitate effective learning and development.

The sector is tightly regulated to ensure the safety, wellbeing, and quality of education for young children. Services must adhere to national quality standards and regulations set by the Australian Children's Education and Care Quality Authority (ACECQA). We used these quality ratings to investigate evidence of Be You impact, later in the report.

As a diverse sector, there was understandably substantial differences in Reach depending on type of early learning service. Reach was highest for Long Day Care Services (73%) and Family Day Care Services (69%), followed by Preschools (67%) and OSHC (38%) (Figure 5, Table B8). Similarly, Registration was highest for Long Day Care Services (40%) and Family Day Care Services (46%), followed by Preschools (32%) and OSHC Services (13%). While reach was similar among the three services that specifically provided early childhood education and care, reach across OSHC communities was much lower.

In this report, OSHC is treated as a separate sector. OSHC, typically directed at school-aged children, is unusually placed within the early learning services sector (because of its association with ACECQA) and potentially not best served by ECA Consultants. It is also a cohort that was not specifically addressed or provisioned for in much of the resources offered by Be You and did not appear to be targeted by any direct recruitment strategies. While there were some efforts to produce resources tailored to the OSHC sector, the low Reach suggested this remained an underserved sector.

Few programs and initiatives are designed for and offered to OSHC services compared to those for early learning services and schools, thus potentially being a sector where there may be substantial scope for growth and impact. However, without appropriately tailored resources and directed supports, it is unlikely that Be You will be able to more meaningfully support these communities.

Given that the rates of Reach and Registration were low across OSHC services overall, and that these services differed substantially from the early learning services and schools, data regarding OSHC services is not discussed further in this section. Assuming OSHC services are within the scope of Be You, the findings suggest that further consideration about how to provide appropriate supports and resources to the sector, is needed. Once deliberate recruitment and engagement of OSHC services is developed and achieved, considerations of how Reach and Registration differs across states and territories, regions, and levels of socio-economic advantage will be more relevant for discussion. All relevant data regarding the Reach and Registrations of OSHC services is available in the Appendices (Table B8, Table B9).

Figure 5. Rates of Reach and Registration across different types of learning communities



Overall, while there was substantial Reach across most types of learning communities, there was room for growth across all types of learning communities regarding Registrations. Addressing this is clearly a priority moving forward, as stated in the Be You Strategic Plan 2023-2027, “Everything we do will enable implementation support” (Beyond Blue, 2023). Increasing Registrations will be a key first step to achieving this goal.

Reach across States and Territories

Rates of Reach and Registrations varied across states and territories. With variations in the education systems and contexts across borders, the presence of variation in rates of Reach and Registrations was not surprising, but insight into these may support targeting of efforts.

Rates of Reach and Registration across early learning services was compared across states and territories³. NSW had above average Reach and Registration, reaching 183 more learning communities than would be expected for a state of its size, along with Registration from 236 more learning communities than would be expected (Figure 6, Table B8, Table B9). Lower than average Reach and Registration was observed across early learning services in SA, VIC and WA (Figure 6, Table B8).

Amongst schools, there was high Reach and Registration in SA and WA schools. Interestingly, while VIC had comparatively poor Reach across schools, there was greater than average Registrations of learning communities in VIC (Figure 6, Table B10). While Reach across NSW schools did not differ greatly from the national average, there was substantially fewer Registrations comparing to the national average.

Reach across states was compared within early learning service type. Reach and Registration in Family Day Care Services was greater than average in NSW but lower than average in Victoria (Table B8). Reach and Registration was also higher than average in NSW Preschools, but lower than average in NT and SA Preschools (Table B8). Amongst Long Day Care Services, there was greater than average Reach and Registration in ACT, but less than average in WA (Table B8).

³ In this report the Australian states and territories are abbreviated as: ACT - Australian Capital Territory, NSW - New South Wales, NT - Northern Territory, QLD – Queensland, SA - South Australia, TAS – Tasmania, VIC – Victoria, and WA - Western Australia.

Figure 6. Rates of Reach and Registration across States and Territories



While differences were apparent, there was little consistency in the differences across types of learning communities or comparing early learning services and schools generally. It didn't appear that any states or territories were dramatically more neglected or targeted compared to others, and differences, while potentially instructive for targeting of recruitment efforts, did not seemingly reflect interpretable bias in delivery across states and territories.

Reach across metropolitan, regional and remote learning communities

Reach and Registration of learning communities was relatively consistent across metropolitan, regional and remote learning communities. Remarkably little variation was found between Reach and Registration for early learning services based on whether they were located in metropolitan, regional or remote areas (Figure 7, Table B8, Table B9). No statistically significant differences were found in Reach and Registration across the sector overall, nor within types of services.

Reach was also generally similar across schools in metropolitan, regional and remote areas (Figure 7, Table B10). However, Registrations were higher among metropolitan schools compared to regional schools. While the rates of Registrations in remote schools did not statistically differ from the national average, this was likely partially due to the number of remote schools being much smaller than the number of regional and metropolitan schools. The rate of remote schools registered was actually smaller again than the rate of metropolitan schools. Differences in the rates of Reach and Registrations were most prominent amongst Primary schools (Figure 7, Table B10).

Figure 7. Rates of Reach and Registration across metropolitan, regional and remote learning communities



Overall, differences in rates of Reach and Registrations did not differ to a large extent. There may be merit to consider deliberate targeting recruitment of more regional and remote schools, specifically Primary schools, not just in response to finding lower Reach and Registrations of such schools, but also in recognition that regional and remote communities often report lower wellbeing than their metropolitan counterparts (Peters et al., 2019; AIHW, 2020).

Reach across learning communities with different levels of socio-economic advantage and disadvantage

Within the early learning sector overall, there was somewhat greater Reach and Registration in learning communities in regions of greater socio-economic advantage than those in regions of lower socio-economic advantage (as measured by SEIFA of learning community's region) (Figure 8, Table B8). These differences were statistically significant, but relatively small with approximately 74% Reach and 40% Registration in high socio-economic advantage early learning services compared to 69% Reach and 35% Registration of low socio-economic advantage learning communities (Table B8). These differences of around 5%, represent a difference of approximately 98 fewer low socio-economic advantage early learning services registered (out of 2708 Low-SEIFA learning communities) than would be expected if Registration was equal across levels of socio-economic advantage (Table B9).

The differences were most apparent in Preschools, with less Reach and Registration for low socio-economic advantage Preschools, and differences in Long Day Care services, with greater Reach to high socio-economic advantage services and less Registration for low socio-economic advantage services (Table B8).

The rates of Reach and Registration in schools of different levels of socio-economic advantages was remarkably similar. No statistically significant differences of Reach or Registration were found across different SEIFA levels.

Figure 8. Rates of Reach and Registration across different levels of socio-economic advantages



With somewhat lower rates of Reach and Registrations in early learning services with lower levels of socio-economic advantage, and no statistically significant differences across schools associated with socio-economic advantage, it could be said that there was almost equality in delivery in this regard. However, equal delivery of Be You across different levels of socio-economic advantage may or may not be the ideal (as discussed above). With learning communities of high socio-economic advantage, it may be that these communities had access to more resources and programs to support wellbeing, while learning communities of lower socio-economic advantages were likely to have poorer wellbeing of students and educators, and thus greater need. Consideration of optimal levels of Reach and Registration are essential to interpretation of all comparisons, but may be of particular importance when considering socio-economic advantage and disadvantage.

Reach across school sectors

Comparison of Reach and Registration across school sectors (Government, Catholic, Independent) found generally similar levels. Somewhat greater Reach was observed for Government schools compared to Catholic and Independent schools and lower levels of Registrations of Independent schools (Table B10, Table B11). There were particularly large differences comparing Secondary schools, with far more Government Secondary schools Registered as Be You Learning Communities than Catholic or Independent Secondary schools (Table B10). Conversely, a greater proportion of Catholic Primary schools were registered as Be You Learning Communities than Government or Independent Primary schools (Table B10).

Efforts to increase rates of Reach and/or Registrations in particular sectors will need to consider that uptake of Be You in sectors has differed for Primary and Secondary schools. However, differences between sectors are relatively minor, so changes to approaches relative to sectors would not be a priority at this stage.

Reach in pre-service institutions

Pre-service institutions are TAFE and universities that offer training to become an early childhood educator or school teacher. These are not learning communities like schools or early learning services. Pre-service institutions provide an opportunity to reach and engage educators at the beginning of their careers, offering them tools to develop mentally healthy classrooms and communities, and supports to manage their own mental health as they commence as educators.

Pre-service institutions are not able to become Registered learning communities, but Reach can be estimated by determining the proportion of pre-service institutions with at least one registered user of Be You. On this basis, 58% of TAFE institutions and 90% of universities had at least one registered user (Table B12). As these institutions are vastly different from learning communities, it is not meaningful to draw comparisons in Reach between these institutions and other learning communities. However, the difference between Reach within TAFE and Universities was striking, with substantial room for expansion of Reach to TAFE institutions.

Registration and engagement of pre-service educators potentially provides a powerful means to expand Reach into learning communities. As pre-service educators move into roles in learning communities across the country, they have the capacity to bring Be You with them and advocate for it within these communities. In the *Be You for VET* project, Perkins et al. (2021) reported that while Be You had much to offer the pre-service sector, there were multiple barriers to uptake. Deliberate efforts to Reach and engage pre-service educators may serve to improve reach of Be You generally, as well as support new educators as they commence their profession.

How has reach changed over time?

Rates of recruitment have changed over time. A strong pre-COVID recruitment and onboarding phase occurred in 2019, followed by a slowing of recruitment activities, particularly for schools. There was no difference in the reach of Be You based on socioeconomic background across the years (proportional to category). While schools dominated the uptake in 2019, this shifted in 2020 to above average uptake by early learning and OSHC services. Recruiting remote learning communities was above average in 2019 and rebounded during 2022 and 2023. Figure 9 presents the profiles by total count.

Reach was not a static state

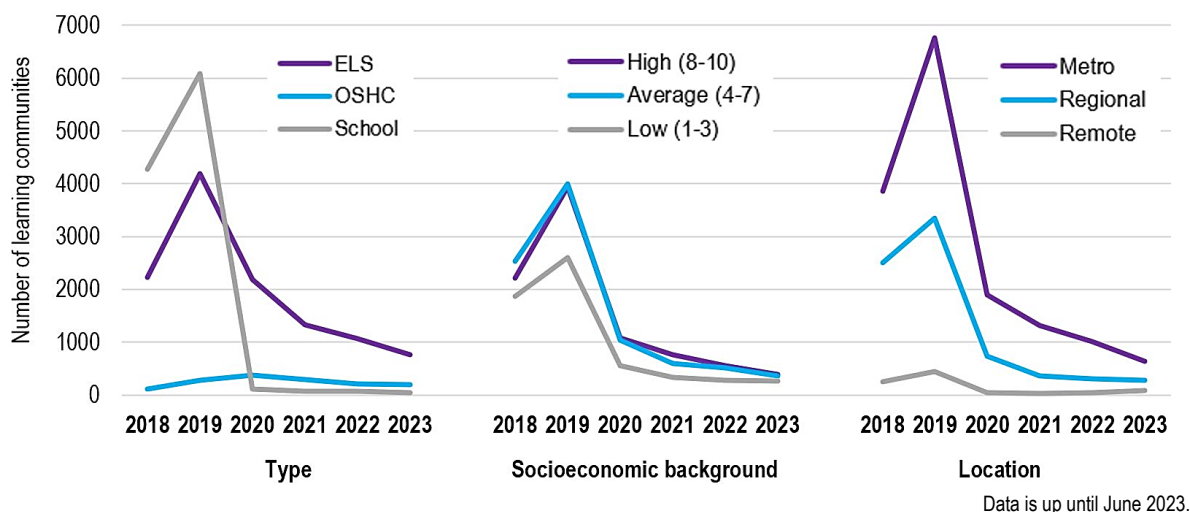
Learning communities themselves were in a constant state of turnover, in terms of children and families moving through the education system, but also regarding levels of teacher transience. Because learning communities were constantly changing, it may be unhelpful to expect engagement and implementation as a linear progression. In reality, a learning community could be highly engaged and registered with Be You one week, and then become un-registered and seemingly not engaged the following week, if the Action Team Leader left and was not replaced.

About the pre-service context

Most universities across Australia and many Technical and Further Education (TAFE) institutions or vocational education and training (VET) organisations offer various pathways to becoming a qualified early childhood educator or a school teacher.

Typically, Certificate and Diploma courses in Early Childhood Education and Care can be as short as 6 months, and a Degree in Education can take around 3 or 4 years. This is the brief window in which Be You has the opportunity to engage with pre-service educators before they enter the teaching profession.

Figure 9. Reach to new learning communities each year, by type, SEIFA and location



To test how much learning communities changed, we compared their current status (June 2023) with their status six months earlier (December 2022). Within a six month period:

- 80% of early learning services and 52% of schools **stayed the same**. This includes the group of non-Be You learning communities that were still yet to engage.
- 18% of early learning services and 46% of schools **advanced** one or more levels (e.g., moving from non-Be You to Reached, or Reached to Registered).
- 1% of early learning services and 3% of schools **moved down** one or two levels (e.g., shifted from Registered to Reached, or Reached to non-Be You).

The results suggest that the schooling sector is in a great state of change. There was an encouraging trend in movement toward greater engagement, though a small subset was observed to have stepped away from Be You to some extent (105 early learning services, 294 schools). This change was likely to be constantly occurring and largely unobserved. The extent that consistent implementation, compared to transient or fluctuating engagement, influenced outcomes was difficult to assess but very likely.

Learning communities were progressing beyond reach

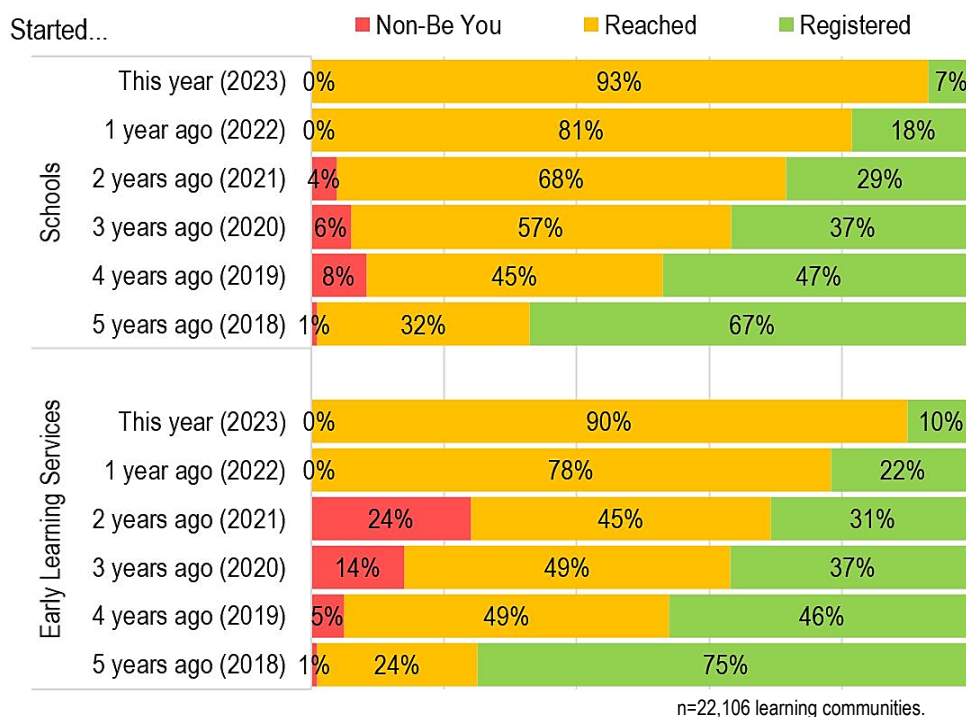
The number of learning communities starting each year differed, with almost 75% of communities Reached in the first two years (Figure 9). Generally, learning communities increased their connection with Be You over time (Figure 10), however the more recent adopters appeared to be harder to retain.

Once started, a learning community could become more engaged, disengage (become non-Be You)⁴, or could stay the same. To better understand the trajectory of learning communities engaging with Be You, we investigated the current engagement status of learning communities, grouped by when they first started with Be You (Figure 10).

⁴ For the purposes of this evaluation, Reach was defined by a learning community having a registered user or evidence of Be You activity within the last two years, so it was only possible for learning communities to revert to being 'non-Be You' after two years of inactivity.

- 10% of early learning services and 7% of schools that started this year were now Registered learning communities (had an Action Team Leader).
- Learning communities Reached in the first year of Be You (2018) were the most likely to have become Registered learning communities, and only a very small proportion had reverted to being non-Be You learning communities. These were mainly communities carried over from the previous initiatives.
- The proportion of learning communities Registered increased with the number of years since first starting Be You, with most of the current Registered learning communities starting four or five years ago.
- Learning communities, particularly early learning services who started with Be You in 2021 and 2022 were the most likely to have reverted to be non-Be You learning communities. This suggests that leaving Be You is not something that is increasing with duration involved with Be You, but may be associated factors relating to the communities reached at this time or recruitment methods used at that point.

Figure 10. Current status of learning communities by when they first engaged with Be You



Being cross-sectional data, we were not able to extract the possible effects of *when* a community first started compared to *how long* since they were engaged. If different types of communities were recruited in particular years and joining for different reasons, or if the experience of early participation was different across years, it could be that patterns of results were due to the starting cohort they were in, rather than duration since starting. For example, it is likely that learning communities engaged with the previous initiatives were different from learning communities that engaged during COVID.

The findings suggest that early adopters have progressed well, with more than half now Registered Be You Learning Communities (Figure 10). While the learning communities recruited in subsequent years may follow a similar trajectory, it appears that a proportion from each year have ceased engagement and reverted to non-Be You status. Efforts to convert recently Reached learning communities to fully Registered Be You Learning Communities may require more supports than were necessary for the early adopters Reached in the first two years.

Are Be You activities and resources relevant, useful, and inclusive in meeting the needs of educators and learning communities, and in what ways can they be improved?

[back to Key Findings](#)

Key messages

- The most relevant, useful and inclusive aspect of Be You, agreed by 87% of educators and Consultants, is its approach to implementing evidence-informed mental health promotion and early intervention.
- Educators are more positive than Consultants about the inclusivity of resources meeting diverse need. This difference in views, independent of sector, relates to Consultants being able to norm the use and acceptance of resources across numerous diverse contexts, compared to educators across a single context.
- Consultants and educators in the early learning sector tend to agree more than those in the schooling sector, that Be You is inclusive.
- Be You has clear strengths and prioritises (intentionally or not) the Postvention and Suicide Response support. It has a clear point of difference from other initiatives with highly valued Be You Consultant support and has successfully strengthened its offerings with the Educator Wellbeing resources. Much of what else Be You offers, while still broadly valued, is less used and less understood. This includes the resources designed to support whole learning community engagement and implementation.
- Early Learning Educators appear to be generally more positive about the Be You resources than School Educators, and headspace Consultants tend to place more value on the Action Team resources, while ECA Consultants prefer the Guides, Fact Sheets, and Catalogues.
- Pre-service resources may be worthwhile, but feedback is limited and the sector is being overlooked by Be You. There is potential to better advocate for the needs of this cohort and to leverage University courses that appear to be driving awareness and engagement of Be You.

Beyond general Reach, the Be You resources and activities need to be fit-for-purpose and equitably meet the needs of diverse populations, which include gender identity, socioeconomic status, ethnicity, culture, and disability. Figure 11 provides an overview of the types of Be You 'inputs' discussed in this section examining to what extent they are valued, effective and inclusive, and where improvements can be made.

Figure 11. Be You ecosystem of resources at a glance and in detail



* Available from the restricted Action Team Dashboard. Note: This overview summarises the Be You resources available at the time in June 2023.

Figure 11 also indicates other elements like the ‘restricted access’ to Be You Learning Community Surveys from the Action Team Leader Dashboard. Previous evaluations have broadly found the Be You resources fit for purpose, in line with the findings of this evaluation. The newer resources appeared to be incorporating the feedback and learnings from previous evaluations and demonstrated a responsiveness to changing needs.

Inclusivity in meeting diverse need

The most relevant, useful and inclusive aspect of Be You, agreed by 87% of educators and Consultants, regarded its foundational activity of implementing an approach to evidence-informed mental health promotion and early intervention.

Feedback about resources needing to be tailored to support diversity and inclusion continued to be a feature in this evaluation (Figure 12), although educators were more positive than Consultants about the inclusivity of resources meeting diverse need. For example, while around 85% of Consultants *did not* agree that Be You was relevant, useful and inclusive in meeting the diverse needs of learning communities with regard to children from culturally and linguistically diverse backgrounds, around 80% of Educators *did* agree (Table C45).

This difference in views, independent of sector, related to Consultants being able to norm the usability and acceptability of the resources across numerous contexts, compared to educators reporting use within their learning community (also noting the bias of the User Survey to highly engaged users, but still good representation of lower activity users; see Technical Report for details). Educators reported less variation in their agreement in support of resources meeting each of the diverse needs (ranging from 68%-91%), whereas ECA and headspace Consultants were similarly judicious about resources better meeting the needs of some diverse communities than others (ranging from 13%-96%). Consultants and educators in the early learning sector tended to agree more than those in the schooling sector that Be You was inclusive.

Figure 12. Consultant and Educator views about meeting the diverse needs of learning communities

To what extent is Be You relevant, useful and inclusive in meeting the diverse needs of learning communities regarding...

	NET AGREEMENT		NET AGREEMENT		Preferred by	
	ECA	headspace	ELS	School	ECA headspace	ELS School
Implementing an approach to evidence informed mental health promotion and early intervention	75%	96%	91%	87%		
Responding to COVID-19	94%	78%	82%	68%		
Children living in communities in crisis (e.g. bushfire, drought, extreme disadvantage)	81%	65%	84%	73%		
Children with a developmental delay or disability	50%	26%	85%	74%		
Aboriginal and Torres Strait Islander children	31%	17%	82%	72%		
Children who identify as LGBTQIA+	31%	30%	68%	73%		
Children from culturally and linguistically diverse backgrounds (CALD)	19%	13%	85%	75%		

Data: Workforce Survey n=45 Consultants (Table C45); User Survey n=1220 Educators (Table C46, Table C38).

Around a *quarter* of Consultants agreed that Be You was meeting the needs of Aboriginal and Torres Strait Islander children or LGBTQIA+ identifying children (Table C45), compared to *three-quarters* of educators (Table C46). This leaves a quarter of educators who either disagreed or were neutral regarding the appropriateness of Be You for communities with regard to the diverse needs of children from culturally and linguistically diverse backgrounds, children with a developmental delay or disability, Aboriginal and Torres Strait Islander children, and children who identify as LGBTQIA+ (Table C46).

The generally low rates of endorsement from Consultants for Be You as “*relevant, useful and inclusive*” was reflected in comments from Consultants, including calls for “*specific resources for diverse communities (neurodiverse, LGBTQIA+, First Nations, CALD, rural)*”, “*for Be You resources to be available in languages other than English*”, and to “*update research and provide practical knowledge for schools especially about diversity and inclusion*” (Table C47). This was echoed amongst headspace leadership with discussion claiming resources and modules were not flexible and dynamic enough to meet needs of diverse learning communities. Educators were not specifically asked to comment on the inclusivity and acceptability of Be You, and did not raise these aspects when given the opportunity to provide feedback about improving Be You, probably because of their strong agreement that resources were inclusive.

The Be You Resources are broadly effective and valued

The rating of resources provided a good understanding of where Be You was doing well, and where it could improve (Figure 13). We found that Be You had clear strengths and prioritised (intentionally or not) the Postvention and Suicide Response support. Be You also had clear points of difference from other initiatives with Be You Consultant support, and had successfully strengthened its offerings with the Educator Wellbeing resources. Much of what else Be You offers, while still broadly valued, was less used and less understood. This includes the resources designed to support whole learning community engagement and implementation.

Figure 13. How resources have fared, based on the views of Consultants (effectiveness rating) and Users (NPS rating), ordered from most to least valued overall

	Resource Effectiveness				NPS Rating		Preferred by	
	ECA	headspace	ELS	School	ECA headspace	ELS School		
Postvention Support Service by headspace	75	97		62				
Suicide Prevention and Response resources	50	92	62	66				
Educator Wellbeing resources	85	68	64	49				
Be You Consultant support*			61	66				
Disability Inclusion Guide	68	55	70	52				
Be You Fact Sheets	67	63	55	47				
Be You Sessions and Events	67	68	54	40				
Cultural Actions Catalogue	52	49	80	47				
Responding to Natural Disasters resources	77	60	37	50				
Action Team Leader Dashboard*	74	70	53	24				
Be You Learning Community Surveys*	64	80	35	35				
Implementation and Reflection Tool*	57	61	57	32				
Professional Learning modules	54	64	53	32				
Be You Handbooks	56	57	54	36				
Be You Wellbeing Programs Directory	47	64	52	39				
Action Plan*	55	67	46	26				

Data: Workforce Survey n=45 Consultants responded to: *In your recent experience, how effective are the following Be You tools, resources and processes in their current form at meeting the needs of learning communities?* on a scale of unsure (0) to Highly effective (5), standardised to max=100 for comparability with Net Promoter Score NPS (Table C37); User Survey n=1220 Educators responded to: *How likely would you be to recommend this resource to a colleague?* (Table C38). * Action Team resources only available to the Action Team Leader.

There was general consensus in the views of Consultants and educators who used the resources (Figure 13), but also important sector difference in how they were valued. Early Learning educators appeared to be generally more positive about the Be You resources than school educators, and headspace Consultants tended to place more value on the Action Team resources, while ECA Consultants preferred the Guides, Fact Sheets, and Catalogues.

The following discussion briefly touches on each of the material resources and activities and summarises areas for improvement, starting with the most positive resources. Consultant support will be addressed in the next section.

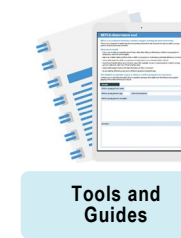
Suicide Postvention and Response resources

Consultants and educators surveyed rated the Postvention Support Service provided by headspace and **Suicide Prevention and Response Resources** as the most effective resources or the resources they would most likely recommend to others. Users highlighted a need for resources to be tailored for use in Primary school settings, particularly regarding prevention content. Consultants also request resources to be tailored for the early learning services context (Table C42).



Educator Wellbeing resources

During this evaluation, additional focus was given to supporting educators' mental health and wellbeing, with the development and release of the **Educator Wellbeing resources**. This was in response to recognising the importance of placing educator wellbeing at the centre with student wellbeing (e.g., Browning & Romer, 2020; Lucas, 2023; Cavioni, Grazzani & Ornaghi, 2020). The provision of Educator Wellbeing resources was therefore a welcomed addition to



Be You, with articles like Lucas' (2023) and survey respondents requesting these types of resources prior to their creation, as noted in this comment:

"Focus some more on Staff! If staff don't feel supported, listened to, visible, viable and cared about, how are they supposed to be at their absolute best to support, listen too, nurture and care for not only each other but most importantly their students". (School educator)

The positive feedback of the Educator Wellbeing resources suggest that they are a valued addition to the Be You offerings, particularly in the early learning sector (Figure 13).

- Consultants and educators regarded Educator Wellbeing resources positively (Table C56).
- Over a quarter of respondents to the User Survey reported having used the Educator Wellbeing resources, and of those, the vast majority reported being likely to recommend the resource to a colleague.
- More than 80% of Consultants surveyed believed the Educator Wellbeing resources were moderately or highly effective.
- When asked how they might want the resources improved, educators' comments (Table C42) requested better accessibility (e.g., "Advertising they exist", "Indexed more successfully", "make them more positive and easier to access – the website is a bit clunky") and more practical suggestions (e.g., "more explicit tools") and content level differentiation (e.g., "There is a lot to unpack and my colleague who was charged with doing this was totally overwhelmed" versus "Deeper into content – useful for those unfamiliar with mental health but too basic for others"). Consultants suggested greater acknowledgement in resources of wellbeing influences beyond the educators' control (e.g., "More information about wellbeing at a setting and system level").
- Evidence from the National Mental Health in Education Survey suggested support for Educator Wellbeing was the offering that most strongly distinguished Be You from other wellbeing programs and initiatives in education (QMR, 2023a).

The evidence suggests there was good acceptance of the resources. However, as a newer resource, it is too early to determine impact. If there is desire to determine impact, closer monitoring of educators who do and do not engage with the Educator Wellbeing resources may be necessary, as the current data collection methods are unlikely to be able to isolate effects from a single resource type within the broader context of many resources, interventions and supports, as well as the many varied and changing challenges being faced by educators. An extension of the Be You Educator Survey to include items that monitor educator wellbeing has been suggested (Table C42). We go one step further to suggest replacing the Be You Educator Survey with an Educator Wellbeing Check-in.

Disability Inclusion Guide

Educators were generally positive about the [Disability Inclusion Guide](#), but Consultants generally rated this poorly. Specific critiques from Consultants regarding the Guide included concern that it was not well accepted by Special schools, and requests that disability inclusion be integrated throughout Be You rather than in a stand-alone resource (Table C42).



Tools and Guides

Be You Fact Sheets

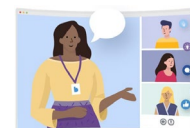
Fact Sheets were moderately endorsed according to ratings from Consultants and users in their respective surveys (Table C42). This is unsurprising given the range and diversity of Fact Sheets available. Users and Consultants both expressed a desire to see more Fact Sheets tailored for families, for Fact Sheets to contain more specific information and practical advice, and for access to these be improved (Table C37, Table C38). There were also requests to update the formatting, content and references.



Fact Sheets

Be You Sessions and Events

Sessions and Events were also moderately valued, but more so by educators in early learning services (NPS of 54) than schools (NPS of 40) (Figure 13, Table C38), and similarly by ECA and headspace Consultants. Educators' recommendations to improve Sessions and Events included increased interactivity, with a preference for face-to-face delivery (Table C42). There was also a desire to see a greater focus on practical solutions and suggestions, and to increase inclusivity for educators working with students with special needs. Consultants' recommendations to improve Be You Sessions and Events highlighted observations that more targeted Sessions, in regard to region, sector and topic, were better received than more general and generic offerings (Table C37).



Sessions and Events

Cultural Actions Catalogue and Culturally Respectful Engagement for Learning Communities resources

It was conveyed through Be You leadership that significant learnings were gained as a result of the development of the place-based Cultural Actions Catalogue as part of the Pilbara Kimberley project, resulting in a new broader resource launched outside of the evaluation period – **Culturally Respectful Engagement for Learning Communities**.



Tools and Guides

Educators were generally positive about the Cultural Actions Catalogue, particularly in the early learning sector (Table C38). Critiques of these resources included concerns that the content was not adequately integrated throughout Be You, and requests for resources to also address other cultural diversity as this resource only addressed Aboriginal and Torres Strait Islander cultures (Table C42). Monitoring uptake and acceptability of the Culturally Respectful Engagement for Learning Communities resources will be important as an early indication of improvement and better meeting diverse need.

Responding to Natural Disasters resources

Consultants had no recommendations to improve the **Responding to Natural Disasters** resources, which were viewed as more effective by ECA Consultants serving the early learning sector but more valued by school educators (Table C42). These newer resources were infrequently used by User Survey respondents (approximately 6% of respondents had used) and there were few recommendations about how they may be improved.

Generally users were open to recommending the resources to a colleague (NPS of 46) though would appreciate if these resources could be more interactive (Table C42). The resource may benefit from strategic seasonal promotion in regions that are prone to natural disaster.



Tools and Guides

Professional Learning modules

As highlighted earlier, resources were being revised but were not necessarily released before feedback was collected. In interviews with multiple Be You Leads from Beyond Blue (Table A7), significant foundational work was being undertaken that was positioning the initiative well but unable to be evaluated. Accordingly, the extent to which the latest feedback is relevant to changing resources needs to be kept in mind. This is particularly the case with modules, which received identical feedback as from the previous evaluation, mainly because very little had changed.



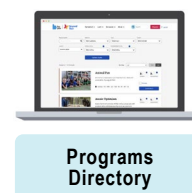
In response to recommendations in previous evaluations, the Be You Content team have undertaken a significant stream of work to review and redevelop the suite of **Professional Learning modules**. This involves 13 modules with three versions – 39 in total – tailored to Early Learning, Primary and Secondary schooling contexts. It should transform the learning experience for users. The release of the revamped modules is scheduled for December 2023.

Based on the existing modules, feedback from Action Team Leaders, in schools in particular, was that the modules were frequently too general and basic (Table C42). According to bLink records, it appeared that modules were not widely used by Action Team Leaders, despite the reports of 72% uptake by Action Team Leaders in the User Survey (Table C56). Modules were not necessarily the first thing Action Team Leaders did (nor should it necessarily be). Something like a dedicated module for Action Team Leaders to focus on capacity building their leadership role, may be of benefit.

The numerous suggestions for module improvement had substantial overlap with recommendations from previous evaluations – to be differentiated for various levels, and to be more engaging, interactive and practical. Rather than repeat the potentially redundant discussion here, we direct you to the feedback summarised in (Table C42). That this feedback has been reported by users and Consultants across both evaluation periods over multiple years in a very consistent manner indicates the universality and consistency of these issues, which we hope the updated modules address.

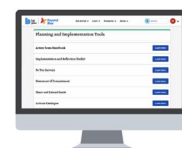
Be You Programs Directory

The **Programs Directory** currently has 83 programs. Although rated amongst the least effective or valued of the Be You resources, headspace Consultants considered it to be more effective than ECA Consultants (Table C37). Interestingly, early learning educators valued it more than school educators. Overall, educators gave a NPS rating of 42, placing it 11th out of 16 resources for how likely they would be to recommend the resource to a colleague (Table C38). Consultants and users both recommended inclusion of more programs as a way to improve the Directory (Table C42). Users also recommended the inclusion of user testimonials, while Consultants suggested improving the filters and adding a filter to determine programs designed for small groups through to whole school delivery. The broader question of how the national Programs Directory adds benefit needs to be considered, when duplication is happening in states to produce directories specifically tailored to their jurisdiction. A useful inclusion might be to identify those programs endorsed by state education authorities to further assist educators in making often complex decision about which wellbeing programs will be best.



Action Team Leader Dashboard: Planning and Implementation Tools*

The Dashboard is the entry-point for the Implementation and Planning resources (Figure 11). These tools are designed to help learning communities identify their needs and embark on deep implementation, supported by Consultants. They include the Action Team Dashboard, which provides password protected access to the learning community Surveys, as well as the Planning and Implementation Tools which include the Implementation and Reflection Toolkit, the Be You Action Plan, and the Actions Catalogue. While the Action Team Leader Dashboard was rated in the bottom-3 by educators (NPS of 36, Table C38), it was considered moderately effective by Consultants (Table C37). Action Teams in schools were more negative than early learning educators and gave it the lowest rating (NPS of 24) of all the Be You resources.



Access to Action Team Leader Dashboard

Having the main gateway poorly rated (along with other resources and tools that sit within the Dashboard), is problematic. It suggested that the Dashboard in its current form, is not useful and may be a barrier for Action Teams to undertake whole learning community implementation of Be You. Only 39% of Action Team Leaders who completed the User Survey reported using the Dashboard (Table C56).

One of the main barriers regarded access to the Planning and Implementation Tools which were very hard to find on the Dashboard. To 'see' the resources an educator must register and login as the designated Action Team Leader (a Consultant needs to action their designation as the Action Team Leader in the backend). Once logged-in, they need to locate it under the 'My learning community' menu, unintuitively located behind the user profile icon (top right hand corner). The Planning and Implementation Tools sit behind the Supports menu which is only visible if you are the Action Team Leader. The internal navigation is not intuitive and page loading is slow – additional factors that might feed into a frustrating experience for time-poor educators. It helps to explain why resources were underutilised and poorly rated. The Dashboard experience is a clear opportunity for improvement that will directly support engagement and implementation.

Be You Learning Community Surveys*

In theory, capturing baseline and follow-up insights *from* your learning community, *about* your learning community, across the five domains of the Be You Framework sounds highly useful to guide planning. However, time-poor Action Team Leaders and a survey platform that may not be easy to use, challenged this assumption. The low uptake, general poor endorsement and concern that the Survey measures may be inaccurate or misleading, suggested that this resource should be completely reviewed or even replaced.



Be You Surveys

- The uptake of Be You Surveys was very small – 5% of learning communities nationally.
- Consultants and educators had different views about the usefulness of the Surveys. While Consultants were generally positive, particularly headspace Consultants (Table C37), educators in early learning services and schools were much more reserved (NPS of 35) (Table C38). It may be the case that theory does not live up to reality. Consultants may see the Surveys as an important strategy to commence whole learning community implementation, but for learning communities, the difficulties in using the Surveys may outweigh the benefits.

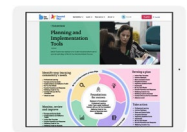
- Educators' critiques of the Be You Surveys included issues with interpreting results, but also issues with interpreting and responding to questions. One respondent said "*vague, language not easy to access, no-one knew what a critical incident was*" (Table C42). In fact, in our review of the Educator Survey, a quarter of respondents reported *not* being familiar with the term "critical incident", but then went on to complete 7 items that referred to "critical incidents" without clarification of the term. So results from these items cannot be reasonably interpreted.
- Further insight from a Consultant suggests that "*The platform worked better when it was embedded within the Be You website, multiple platforms confuse*" (Table C42).

Emerging from this evidence, it was clear that the Be You Surveys were not working well. While the idea of data-driven decision making is sound and Consultants should champion this strategy, the Surveys are falling short and multiple aspects need to change. For example,

- a direct pathway to the Surveys, built as an integrated part of the Be You platform, would greatly enhance user experience, as well as support Consultants to 'see' implementation activity directly linked to learning communities (not sitting isolated in a separate platform). We go further to suggest that full integration should be the standard approach to system upgrade. This will ensure that access to tools are embedded in the website experience without the need for additional logins, and will support monitoring implementation behaviour.
- replacing the Surveys with something like an Educator Wellbeing Check-in that includes simplified elements of the Educator Survey would provide important information for learning communities to act on and keep the focus of Be You on its target audience – educators.

Implementation and Reflection Tool*

Consultants reported that the Implementation and Reflection Tool was somewhat effective (Table C37), as did early learning educators (NPS of 57), both of which were much higher than school educators' views (NPS of 32). Less than a quarter of Action Team Leaders had used the Implementation and Reflection Tool (Table C56).



Be You Planning and Implementation Tool support

The calls for improving accessibility, reducing length and complexity, and making it quicker to use, as well as embedding it online, were not new (Table C42). Recognised as a key resource to facilitating implementation and the need to improve user experience, the Be You Digital team were in the process of digitising the Implementation and Reflection Tool to address many of these concerns.

Be You Handbooks and Guides

Consultants rated the **Be You Handbooks** as somewhat effective and educators ratings provided a NPS of 41 overall, with early learning educators being more favourable than school educators (Table C38). Educators' feedback included concerns that the Handbook, Tools and Guides were too lengthy, difficult to navigate and use, and ultimately difficult for time-poor educators to use (Table C42). Consultants, likewise, believed the Handbooks were too long and required better navigation support built in (Table C37). Consultants also recommended different versions of the Be You Handbooks for Action Team Leaders and other Action Team members given that team members may not require the same extensive content as Action Team Leaders and could benefit from a simplified and more user-friendly version.



Handbooks

Action Plan*

Creating an Action Plan, while considered somewhat to moderately useful by Consultants (Table C37), it was the resource least likely to be recommended by Action Teams (NPS of 32), particularly in schools (Table C38). Compared to other implementation activities, creating an Action Plan was only done by a quarter of Action Team Leaders (26%), and reported by around 5% of educators in the User Survey (Table C56). Consultants and Action Team Leaders recommended updates and edits for the formatting of the Action Plan template and suggested providing examples would help (Table C42) (even though examples were available on the website). They also identified that many learning communities were using alternative planning tools and recommended greater synergy with those could encourage use.



Uptake of resources as a reflection of relevance and usefulness

Action Team Leaders were substantially more likely to use the Be You resources than other users (Table C56). As a cohort highly invested in implementation and potentially more critical, the uptake suggests that the resources were useful and relevant. Nevertheless, the following points demonstrated there was still underuse of much of the resources offered, potentially reflecting the comparatively low rates of deeper implementation. We also note that the User Survey may be overestimating resource use because of sample bias – those who completed the survey were more likely to be highly engaged users or have greater awareness of Be You. In fact, self-reported use was about 3 to 4 times higher than the logged use in bLink, indicating those completing the User Survey represented more highly engaged individuals (Table C56). Accordingly, while highly engaged users are ideal for seeking feedback about how the resources can be improved, less trust should be placed on the reported rates of use as this may be an overestimate. The important aspect is that Be You resources were being used and the feedback gathered was insightful.

Among the Be You resources, some resources were more popular than others and depended on the role as an educator in an early learning service or a school or as an Action Team Leader. Of the 2093 users who completed the User Survey (Table C56),

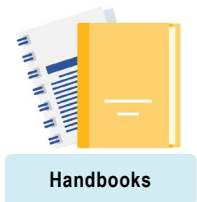
- 19% reported having not accessed any resources yet – and only 3% if they were an Action Team Leader. By comparison, the QMR (2023a) survey of educators, who were aware of Be You with only half classified as users, reported approximately 66% as not using resources.
- 40% had used the Professional Learning modules, 39% had used the Be You Fact Sheets and 22% had used the Handbooks and Guides. These were the most commonly used resources by a substantial margin, and were the most obvious touch-points for educators.
- 27% used the Educator Wellbeing resources. Given the recency of its addition to the range of resources, suggested rapid adoption relative to other older resources. This was reaffirming given reports of significant mental health and wellbeing struggles within the education workforce (AITSL, 2023). It suggests that Be You resources were hitting the mark.
- 22% reported having participated in Be You Sessions and Events (contrast this with the relative levels logged in bLink of other activities shown later in Figure 17). Increasing participation in Sessions and Events may be a key opportunity for Consultants to support learning communities.

- Educators in early learning services and schools reported the same preferences for the leading resources, although there was around 5% more uptake in early learning services across the leading resources than in schools. In particular, the Educator Wellbeing resource was reported by 16% more educators in early learning than in schools, and 7% more early learning educators reported receiving personalised Consultant support than schools. The profiles of usage (Table C56) suggested greater uptake of resources in early learning services than in schools, which may support evidence of impact discussed later (Figure 19).
- The least used resources were those tailored for specific contexts, communities or needs (Table C56). Around 15% of users reported using the Suicide Prevention and Response Resources, Disability Inclusion Guide, Responding to Natural Disasters Resources, Postvention support, and Cultural Actions Catalogue. Around 8% used Action Teams resources, but these were only available to the smaller cohort of Action Team Leaders. Secondary school settings were more likely to report use of Suicide Prevention and Postvention resources and Postvention Support Services, being an additional area of support only available to schools. 24% of school educators, compared to 7% of early learning educators reported using either resource.
- Action Team Leaders, regardless of learning community, reported greater use of all resources than any other users (Table C56). 72% had started a Professional Learning modules, 69% had accessed Be You Fact Sheets, and 50% had participated in a Be You Session or Event. Less than half reported forming an Action Team (49%), receiving support from a Consultant (46%), or used the Action Team Leader Dashboard (39%).

The relative use of resources by different cohorts of educators does resonate with findings reported later in this chapter that the Be You resources were relevant and useful, at least amongst a highly engaged group of educators and Action Team Leaders (that completed the User Survey). In particular, the newer Educator Wellbeing resources and the Disability Inclusions Guide represent resources that appear to be well received and supporting the aims of Be You.

Pre-service resources may be worthwhile but feedback is limited

Almost 12,000 registered Be You users (9%) were associated with pre-service institutions, notably 90% of these were in universities. Nevertheless, clear feedback about the **pre-service** and **VET resources** was limited for two reasons. Consultants were less informed about pre-service educators because their focus was on implementing Be You with current educators, and pre-service educators rarely completed User Surveys. Of the 34 pre-service educators who completed the Be You User Survey, 19 (56%) had not accessed any resources yet. The remaining pre-service educators who had used resources, 13 used the modules, 10 used the Be You Fact Sheets and 7 used the Educator Wellbeing Resources. Meaningfully reporting NPS ratings was not possible with such limited data.



Handbooks

However, from the bLink data there was evidence of pre-service educators using the Be You resources on par with other current educators in pre-engaged learning communities (Table B17). Pre-service educators completed 3.9 modules on average, and were much more likely to do modules (11% of pre-service educators) than events (0.4%). Tertiary professionals completed 4.3 modules on average, but were much more likely to attend events (12% of lecturers) rather than complete modules (5%).

While there was no feedback on VET resources specifically, the website analytics suggested reasonable uptake of the Pre-service Educators Handbook with 4334 downloads by an estimated 37% of pre-service educators (Table B25). By comparison, the Be You Certificate III Trainer Guide only had 233 downloads (as at June 2023).

Pre-service educators were generally finding learning about Be You useful and relevant, as reflected in the following comments in response to: Has learning about Be You been worthwhile? (Table C58).

“Yes, provided a range of resources to implement and support both myself, team and students.”
(Pre-service educator in OSHC)

“Yes. Helped to identify and aid students I teach as being in need of assistance, guidance and/or help to deal with issues that challenge their ability to lead a happy and productive life.” (Pre-service educator in a school)

“It gives me strategies to use with educators, children and families.” (Pre-service educator early learning services)

“It has supported my studies very minimally for a single unit which is how I found out about Be You. However it is not integrated or mentioned in any other units when there are opportunities for it to be incorporated.” (Pre-service educator in a School)

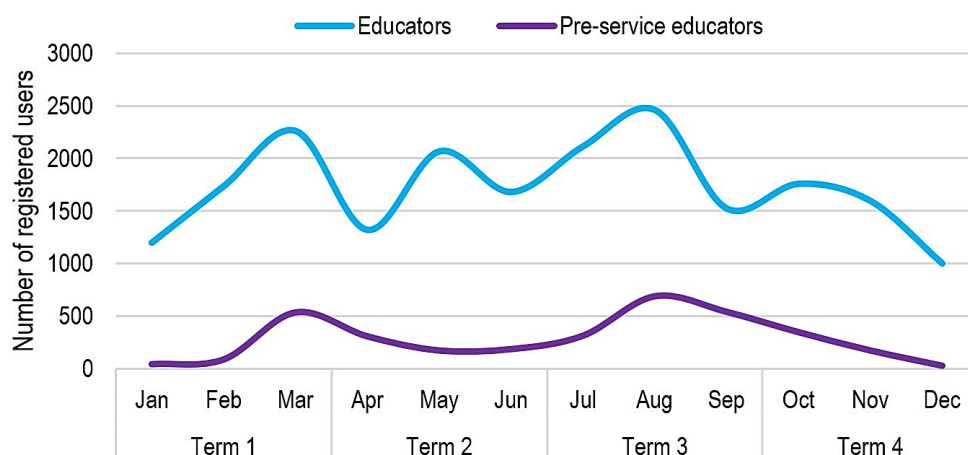
Perkins et al. (2021) reported that while Be You has much to offer the pre-service sector, there were multiple barriers to uptake. This led to the development of the [Be You for VET](#) resources, targeting both pre-service educators but also VET trainers, with improved online modules and guides to better meet the needs of the sector. However, to what extent Be You actively promoted these resources in the VET and TAFE sector is unclear, as is how useful the resources were in the University sector.

For the most part, pre-service educator experience Be You as a website with some online learning and a Handbook. They may become aware of Be You through their lecturer or trainer or during placement in an early learning service or school.

Potentially, Be You can be made more relevant and useful by leveraging University courses that appear to be driving awareness and engagement of Be You. Figure 14 shows clear patterns of peak registration activity around a month after the start of the university academic year in March, and a month after the mid-year intake in August. In contrast, current educator registrations peak every term – in March, May, August and October.

The main takeaway from the limited evidence was that the pre-service sector is largely overlooked by Be You. There is potential to better advocate for the needs of this cohort in a similar way that ECA and headspace advocate for their learning communities. Be You leadership recognised this, and encouragingly, pre-service education has been incorporated into the Be You Strategic Plan 2023-2027, with the clear intent of making it a key focus of policy and advocacy.

Figure 14. Monthly pattern in the number of registered users in the last two years



Data date range: July 2021 to June 2023

What is the nature and effectiveness of Consultant support provided to learning communities?

[back to Key Findings](#)

Key messages

- Less than a day a week of the Consultant's time is spent specifically working with learning communities to implement Be You. A key opportunity to refocus Consultant time on deep implementation is by providing better systems that free Consultants up from administration and website support.
- Consultants are very much the gate-keeper and the change-agent of whole learning community engagement and implementation. They are instrumental in getting the Action Team Leader established but there is no transparency about what that comprises and whether all Action Team Leaders are receiving a similar onboarding experience with adequate training to set them up for success.
- If not managed carefully, opting for a one-to-many approach and removing the current nature of Consultant support without replacing it with a substantially improved website experience risks significantly diminishing the effectiveness of Be You and losing current reach.

About Consultants and their role as change-agents

Be You Consultants are a professional service delivery team who continue to play a pivotal role in helping learning communities engage with, navigate and implement Be You (Table A5). Consultants continue to set Be You apart from other similar initiative (O'Reilly et al., 2018).

Comprising a team of around 60 staff across ECA and headspace (Table A5), we found over half of the Consultants had been in their role for three or more years (57%) and 91% worked in a full time capacity. All Consultants held a Bachelor Degree with a third also having Masters (Table A5).

Consultants highly valued team support from colleagues and the autonomy and flexibility with which they did their work (Table C27). Consultants reported that they had a clear understanding of Be You

and what it seeks to achieve. They knew who to go to for advice about problems or when needing support. While fewer feel they had all the information and resources they need to do their role well (71% agreed), Consultants were generally reporting a high degree of confidence in their role.

Importantly, Consultants are centrally positioned in the Be You delivery model and the conduit between individual website use and 'on the ground' whole learning community implementation (Figure 15). They are at the coal-face within the workforce structure, governed by different implementation approaches and internal processes within ECA and headspace.

Amongst other tasks, less than a day a week of the Consultant's time was spent specifically working with learning communities to implement Be You. This finding presents an opportunity for Be You to refocus and minimise inefficiencies or distractions in the Consultant role.

When asked to estimate the proportion of time spent on various aspects of their job (Table C28), Consultants estimated, on average:

- 15-18% was dedicated to 'Working with learning communities to implement Be You'
- For headspace Consultants, 18% of their time was dedicated to postvention support, but this was not a component of the ECA Consultant role
- The remaining approximately 67-81% of Consultants time was estimated to be spent on: Administrative tasks (22-23%); Working group, Project team or Taskforce member meetings/work (13-25%); Helping users navigate the Be You website (11-14%); Technical support (9-11%); and System stakeholder and community liaison (9-11%) (Table C28).

Frustrations from Consultants regarding the limited time able to spend on implementation with learning communities was reflected in comments from Consultants (Table C36), such as:

"It is difficult to find time to reach out and actively support learning communities in an individual way. Working groups, data, and admin tasks meetings etc significantly get in the way of my identified purpose in Be You."

Helpfully, it was reported that the number of Taskforce and Working Group meetings was expected to decrease going into the new contracting period.

Consultants work with and used the centralised Be You inputs (website, resources, tools, and bLink platform), and also worked in an external capacity to drive recruitment, liaise with education-systems, and provide postvention and implementation support to engaged communities.

The ongoing support they provided across thousands of learning communities allowed them to broadly understand the different contextual challenges and strategies that work, and to norm perceptions of effectiveness and impact. They were still very much the gate-keeper of whole learning community engagement and implementation. Specifically, before an Action Team Leader can gain full access to the Action Team Dashboard resources, a Consultant is required to verify the request in bLink and subsequently establish contact, as detailed in the section concerning becoming an ALT (p.97). The importance of making them more reachable was reflected by their increased visibility on the Be You website since last evaluation. Personalised support from a Consultant – the human touch – was rare in comparison to other online engagement activities (Figure 17), but was nevertheless critical for Be You to achieve its aims (Table C30).



Change-agents that shift individual users to whole learning community implementers

Mounting evidence suggests that Be You is unlikely to ‘build mentally healthy communities’ on engagement with a website alone – captured in the following views of educators:

“More Consultants that can provide individualised support and guidance to schools. The number of schools on their caseload is impossible to manage. It shows that this is a token response. Not good enough. Allocate resources appropriately!” (Secondary school Action Team Leader)

“Mental health cannot be supported just by doing PL online. It requires more holistic and hands on approach.” (Early learning service educator)

“Please return to a person centred and relational approach with quality follow-up and engagement - this requires a continuity of staff not a high turn-over of different employees. You have let our school fall through your net.” (Combined school educator)

The main limitation to scaling implementation was governed by the number of communities that a Consultant could feasibly support at any one time. Setting manageable expectations around achieving quality and quota will be important for sustaining the workforce.

A key understanding that has emerged during the evaluation, positions the website for individual engagement and the Consultants for whole learning community engagement.

- The Be You website and resources (once improved) are sufficient for broad individual engagement and building educator capacity.
- Consultants transform the use of Be You resources from individual to a whole learning community approach. Consultants continue to be the critical change agent, whether it’s providing an introduction into Be You or providing postvention support.

Consultants estimated that they provided deep one-to-one implementation support (excluding postvention) to approximately 27% of learning communities currently allocated to them (Table C33). Note also that headspace Consultants reported using more individualised approaches than ECA Consultants. Given caseloads for Consultants of around 200-300 learning communities, this would suggest that approximately 66 registered learning communities allocated to a Consultant received deep one-to-one implementation support.

Educators reported that the Be You Consultant support was something they would recommend to others, rating it highly amongst the Be You resources. Consultants described their support as tailored, personal, practical and specialised. This was what Consultants enjoyed about their job and what learning communities valued most. Consultants tailored support in various ways including (Table C31):

“An ear to talk through issues schools are facing and helping them come up with a tailored approach that suits their needs contextually. The ability to identify issues and solutions that may not be as apparent to someone within the context.”

“Match the school’s needs and priorities to the appropriate Be You resources, support them to contextualise it to their setting.”



“I work in the NT which is hugely complex and does not fit the general mould offered by Be You. This is unavoidable in a national context. My role is literally the conduit that keeps Be You relevant to NT schools and communities. Be You would not be used without knowledgeable local Consultants.”

Personal support from Consultants included providing ‘human interaction’ and ‘empathy’ (Table C30). Consultants reported that they provide a “friendly and approachable one on one connection” to Be You for learning communities. One Consultant described the importance of “supportive conversations when educators are stressed [which] helps them feel heard and seen” (Table C31).

Consultants also reflected how their specialist knowledge and expertise was valued in their work with learning communities. Providing advice regarding use of trauma informed strategies and practices, and expert advice in providing postvention support was reported by Consultants as an important feature of their practice that other Be You resources could not replace (Table C34).

Processes and systems that allow more focus on deep implementation

A key opportunity to refocus Consultant time on deep implementation is by providing better systems that free Consultants up from administrative tasks and website support.

- While incremental system improvements have occurred through the evaluation period, they still fall short of meeting the needs, particularly of Consultants. There was a consistent call to enhance the digital platforms, allowing the Be You workforce to better focus on implementing Be You and less on manual administrative tasks from inefficiencies with bLink and Qualtrics.
- Two-thirds of ECA Consultant and half of headspace Consultant work was focussed on administrative tasks and providing website navigation and technical support (Table B22). Consultants continued to describe how their practical support was needed to alleviate the ongoing difficulties of using the website (e.g., navigation, resource selection and use) that impeded deeper engagement and implementation.
- Consultants themselves viewed their role as critical and understood the tension between providing high quality support to as many communities as possible. However, a third of Consultants disagreed that “my role is what I expected it to be when I signed up” (Table C27).

From the perspectives of the Be You National Leadership Group and Leads, there was an intention for Be You to move towards more independent approaches by shifting the Consultant support given to learning communities from “providing them with fish” to “teaching them how to fish”.

Balancing breadth with depth

If not managed carefully, removing the current nature of Consultant support without replacing it with effective systems and an improved website experience risks significantly diminishing the effectiveness of Be You and losing current reach. While the idea of the one-to-many approach has its place, it is unlikely to be the full solution to address issues of scalability, according to the following rationale.

- Scalability concerns increasingly push toward group directed implementation and pathways to ‘self-support’. Freeing-up Consultants to provide high level implementation support without needing to invest as much time in basic engagement processes, is a shared goal by



Consultants and Be You leadership, but is contingent on a greater ‘user experience’ for educators and effective administrative systems. However, Consultants report that tailored and individualised support is core to their role, particularly for postvention (Table C35).

- According to Consultants, providing effective support means... ‘giving deeper support to fewer learning communities’, not ‘supporting *more* learning communities’ (Table C35). Consultants reported that “*one-to-many or many-to-many is not effective*”. Action Team Leaders also expressed desire for more individualised support. “*While the online space can be useful for equity of access, being able to support school communities more 1:1 would be useful*” (Primary school Action Team Leader).

Personalised support is highly valued and reflects well on Be You

Comparing the Net Promoter Scores (NPS) for Be You generally, it was apparent that greater provision of personalised Consultant support was associated with higher ratings on the NPS (Table C39, Table C40). However, it is possible that increased approval for Be You was associated with greater engagement in the program, which was associated with a greater likelihood of obtaining personalised Consultant support.

To tease apart the effect of Consultant support on approval of Be You, compared to the effect of approval of Be You on engagement with Be You, we compared the association of Consultant support given to Action Team Leaders to the associations with module and event attendance as other resources. These comparisons showed a much smaller association of Be You approval with the number of modules completed (Table C41). This reinforces the notion that the support offered by Consultants contributes significantly to users’ willingness to recommend Be You to others, beyond the impact of simply engaging with the Be You website alone.



Accessing Be You Consultant support

Providing postvention support

By its very nature, postvention support requires a one-to-one approach, as reflected on the website,

If your secondary school is currently responding to, or recovering from, a suicide or attempted suicide, contact your Be You state or territory manager on the numbers below. Our Be You Consultants can support your school as you care for the affected students, staff and families.

An additional part of headspace Consultant work was the provision of postvention support, which comprised a fifth of their workload (18%) and was similar to the amount of implementation support (15%) provided (Table C28) equally between Primary and Secondary (Table C32).

- It is likely that headspace Consultants prioritised postvention support, which occurred more often in Secondary settings, over providing implementation support across both Primary and Secondary settings (Table C28).
- Interestingly, while ECA Consultants supported the early learning sector, they presumably also worked with the OSHC sector, evidenced by almost 24,000 interactions logged to OSHC by ECA Consultants. However, OSHC services by definition, are mainly associated with primary and secondary settings and potentially may be involved in postvention support. It was unclear to what extent ECA Consultants provided a conduit for services to the postvention support provided by headspace consultants.

These differences in Consultant work were mirrored in the estimates of system reach (Figure 16) where proportionally more Secondary settings were engaged, either via the standard 'getting started' pathway or the 'postvention' pathway.

There was clear evidence that Secondary schools were receiving a disproportionate amount of attention. Secondary schools received around 3 Postvention interactions as well as 8 normal interactions (Table B22, Table B23), compared to around 4 interactions for Primary schools. Moreover, accounting for workload focus, Primary schools were actually estimated to receive 5% of a Consultant's time compared to 12% for Secondary schools – not the equal balance as suggested by Consultants (Table C32).

The level of Postvention support each Secondary school needed, was likely to be case-by-case and not something that could be easily pre-determined. There were also other differences in the nature of the role and service being provided:

- 77% of the Postvention support was given to 8% of schools (engaged or highly engaged) and the remaining 23% of support went to 3% of schools nationally in the last two years.
- 12% of all interactions (including emails) logged for schools in the last two years involved Postvention support. Only 4 schools received a Postvention interaction without other interactions being logged. Schools receiving both kinds of support, on average, received 52 interactions and notifications compared to other schools that received 24 interactions.
- While phone calls constituted 12% of interactions with early learning services and 5% of interactions across all school types, Secondary schools also receive 27% more phone calls through postvention notifications (Table B24).



Given the differences in the settings and the differences in the nature of support being given, it is unrealistic to expect ECA and headspace Consultants to work the same way. The evidence suggested that there was a more balanced or equal opportunity for early learning services to receive their full quota of implementation support. In the schooling sector, it appeared that Secondary contexts were potentially receiving more Consultant support than Primary contexts because of the additional prioritisation of Postvention support in the Secondary context.

Providing Postvention support at the expense of implementation support, in terms of building mentally healthy communities, may be unavoidable. Taking a triaging approach, and under current levels of resourcing, schools that least need the support of Consultants may receive less priority. However, this cuts across the purpose of implementing Be You as a suicide prevention strategy, to make Postvention support unnecessary. To more deeply understand the juggle that headspace Consultants manage and how this plays into the Be You model of delivery, may need additional specific investigation.

Clearly, Consultants cannot provide personalised support consistently and continuously for all school or service assigned to them. Balancing provision of ongoing support for communities and entry stage support, requires Consultants to prioritise. How and to whom Consultants deliver support is always going to be reactive to some extent as needs and opportunities vary across learning communities.

Understanding that it is simply not possible to deliver personalised support at “every step” for every community (according to the Leaders Handbook), Be You will need to clarify how the personalised supports of Consultants should be allocated. Uncertainty leaves Consultants frustrated with the limitations of the personalised support they can be empowered to provide and communities frustrated when the types of personalised supports they desire are not available.

Deliberate and transparent principles for the allocation of Consultant support – clearly articulated on the website – such as limiting ongoing support once implementation has been achieved, or removing mention of onsite visits or intensive supports from Consultants in Be You marketing and content (e.g., Lucas, 2023), would help to manage expectations. As it is, this year (January to June 2023) has already logged over 400 onsite interactions mostly in schools (Table B24).

The Be You workforce and the digital infrastructure that support them

Consultants are part of a broader workforce that operationalise the Be You initiative and are a critical resource in the delivery of Be You. Accordingly, we take this opportunity to also consider the tri-org and system-level collaboration. Leadership across Beyond Blue, headspace and ECA are optimistic about the tri-org relationships and structure, galvanised by the One Be You approach (Figure 15).

While confidence in the tri-org structure was high, particularly with a view to the future, concerns regarding barriers to effective collaboration and ways of working were shared, and often echoed across the three organisations and reflected in Consultant’s perspectives (Table C29). These barriers fell into three categories that were characterised as: distractions to the core work of Be You, barriers to collaboration, and digital barriers to delivery.

Be You Consultants

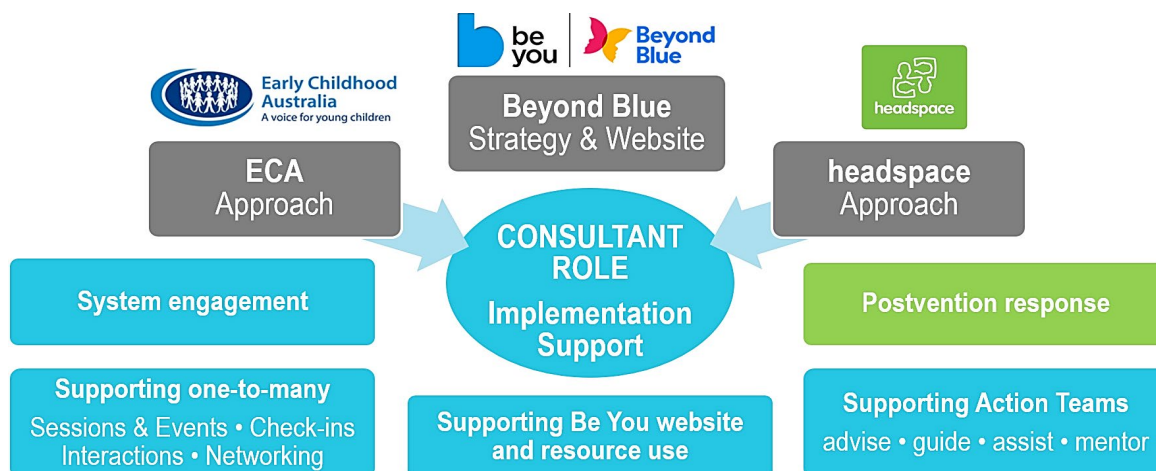
You won't be on your own.

Be You learning communities have access to a Be You Consultant, from [Early Childhood Australia](#) or [headspace](#), to support them every step of the way.

Your Be You Consultant will help to ensure the framework is implemented successfully and sustainably at your school, leading to positive change. Each Be You Consultant acts as a mentor and advocate, supporting the Action Team Leader to lead confidently and effectively.

Leaders Handbook for Schools, p.11

Figure 15. One Be You, headed by Beyond Blue in partnership with ECA and headspace



Distraction from the main task

The additional workload required to engage in Working Groups, and the functionality of bLink (including issues with cloning and lack of automation), were emphasised by Consultants (Table C36) and evidenced by less than a fifth of their time spent providing implementation support (Table C28).

Concerns regarding the amount of time Consultants were required to work on non-implementation work was echoed by leadership in headspace and ECA. In meetings with headspace leadership it was discussed that Consultants were unable to work well at their core responsibilities when being required to engage in processes to work around faulty technology (e.g., bLink, website) and engaging in administrative tasks to compensate for lack of integration in systems. Similarly, in meetings with leadership in ECA, it was discussed that the need to duplicate administrative processes across systems and helping learning communities navigating the website and access to resources took substantially from the time Consultants could dedicate to implementation work with communities.

These concerns have been taken on board at every level in the tri-org. A refocus into the next contracting period acknowledges that Consultants are in a specialised role with expertise that should be freed-up and dedicated to providing implementation support.

Barriers to effective collaboration

The barriers to productive collaboration among the workforce encompassed both physical and digital aspects. With solutions already in progress, these were recognised barriers by Be You leadership.

- *Physical barriers and the One Be You strategy:* Continuing to break-down the organisational walls was recognised as being important, and potentially helped by the increased acceptance of video conferencing and a reduced need for face-to-face, in-person collaboration. However, there may still be a disconnect between Beyond Blue (primarily responsible for website delivery) and a lack of understanding of 'delivery on the ground' provided by headspace and ECA. The misalignment of goals (including KPIs) and understanding of roles and contexts creates a disconnect and tension between a website that provides a wide-reaching but individual user experience (overseen by Beyond Blue) and an initiative and workforce aimed at a whole learning community experience (overseen by headspace and ECA).

While the One Be You strategy aims to solidify the collaborative tri-org approach, maintaining strong collaboration may be tested by the decision to devolve the centralised management of content, brand and marketing back to ECA and headspace in the next contracting period.

The tri-org structure unavoidably puts the work of Consultants at arms-length from Beyond Blue, no matter how close the One Be You approach is. Beyond Blue's broad-scale delivery of the website to reach as many 'users' as possible is a different focus from Consultants' deep work with individual learning communities. Each team highly values what they provide – potentially over each other's. It is unclear if the shallow support of many communities (offered by the website) is more valued than the deep support of a small number of communities (offered by Consultants), but a shared view within the tri-org may still need to be found.

- *Digital barriers and Be You Central:* A key barrier to effective functioning of the tri-org system has been issues with communication and system supports. Leadership from headspace and ECA both expressed how their work processes were dependent, and thus often restrained, by the lack of shared online systems. Collaboration and sharing within the tri-org was listed by 41% of Consultants (54% headspace, 22% ECA) in the top-3 barriers to their work (Table C29).

Having a global centralised document folder where the three organisations can jointly share project documents and work-product has been missing. This is being resolved with the planned development of a tri-org collaboration space called Be You Central (SharePoint and an extranet). It is hoped that the devolvement of elements of Be You back to ECA and headspace is not counterproductive to this enhancement.

Digital barrier to delivery: Be You IT system infrastructure

The Evidence and Impact team have undertaken a stream of work that has focused on reporting and outcomes monitoring, designed to enhance the capacity of website analytics so that downloads and page-views can be linked back to the individual or learning community using it. It has taken significant time and effort within the tri-org to socialise the importance of a comprehensive reporting and monitoring platform that sits 'behind' the websites and facilitates the work-flow. However, current resourcing levels prevent prioritisation of the transformational platform development work needed.

Consultants consider the Be You IT systems and support (e.g., bLink, surveys, events) as the greatest barrier to their work (Table C29). Frustration with the additional administrative workload impeding capacity to engage in meaningful implementation work was reinforced with many comments from Consultants regarding how they would like to see bLink improved (Table C36). Mainly, it prevents Consultants from accessing accurate collated evidence of activity about how users and learning communities are engaging with and implementing Be You, and using that information to deliver tailored support when and where it's most needed.

The IT infrastructure underpinning Be You has been slow to improve, in part because bLink is the wider Beyond Blue CRM platform. Therefore, the impact of any changes to better meet the business requirements of Be You has to be considered across the entire Beyond Blue environment. Using an existing system that belongs to the current service provider, and bending unique business requirements to bridge the limitations of that system, does not serve Be You, its workforce, or the public well.



The current approach is falling short in meeting the distinct business requirements of Be You and the needs of users. However, plans are afoot within Beyond Blue to move onto a separate instance of the platform, leaving Be You with the current bLink platform and the opportunity to configure the platform to better meet business need. Although this is a positive move, only time will reveal whether it is transformational enough to improve the workforce and user experience.

Be You would be better served by investment in a custom-built platform that moves with and belongs to the program – completely tailored to offer the best user experience (free of workarounds) for the workforce and the end-user.

The website, user experience, and collaborative partnerships are such fundamental parts of Be You. All the current elements are present but are delivered through separate platforms and non-digital solutions, leading to significant inefficiencies and hampering effectiveness. The following points provide suggestions of what a fully integrated solution might look like.

- From the user perspective: An intuitive self-service website would record user engagement more effectively via a single sign-on interface that is differentiated for users and Action Teams. The experience might include differentiated access to the modules, event registration, event feedback, requesting support, becoming an Action Team Leader, and administering or participating in the Learning Community Surveys, along with other elements that could be digitally delivered (e.g., Statement of Commitment, progress along the implementation journey, the Implementation and Reflection Tool currently being digitised). This user-level activity would automatically contribute to the learning community's profile of implementation progress.
- From the Consultant perspective: The platform would also provide an intuitive window into the progress of the learning communities they support. Their dashboard would allow them to monitor engagement and implementation progress across their learning communities and to drill-down when needed. An effective dashboard would help Consultants to manage workflow, prioritise support, access feedback about their events, efficiently log notes and postvention support, and log interactions with learning communities and other Consultants through the platform automatically and all in one place. Learning communities that were not receiving timely attention or who requested support would be flagged for Consultant attention.
- From a management perspective: Summary reports and data downloads would improve transparency and be automatically available to feed into KPIs, quality monitoring and monthly progress reports, supported by a live summary dashboard of activity available to key stakeholders. There may also be opportunity to monitor Consultant activity to support performance and ensure that 'everything we do will enable implementation support'.

In short, additional investment in developing a fit-for-purpose platform that embodies these aspects would be a game-changer and position Be You (and its future versions) for longer-term success.

With the One Be You approach in place and a devolvement of Be You content, brand and marketing back to ECA and headspace, supported by the establishment of Be You Central, as well as bLink system improvements and a refocusing of purpose, it will be important to monitor how these play out in Consultant job satisfaction and the increased numbers of learning communities implementing Be You.



LEARNING COMMUNITY PROCESSES AND OUTCOMES

While a large part of the discussion so far has focussed the Be You inputs, the implementation of Be You in learning communities requires much more than just using the resources. Chiefly, it requires a dedicated team of like-minded educators within a learning community to rally together and prioritise the promotion of mental health. This might occur proactively as an identified need through strategic planning or it could occur reactively in response to a critical incident. Either way, driving whole learning community improvement is complex and requires time, community buy-in, and expert support as advocated for in Sahlberg et al. (2023).

Through an Action Team, Be You aims to work directly with the Action Team Leader to create positive impact. These community-level outcomes might include the capacity for learning communities to:

- demonstrate a commitment to foster a positive, supportive and inclusive environment.
- increase awareness of, and how to refer to, mental health service providers.
- provide support on how to respond to critical incidents.
- create conditions for improved educator wellbeing and retention.
- embedding continuous improvement cycles.

The focus of this section examines the extent that Be You is capacity-building learning communities to achieve these outcomes, along with the barriers and enablers that hinder and help implementation.

Is Be You helping your learning community to thrive? If so, please briefly tell us about what has been useful in supporting you to implement Be You.



What do we know about how learning communities are engaging with and implementing Be You?

[back to Key Findings](#)

Key messages

- Be You appears to be reaching a large proportion of learning communities and delivering resources at great scale, but indication of active engagement of Action Team Leaders is present in only 13% of early learning services and 6% of schools, nationally.
- Approximately 11% of registered educators have completed a Professional Learning module and 7% have attended an Event or Session.
- Be You currently has a reasonable gauge of individual user engagement but limited insight into whole learning community engagement. Activities associated with early engagement may become less frequent as learning communities progress, making it important to find ways to monitor Action Team resources.
- While many resources are publicly available on the Be You website, others are only accessible to registered users or registered Action Team Leaders. There are benefits and disadvantages to these restrictions, and use of restrictions to accessibility should always be carefully considered to ensure the benefits and disadvantages are appropriately balanced.
- Learning communities in later implementation stages (and recruited early in the Be You roll out) are more likely to have accessed the Be You resources (e.g., modules, Fact Sheets, Action Plan, Surveys).
- However, use of resources seems to decline with duration since starting with Be You. Evidence of learning community engagement is more present when learning communities start implementing Be You, but this could be due to decreased use of resources or decreased evidence of use.
- Action Team Leaders and Specialist and Support Staff use resources more than educators generally.
- The Suicide Prevention and Response Resources and Postvention Support Services are more commonly accessed by schools at earlier Stages of implementation, suggesting that their entry pathway into Be You is in response to a critical incident in the school.
- Amongst a small number of learning communities actively engaging with Be You, approximately a quarter are at the first Stage of the Implementation Cycle and half are embedding the Mentally Healthy Communities Domain. Another 10-20% are unsure about which Domain or Stage of the cycle they are implementing.
- Early learning services preference implementing the Family Partnerships and Early Support domains, while schools preference the Learning Resilience domain – this could inform the strategic marketing of Be You.

Since launch in November 2018, Be You has been used in over 12,000 early learning services (38%) and almost 11,000 school communities (53%), including almost 130,000 current users across Australia. Almost 324,000 modules have been completed, and Consultants have logged over 711,000 interactions and 17,300 postvention notes. These large numbers demonstrate impressive scale, and clearly reflect a national initiative that has gaining traction.

However, this high level of Reach and Registration, may be masking a much smaller group of highly engaged early learning services and schools that are actively implementing the Be You framework across their whole learning community. These services and school exemplify the objectives that Be You is aiming to achieve, and provide the best opportunity for evidence of impact.

CASE STUDY

The Cultural Actions Catalogue was very much place based, developed in the Pilbara and Kimberley Region. As evaluators we sought to explore how learning communities involved in this project were engaging with Be You two years on. The resource specifically referenced a learning community that was Registered. We understand that the community received additional attention because of the unique project, with substantial investment of time to ensure support was culturally appropriate and supportive. With this being a potentially optimal but not overly scalable approach, the metrics available for this learning community were explored as a case in point, to see how a community had accessed resources and engaged with Be You (according to bLink records).

The school received substantial personalised Consultant support, which would be expected given involvement in the resource development project. Consultants met with members of the school community 5 times, had 4 onsite visits, engaged in 2 phone calls and 1 virtual meeting, along with 12 email contacts. This was more than the average personalised Consultant support received by a Registered learning community. Based on their current bLink metrics, there were 9 registered Be You users at the learning community, but only 1 module had been completed by any user. This was substantially less than is typical in Be You Learning Communities. This pattern suggested that there was substantial engagement with the 'tailored' and 'personalised' Consultant supports offered by Be You, but very little uptake of the observable general resources (i.e., modules).

This case raised three potential considerations for strategic planning. Firstly, as a once-off project, scaling this delivery model is not feasible, but it did present a useful example of levels of resourcing that may be needed in culturally diverse contexts. Even with a delivery model that offers high investment of time and resources, implementation may not be sustainable beyond the initial support if effort to encourage engagement with the generic resources is inadequate.

Secondly, how is sustained mature engagement anticipated to look and how is this able to be measured? This case provides an example of a learning community that was engaged with in a direct and personal manner to develop methods to implement a whole learning community approach to supporting wellbeing. However, the school in question no longer possesses an Action Team Leader and hasn't engaged with Be You in over 6 months (according to their bLink profile and noting that they may be implementing Be You in non-digital ways). This illustrates an issue regarding what deep sustained implementation may look like and how it can be monitored.

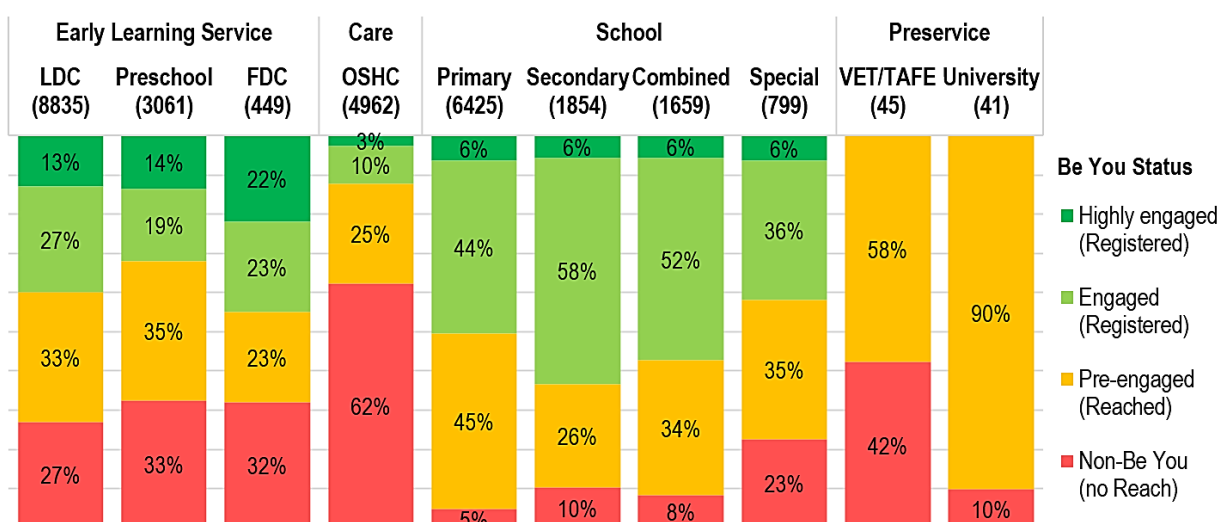


Establishing rates of learning community engagement

Be You appears to be reaching a large proportion of learning communities, but indication of active engagement is present in only 13% of early learning services and 6% of schools, nationally. To discuss how learning communities are engaging with and implementing Be You, and then later, how Be You is having impact, we first need to define by what we mean by engagement.

Building on our earlier discussion about Reach, Figure 16 presents estimates distributing learning communities across Australia into one of four levels of Be You engagement. The Reached but not Registered group involves learning communities at a Pre-engaged level, and the Registered group has two levels, the Engaged level and the Highly engaged level based on evidence of Be You activity in the last two year.

Figure 16. Current estimates for system-wide reach and engagement of Be You based on recent activity in organisations



Data sourced June 2023 from bLink, ACECQA, ACARA ASL, Department of Education; Training.gov.au : n=27,681 organisations. Note that the engaged status is reserved for early learning services and schools – Tertiary organisations cannot become recruited.

For the purposes of this evaluation, each group is defined as follows:

- Highly engaged:** The clearest evidence of engagement – where there is some level of certainty that Be You is being implemented and potentially having impact – is amongst the Highly engaged communities. These are Registered learning communities that have an Action Team Leader (n=3822) and other registered staff (n=22,777) who have engaged with Be You modules and events (Table B13). Accordingly, Be You is highly engaging 13% of early learning services and 6% of schools, nationally (Table B8).
- Engaged:** These are Registered learning communities that have an Action Team in place, however the Action Team Leader (n=11,478) is yet to do modules or events (Table B8, Table B13). So, while these communities are considered to be Engaged, the extent of engagement is uncertain. They involve an additional 57,656 registered educators in 25% of early learning services and 41% of schools overall (Table B12).

- **Pre-engaged:** These are Reached learning communities that have registered educators (n=19,474) who may have completed modules and events, but the learning community has not registered with Be You and an Action Team is not currently in place (Table B8). This Pre-engaged group also includes learning communities with no current registered educators but evidence of recent activity in the last two years (e.g., participation in events or Consultants interactions have been logged to the learning community but not an individual). The pre-engaged group include 33% of early learning services and 39% of schools overall (Table B12).

One of the big challenges for Be You was their own *awareness* of engagement. Vast amounts of information about individual activities logged against individual users and organisations were readily available, but bLink was unable to bring those activities together to create rich profiles of engagement – something we’ve manually done during the evaluation.

Consultants mainly worked with a very small group of Highly engaged learning communities. While Consultants experienced firsthand how they (Be You) were making a difference, this could become anecdotal evidence to Be You leadership. Through Consultants and the systemic monitoring of some activities (e.g., numbers of modules completed), there was potential for Be You leadership to perceive high engagement as much more widespread than it actually was.

Overall, the conversion to Highly engaged learning communities appeared to be going twice as well for early learning services (13%) compared to schools (6%). This was seemingly the reverse of the pattern found regarding proportions of Reach to Registration of learning communities, with more schools Reached and Registered (92% and 53%, respectively) than early learning services (72% and 38%, respectively). The extent to which breadth of Reach led to depth of engagement did not appear to be consistent or inevitable.

What is known about engagement with Be You resources?

Be You currently has a reasonable gauge of individual user engagement but limited insight into whole learning community engagement. It is also likely that the activities associated with early engagement become less frequent as learning communities progress, so it will be important to find ways to monitor resources that indicate deeper and sustained implementation.

Completion of Professional Learning modules, use of Learning Community Surveys, communications with Consultants, and attendance at Be You Sessions and Events were all monitored through the Be You website and bLink platform. This provided clear evidence for how educators were engaging with these resources and gave insight into the use of these resources, including who uses them, when they were used, and which of these resources were used in conjunction with the others.

However, there were many more resources for which this quality of monitoring was not available. There are website analytics which provided gross numbers of webpage views and resource downloads, but these were not attributable to particular users or learning communities (Table B25). As such, it could not be determined how many views or downloads were due to repeated access by users or how often publicly accessible resources were being accessed by non-users, including non-educators. It was also impossible to know how often downloaded resources may be distributed by users within their learning communities or broader networks. Therefore, any estimates for the rate of access of the website and downloadable resources must be considered with the understanding that these are



approximate, with potential for over and underestimation. It is also necessary to acknowledge that access does not necessarily equate to meaningful use, and it is not apparent at what rate this occurred.

The final evidence regarding use of resources came from the User Survey. Respondents reported which resources they had used, along with their opinions about these resources. This provided information about the use of all resources offered, but also had limitations. The survey was only completed by 1.8% of users and respondents to the survey were more actively using Be You than the average of all Be You registered users (Table A3). For example, approximately 11% of all users have completed a modules and 5% have attended a Be You event, however, 40% of respondents to the User Survey reported having started a module and 22% reported having attended a Be You event (Table C56). Therefore, while the rates of use were likely to be substantially inflated in these reports, they provided insight into the patterns of usage by highly engaged Be You users and gave indication of the relative use of different resources compared to one another.

Converging evidence that forms across these different sources of information provides the clearest indication for how resources might be used. However, it raises the possibility for how other resources could be more closely monitored. Particularly prioritising monitoring for resources that indicate deep and sustained implementation, including establishing Action Teams, developing and enacting Action Plans and implementing actions from the Actions Catalogue, rather than resources more adapted for early implementation but likely less frequent as learning communities progress, such as website views and module completion.

The accessibility of Be You resources

The public and restricted access to resources, like the vast number of educators compared to small number of Action Team Leaders, does result in different levels of usage across resources that may not be reflective how much engagement is occurring.

For most educators, Be You is a website with Professional Learning modules and access to a public library of resources. For a special few – the Action Team Leaders – there is a restricted section that you need a librarian (aka Consultant) to assist you with (Figure 11). Based on available website analytics, there were over 4.8 million page views and 302,000 downloads in the last two years (July 2021 to June 2023). Approximately 90% of the webpage views and 95% of the downloads were in the 'public' section of the website (i.e., sections not restricted to Action Team Leaders), which included access to a library of around 350 documents (e.g., Handbooks, Guides, Fact Sheets, Catalogues, module summaries, event transcripts, posters, stories). The remaining 10% of the views and 5% of the downloads occurred from the Action Team Leader dashboard. It included access to approximately 27 documents designed to support deep implementation of Be You across the whole learning community (e.g., Action plan, Actions Catalogue, Implementation and Reflection Toolkit, Be You Surveys). This restricted section of the website required the user to login and be confirmed as the learning community's Action Team Leader by a Consultant before the resources were visible.

Restricting access to particular resources provides both potential benefits but also potential disadvantages. As described above, the most reliable and interpretable data regarding resources usage was for resources that required a user to be registered. For example, the bLink data log recorded when modules were completed (not simply visited) and by whom. Requiring access to



registered users provides motivation for users to register themselves and their communities and leads to information that can inform evaluation and quality improvement.

However, restricting resources to an Action Team Leader may also present a barrier to use. Access to the Planning and Implementation Tools, including the Implementation and Reflection Tool, the Action Plan, the Action Catalogue, the Be You Learning Community Surveys, and the Be You Statement of Commitment, are only accessible to Action Team Leaders. These tools are explicitly for the purpose of whole-community implementation of Be You and are not designed for educators who are engaging individually within their learning community. Accordingly, it is appropriate that the community should be registered and there be an active contact within the learning community leading implementation.

While there is clearly merit to the restrictions in place, restrictions to access inevitably reduce use of those resources. There may be cases where resources, such as the Action Catalogue could be used by individual educators in a learning community where the entire community is not ready to pursue full implementation. It is possible that access to these resources prior to committing to the role of Action Team Leader would allay concerns about the magnitude of the commitment associated with the role. For example, one consultant recommended “*Change language of Action Team Leader - it sounds like more work and more responsibility. It isn't but the language puts schools off the work*”.

Ultimately there are benefits and disadvantages with restriction to resources that should be considered whenever a choice is made regarding how to distribute resources. Additionally, every effort should be made to ensure that any barriers to registration of users, Action Team Leaders and learning communities are kept to a minimum. Clear messaging regarding what is available, particularly when access is restricted, may help ensure those who would benefit from access to any resource should be aware how to gain access. A simple check-list profiling what's accessible at different levels of registration (non-registered, registered educator, registered Action Team Leader) might be useful.

How much are Be You Resources being used?

Website analytics and records demonstrated that Be You was delivering mental health and wellbeing promoting resources on a massive scale. There were over 4.8 million page views and 302,000 downloads in the last two years (July 2021 to June 2023). Within this timeframe, over 317,000 modules were completed by educators (Table B14), more than 31,000 people attended the 1455 Events and Sessions offered by Be You (Table B18), and Be You Consultants recorded 255,000 interactions with learning communities (Table B24). These are undeniably feats that capture evidence of substantial engagement by Be You with learning communities. What remains unclear is who is engaging with the website and downloading resources. This situation, already being addressed by Be You, presents an opening to enhance its monitoring of user engagement.

However, when use of resources were divided across the many thousands of learning communities engaging with Be You, it became apparent that substantive use of multiple resources was not as common as may be intended. Only 11% of registered educators completed a Professional Learning module (Table 2, Table B17). Of Reached learning communities (learning communities with at least one registered educator or recorded activity in the prior two years), around a quarter of early learning services and half the schools had at least one educator in the community complete one module. As a core deliverable of Be You, this showed lower levels of uptake by users.

Table 2. Overview of how learning communities are engaging with Be You

	Early Learning Services				Schools			
	Pre-engaged	Engaged	Highly engaged	ELS Nationally	Pre-engaged	Engaged	Highly engaged	Schools Nationally
Total learning communities (LCs)	4,129	3,065	1,664	12,345	4,191	5,051	658	10,737
% of LCs in each engagement level	33%	25%	13%		39%	47%	6%	
Total number of educators (users)	8,352	15,299	13,205	37,029	14,830	53,842	13,394	82,307
Number of educators in each engagement level	23%	41%	36%		18%	65%	16%	
Number of ATLs		62%	38%	6,789		86%	14%	8,511
Modules								
% of LCs that have at least one user completing a module	24%	42%	82%	23%	37%	60%	85%	48%
% of users who have completed a module	5%	6%	10%	7%	8%	9%	15%	11%
User's average completion rate	5	5	5	5	7	6	7	6
ATL's average completion rate		5	5	5		6	6	6
Preferred modules	Mentally Healthy Communities, Family Partnerships & Early Support				Mentally Healthy Communities & Learning Resilience			
Sessions and Events								
% of LCs that have at least one user attending an event	11%	30%	70%	16%	24%	50%	76%	38%
% of users who have attended an event	7%	8%	15%	10%	8%	8%	8%	8%
User's average attendance rate	1	2	2	2	1	2	2	2
ATL's average attendance rate		2	2	2		2	2	2
Consultant support								
% of LCs having at least one personalised interaction	54%	100%	100%	50%	61%	90%	94%	75%
Received more than one phone call	15%	69%	75%	26%	19%	42%	49%	31%
LC's average number of personalised interactions	2	8	11	3	2	5	6	3
Estimated hours of support a LC receives	1	9	11	3	4	10	13	7
Number and nature of interactions	81% emails, 8% phone calls, 2% video			126,554	86% emails, 3% phone calls, 4% video			128,626
Average personalised postvention in secondary (excludes emails)					2	3	3	2
Number and nature of Postvention in secondary schools					58% emails, 5% meeting, 23% phone calls, 7% video conf			10,234
Be You Surveys								
% of LCs using Children and Young People surveys		1%	1%	0%		10%	19%	6%
% of LCs using Educator survey		6%	11%	3%		13%	28%	8%
% of LCs using Families survey				1%				4%

Sessions and Events were opportunities for Consultants to interact with many educators simultaneously to provide interactive delivery of content and support. Approximately 10% of registered early learning educators attended a Session or Event along with 8% of registered educators in schools (Table 2). It is possible that some learning communities participated collectively through a single registration, potentially resulting in underreporting of attendance numbers. Nevertheless, for Events and Sessions to provide a viable means by which to deliver Consultant support in a one-to-many approach (rather than a one-to-one manner), there needs to be greater attendance generally, particularly for Action Team Leaders.

Consultant support, particularly personalised support, was acknowledged as a limited but valued resource. Be You leadership emphasised the importance of one-to-many delivery approaches to

facilitate supporting communities at scale. However, early learning services received an average of 6.2 personalised Consultant interactions in the last two years, while schools received an average of 3.8 (Table B22). If this level of personalised Consultant support is expected to become even less frequent in a one-to-many delivery approach moving forward, this will likely represent a major shift in the way many learning communities have been engaging with Be You.

In short, Be You has delivered a large array of resources to thousands of learning communities across Australia. However, the rates of use of resources across the number of learning communities connecting with Be You, demonstrates a breadth of reach that has much scope to increase in depth.

Which learning communities and educators are engaging with Be You resources?

To give a sense of how learning communities and users were engaging with Be You, Table 2 profiles early learning services and schools based on their engagement status and resources used over the last two years. The patterns of usage provide insights into the different patterns of engagement of each sector. It also demonstrates how usage by Action Team Leaders differs from other educators.

Registered learning communities with an Action Team Leader (i.e., Engaged and Highly-engaged) generally showed greater engagement with the Be You resources than Pre-engaged communities, with Highly-engaged communities typically using resources more than Engaged communities (Table 2). As the presence and actions of the Action Team Leader define the differences between Pre-engaged, Engaged, and Highly-engaged learning communities, it was unsurprising that there is greater use of resources reported by Action Team Leaders (Table 2, Table C56).

Understanding how educators in different roles may be most likely to engage with Be You could provide insights into how to best market different information. The profiles suggested there were differences in the types of resources that appealed to educators in different roles. For example, current and pre-service educators were more likely to have completed modules than attended events, while learning community leaders were more likely to have attended events than complete modules (Table B17). Specialist and support staff had both completed modules and attended events at generally higher levels (Table B17).

Comparing self-reported use of resources by those who completed the User Survey, there was little difference in the types of resources used by educators in early learning services and in schools. There was greater use of the Suicide Prevention and Response resources amongst school educators than early learning educators, as would be expected, though use of the remaining resources was relatively consistent. This suggests there is minimal differences between the sectors in the modality of resources. However, feedback from educators working across both sectors identified need for differentiation of content for the different sectors (Table C42).

How has engagement with Be You changed over time?

Although it seems counter-intuitive, there was a general trend that as more schools and early learning services engaged with Be You over time, the fewer Be You website resources were being used. It was likely that resources were more heavily used by learning communities early on in their journey, but once used or downloaded, these didn't need to be visited again whilst they continued to use their previously downloaded resources. Also, as more learning communities engaged, there were fewer non-Be You learning communities to engage. However, it was also possible that the reduced use of Be You



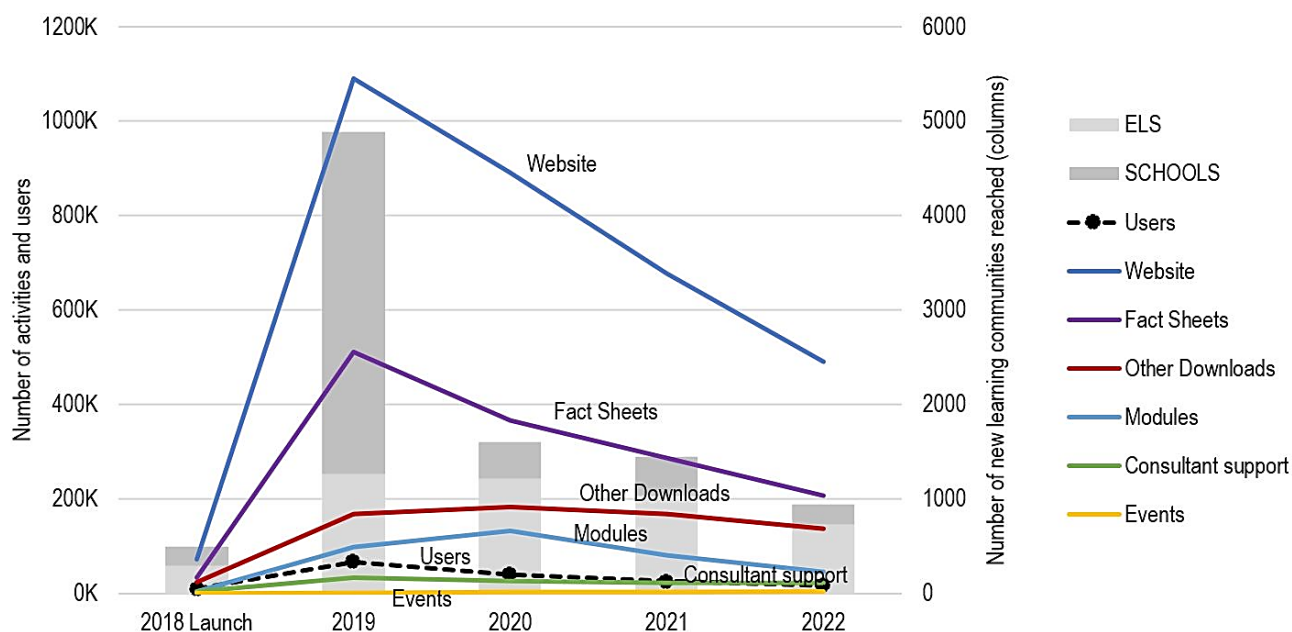
resources after the initial introduction of a learning community to Be You, reflected the learning community moving on to other resources, possibly found on the Programs Directory.

Figure 17 compares levels of activity each year with a clear correspondence between the number of new Registered learning communities and uses of resources. After a dramatic recruitment phase particularly for schools in 2019, there were fewer new recruitments each year. Nevertheless, one might expect resource usage to increase each year with the growing number of users and learning communities onboarding. However, the profile suggests that learning communities and educators appeared not to continue accessing the Be You website and modules beyond their early use.

The profile of users and usage may also reflect a large number of brief users, potentially masking a small number of regular long-term users. There may be scope to increase engagement by marketing Be You to users with different patterns of usage. Beyond these metrics that captured individual activity, there was an uncertainty about what deep and/or sustained implementation of Be You would look like in a learning community and how it may be identified.

Comparison of various elements in this way (Figure 17) also gave a sense of extent to which each offering was able to be provided at scale (such as, website visits and Fact-Sheets) but also the relative proportion of communities who could receive deep implementation support (e.g., through Consultant support, indicating number of interactions logged) at any given time.

Figure 17. Annual uptake of selected Be You activities (excludes 2023)



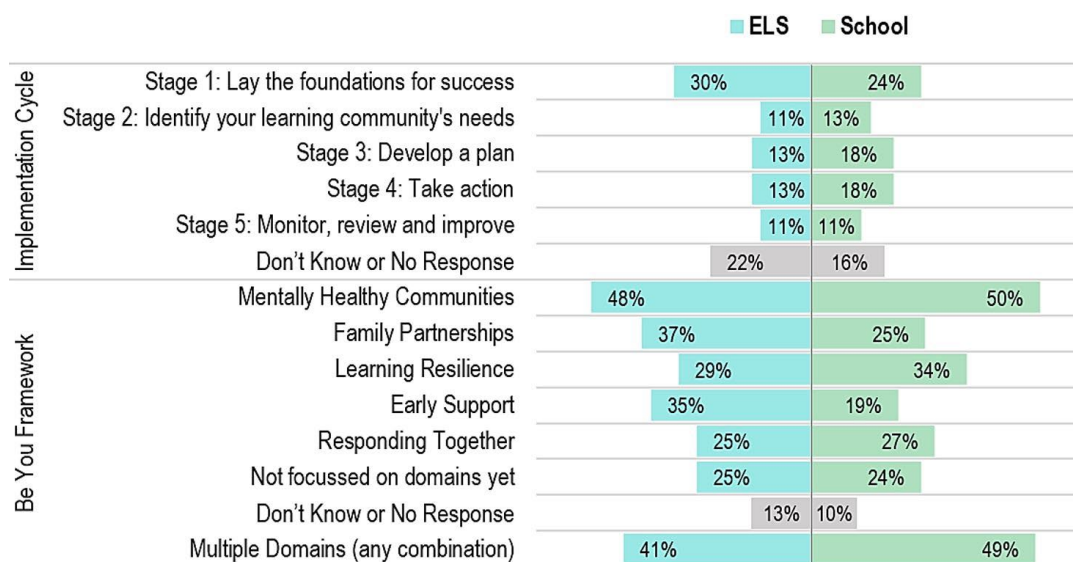
Implementing the Be You Cycle and Framework

Whole learning community change can take years. As part of the Be You implementation process, learning communities and Action Teams are guided through a cycle to embed each domain in the Be You Framework (Figure 18). Amongst a small number of learning communities Action Team Leaders and Action Team members that completed the User Survey, around a quarter were at the first Stage of the Implementation Cycle (30% of ELSs and 24% of schools; Table C55) and half were

embedding the Mentally Healthy Communities Domain (48% of ELSs and 50% of Schools; Table C54). This was consistently the most used domain, and where most started. Beyond this, learning communities may have been less sequential in their choice of domains, spreading use more consistently across them.

While the remaining domains may be perceived as similarly relevant and appealing, early learning services somewhat preferred Family Partnerships (37%) and Early Support (35%), and schools preferred Learning Resilience (34%) (Table C54). Similar patterns were also seen in module completions (Table B15). Knowing these preferences, could be of benefit towards more strategically marketing Be You.

Figure 18. Estimates of engagement with the Be You implementation cycle and Be You Framework



User Survey: n=177 Be You Learning Communities (responses from ATs or Action Team members only)

Another 10-20% were unsure about which Domain or Stage of the cycle they were implementing.

- A fifth of Action Team Leaders didn't know at what Stage of the Cycle their learning community was in (22% of early learning services and 16% of schools).
- A tenth of learning communities didn't know which Domain they were implementing (13% of early learning services and 10% of schools), and a quarter were not focused on any Domain (25% of early learning services and 24% of schools).

Despite only Action Team Leaders being asked about implementing Be You within their learning community, the proportion who were evidently unaware of their Stage or Domain was interesting. It raised questions about the level of adherence to the Be You process and whether these elements were being used appropriately and found to be useful and understood.

The potential lack of adherence to the implementation model was investigated further. Action Team Leaders in learning communities at later stages of the implementation cycle were more likely to access the general resources. For example, of those at Stage 1, 70% had used the modules and 87% had used Fact Sheets. This increased to 95% and 90% respectively for those at Stage 5 (Table C57).

As would be expected, greater progression through the Implementation Stages was associated with greater proportions reporting having established an Action Team, used Action Plans, conducted Community Surveys, and attending events (Table C57). This suggests that learning communities were engaging with the resources as intended.

Moreover, Suicide Prevention and Response Resources and Postvention Support Services appeared more commonly accessed by those at earlier stages than later stages (Table C57), as might be expected if their entry pathway into Be You was in response to a critical incident in the school – an all too common pathway reported by headspace Consultants.

How is Be You increasing the collective efficacy of learning communities to implement an approach to evidence-based mental health promotion and early intervention?

[back to Key Findings](#)

Key messages

- Be You may be having greater impact in early learning settings than schools, but this may be due to having a more effective tool (the ACECQA data) to measure impact in early learning services.
- ACECQA data may be a viable option for providing evidence that Be You is making a positive difference, at least in early learning and OSHC services. The User Survey provides useful insights across all learning community types but because the analysis of impact is based on self-report and between 'low' vs 'high' (not 'non' vs 'high'), effect sizes are smaller.
- The approaches promoted in Be You appear to align with and support early learning services to meet and exceed the ACECQA National Quality Standards.
- For some educators and learning communities, Be You appears to be increasing their collective efficacy to implement an approach to evidence-based mental health promotion and early intervention. The Be You resources and the Consultants are helping some communities to thrive, but it involves much more than just completing some modules or using some resources.
- Most learning communities are engaging in practices that endorse whole learning community wellbeing promotion. Whether it's Be You or not, this is an important outcome.
- Demonstrating Be You's offerings against other wellbeing frameworks, where elements are unique or have overlap, may assist learning communities to make decision about the benefits of implementing Be You.

In the context of Be You, collective efficacy refers to the shared belief among a group of educators that they have the capacity to make a positive impact on child development and learning. This belief is grounded in the idea that the combined efforts of educators working collaboratively can lead to improved outcomes for children and young people (Goddard et al., 2015). This also suggests that educators in learning communities that collectively nurture a positive, supportive and welcoming climate (through an Action Team, for example) are more likely to be effective in promoting wellbeing outcomes for the whole community, including their own (Strong, 2020). This collective efficacy is reflected in the policies and practices and the positive culture permeating a learning community, and also speaks to a readiness to implement whole learning community initiatives.

As an outcome in its own right, several approaches were used to investigate evidence of Be You's role in building the collective efficacy of a learning community's capacity to promote mental health. While the Be You User Survey provided the main opportunity, we also drew on the ACECQA National Quality Standards for further (possibly stronger) evidence in early learning services.

Differences in the quality standards of early learning services and OSHC

Be You aims to create positive change by working directly with learning communities. Part of this involves demonstrating a commitment to foster a positive, supportive and inclusive environment and embed a continuous improvement cycle. These strongly align with the aims and purposes of ACECQA to support effective leadership and management that contributes to quality environments for children's learning and development. This close alignment made the ACECQA national database a good candidate for investigating evidence of Be You impact, and may even reveal if elements within Be You, such as the Family Partnerships domain, more strongly align with the early learning context.

In accordance with the ACECQA National Quality Standards (NSQ), learning services are required to undergo assessment to ensure they meet the standards across 7 areas (in continuous improvement cycles). Be You Learning Communities found within the ACECQA data available through the [national register](#), provided a profile of quality as a reflection of collective efficacy within services. This provided an opportunity to estimate the impact on quality associated with services' level of Be You engagement using case-control matching (Table B26).

Be You early learning services – around 4600 engaged or highly engaged Preschool, Long Day Care or Family Day Care services – were identified in the ACECQA database. Overall, around two-thirds of Be You early learning services were *meeting* the National Quality Standards and a third were *exceeding* the Standards. An additional 4000 pre-engaged service and 2856 non-Be You early learning services were also identified.

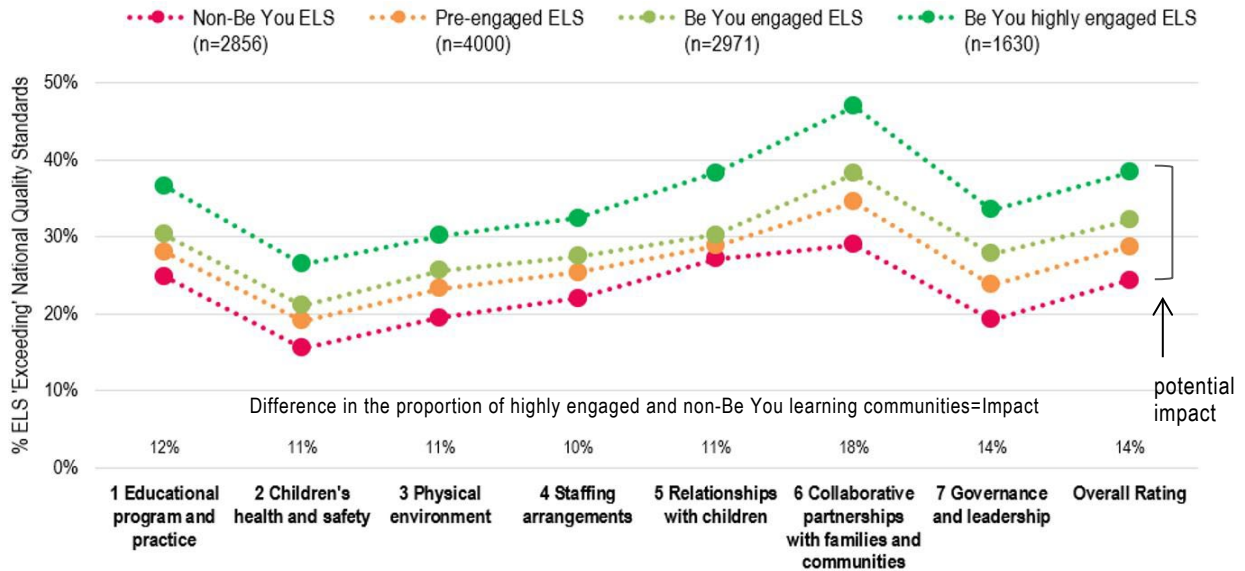
We profiled the percentage of learning communities that were *exceeding* the Standards to look for differences in the proportions based on their Be You engagement status. As Figure 19 shows, the more engaged an early learning service was with Be You, the more likely they were to *exceed* Quality Standards across all 7 Areas.

Interpreting the Quality Areas as a reflection of collective efficacy, the profiles of early learning services by Be You engagement status (Figure 19) suggested that:

- there were 14% more highly engaged Be You early learning services *exceeding* Overall Quality Standards than non-Be You learning communities.
- across all early learning services, they more often *exceeded* Standards in the areas of educational program and practice (QA1), strengthening relationships with children (QA5), and building collaborative partnerships with families and communities (QA6) – elements closely aligned with the aims of Be You.
- the consistent trends provided compelling evidence that Be You was associated with higher levels of quality, particularly in collaborative partnerships with families and communities (QA6) where 18% more services *exceeded* Standards compared to non-Be You services.



Figure 19. Early Learning Services 'Exceeding' the ACECQA National Quality Standards grouped by Be You engagement status



ACECQA National Register data June 2023, for 11,457 Preschool, Long Day Care or Family Day Care services.

Given the efforts that early learning services were required to go to for accreditation, the 7 Areas also served to demonstrate that whole learning community improvement was multidimensional and not something that could be achieved by accessing some online resources.

A closer examination by service type finds similar trends (Table B26). Evidence of impact was more significant in Long Day Care and OSHC services (but there was also greater opportunity for improvement) than in Preschools.

- In highly engaged Long Day Care services (n=1145), compared to non-Be You services, 24% more services *exceeded* Quality Standards in QA6: Collaborative partnerships with families & communities (equivalent to a moderate effect $d=0.51$), 18% more *exceeded* Standards in QA5: Relationships with children (small effect $d=0.38$), and 17% more services *exceeded* Standards in QA1: Educational program and practice (small effect $d=0.44$).
- In highly engaged Preschools (n=414), 8% more services *exceeded* Quality Standards in QA1: Children's health & safety (small effect $d=0.29$), compared to non-Be You Preschools.
- In highly engaged OSHC services (n=131), 15% more services *exceeded* Quality Standards in QA5: Relationships with children (small effect $d=0.34$), compared to non-Be You services.

These consistent findings indicated that the approaches promoted in Be You appeared to align with and support services to *meet* and *exceed* the National Quality Standards.

Moreover, the use of ACECQA data may be a viable option for providing evidence that Be You is making a positive difference, at least in the early learning and OSHC sectors.

Increasing the collective efficacy of learning communities to implement mental health promotion and early intervention

To better understand the mechanism of why Be You may be increasing the collective efficacy of learning communities, we turned to feedback from educators gathered in the User Survey. The premise was that effective Action Teams were an important part of the Be You approach – that together educators could achieve more, especially if they collectively believed that they could do so.

This was reflected in the following comment from an Action Team member.

“Our action team is dedicated to moving our learning community forward and educating them, we have responded to concerns of the staff and addressed issues troubling our community.” (School Action Team member)

The following results from the User Survey suggest that there were high levels of collective efficacy and readiness to implement wellbeing (Table C51, Table C52). The levels of whole learning community mental health promotion activities in learning communities – even the ones less engaged in Be You – demonstrated strong foundations for building mentally healthy communities. These communities were more likely to foster supportive and inclusive environments, assist children who were experiencing difficulties, and had an increased awareness of mental health service providers available to families.

Even though many learning communities are not implementing the Be You framework exclusively, most are implementing something.

- Around half the learning communities are actively implementing another whole-site framework which includes wellbeing. Around a quarter are actively implementing the Be You Framework, particularly if they are in a highly engaged community.
- Knowing this may provide an opportunity for Be You to demonstrate where its framework has additional elements or overlaps with other frameworks, making it clearer for learning communities to make decisions about the benefits of implementing Be You.

The strong collective efficacy reported by learning communities to implement an approach to evidence-based mental health promotion and early intervention, may be being assisted by Be You. Educators highly engaged with Be You were significantly more likely to be in learning communities that promoted whole-site wellbeing, equivalent to a moderate effect ($d=0.32$), compared to less engaged registered users.

Having highly engaged Be You educators in a learning community matters. Learning communities that had highly engaged Be You educators were more likely to report that they had an effective leadership team responsible for mental health and wellbeing in their learning community. 10% more highly engaged educators reported having an effective leadership team, compared to unengaged educators.

Learning communities also indicated a high level of collective efficacy around mental health promotion. Over 80% of learning communities exhibited contexts that valued building positive and respectful communities with a shared understanding of how to work with families to support children and young people. Educators reported that their learning community was a welcoming place for staff, children and families, but more so if the community was highly engaged with Be You.

Other findings indicate:

- Learning communities prioritised the teaching of social-emotional learning (SEL) and resilience skills, particularly if the community was highly engaged with Be You. 4% more highly engaged educators reported that social-emotional learning (SEL) and resilience skills were explicitly taught to all children and young people in their community.
- Learning communities provided information about children's mental health and community services to families, but more so if they were a highly engaged Be You community. Two-thirds of educators (5% more if they were highly engaged in Be You) were in communities that provided information to families about children's mental health and community services.
- Most educators reported being supportive of families experiencing difficulties. 80% of educators were supportive of families who may be experiencing particular challenges in their life, and actively helped families whose children were experiencing social, emotional and behavioural issues.

This evidence is further endorsed by three-quarters of educators participating in the User Survey who acknowledged that Be You was helping their learning community to thrive (Figure 20, Table C48).

"It is a great site with so many great resources. getting the time to go through it all so that i can use it effectively is the greatest issue I have. I would recommend the site to anyone in the teaching profession." (School educator)

"We have found Be You extremely helpful as it gives us some background and resources to support knowledge and my practice. It is great to have the literature and research to back me, when speaking to parents." (Early learning services Action Team Leader)

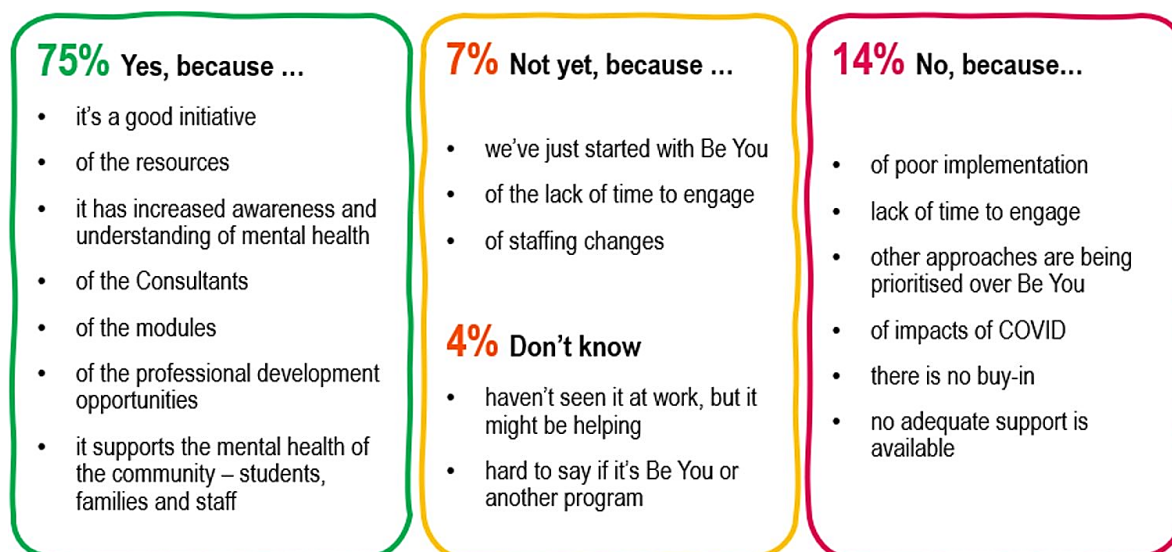
The remaining quarter felt positive about Be You but had not seen any changes (7%), could not determine any changes due to Be You (4%), or felt that they had not seen their community thrive as a result of Be You (14%).

"Be You is not helping our school because it has been poorly implemented. The executive staff have not given the program any priority or time. It is almost never mentioned." (School educator)

"No, it's been very frustrating and disappointing. A lack of continuity in personnel, follow up, relationship, partnership and effort. New staff send out an email introducing themselves, advertising activities and reminders for events - ticking boxes." (School Action Team Leader)



Figure 20. Is Be You helping your learning community to thrive?



In summary, for some educators and learning communities, Be You appeared to be increasing their collective efficacy to implement an approach to evidence-based mental health promotion and early intervention. The Be You resources and the Consultants were helping communities to thrive. The high level of readiness, at least amongst survey respondents, suggested that most learning communities were engaging in practices that endorse whole learning community wellbeing promotion. Whether it's Be You or not, this is an important outcome. However, there may be opportunities for Be You to strengthen its profile in relation to other wellbeing frameworks and build a case that makes it easier for learning communities to understand the benefits of implementing Be You over other initiative.

What are the barriers and enablers to successfully engaging with Be You?

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Key messages

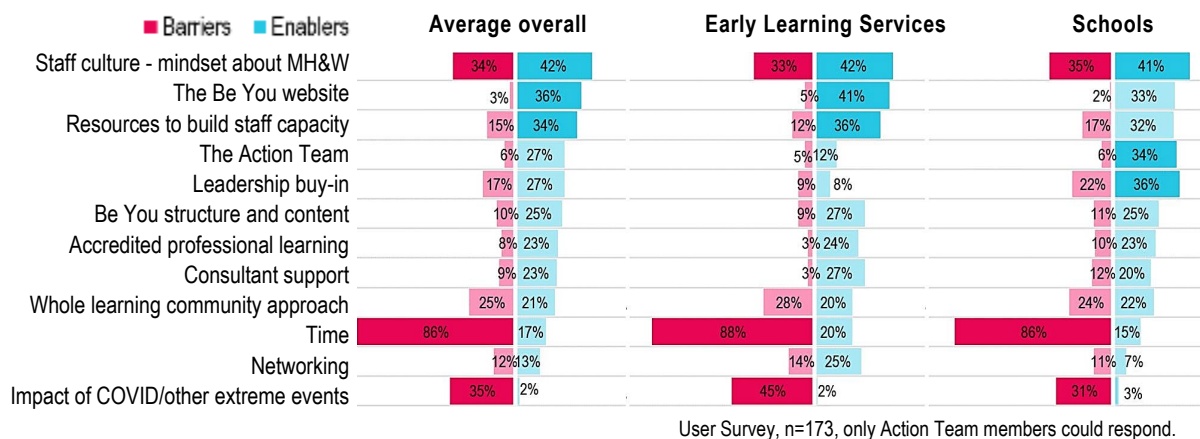
- Early learning services and schools have the same top-3 barriers. Time is the biggest barrier for all learning communities. Staff culture is both a barrier and enabler for learning communities.
- Early learning service enablers are resource-focused, while school enablers are leadership-focused.
- Be You may be able to support learning communities to create a more supportive and proactive environment for mental health promotion by applying principles of behavioural economics like nudging, framing, social norms, incentives, and loss aversion.
- For all the suggestions for improvement that the Be You website and professional learning resources receive, they are still recognised as key enablers to implementing Be You.
- A barrier to becoming an 'active' Action Team Leader who can advocate and drive implementation in their learning community, may be the inconsistent entry experience and lack of a dedicated package of training.

As found in previous evaluations of Be You, enablers and barriers occur at all levels of the system. We know that factors such as leadership and staff buy-in, collective efficacy, prior experience with similar programs, and educators' knowledge of mental health issues can benefit implementation. We also know that program uptake can be challenged by low community readiness and lack of time or support. Some of these have already been raised with regard to the Be You inputs in the discussion above, and none are new. For completeness, we included a summary compiled from the previous evaluation (Table C49), which are still relevant and resonate with current feedback from Action Team Leaders completing the User Survey.

While many of the barriers are outside of Be You's control (like COVID), aspects like improvements to the website and resources should be better addressed once enhancements are released.

As we found in the previous Be You evaluation, what might be an enabler for one learning community, may be a barrier for another. Figure 21 shows, that there were aspects to each factor that were helping or hindering implementation. Early learning services and schools had the same top-3 barriers. Time was the biggest barrier for all learning communities. Staff culture was both a barrier and enabler for learning communities. Early learning service enablers were resource-focused, while school enablers were leadership-focused, most likely due to the difference between early learning services and schools in terms of size and structure. While Table C49 considers each barrier and enabler, we take the opportunity to unpack the top-3 sticking-points that sit within the Theory of Change (Figure 4) and suggest some strategies to reduce the friction.

Figure 21. Action Teams identified their top-3 enablers and barriers when implementing Be You



Leadership buy-in and staff culture

Over 90% of Be You educators agreed that supporting social and emotional development is their responsibility (QMR, 2023a). This is backed by worldwide acceptance that promoting wellbeing is an important aspect of an educator's role (Goodwin, Behan & O'Brien, 2023). Be You understands that educators rather than mental health professionals are increasingly the main delivery agents of mental health interventions (Cefai et al., 2021; O'Reilly et al., 2018). Given that this is best achieved when there is collective efficacy and a team approach (Jessiman et al., 2022), gaining buy-in of the learning community through an Action Team is central to Be You. However, as Figure 21 shows, leadership buy-in and staff culture, especially mindset about mental health and wellbeing, were viewed as both facilitating and preventing effective implementation, particularly in schools.

Providing strategies for Action Teams to turnaround fixed mindsets and bring reluctant staff onboard should reduce a major barrier to implementation. Behavioural economics may offer insights for fostering engagement among staff. Be You may be able to assist learning communities to create a more supportive and proactive culture for mental health promotion by applying principles like nudging, framing, social norms, incentives, and loss aversion.

- Nudging: encouraging Action Teams to make Be You mental health resources and support easily accessible and highly visible can nudge staff by building familiarity.
- Framing and messaging: providing flexible messaging that's framed in a positive and relatable way, particularly with regard to culture, will help Actions Teams to 'sell' the benefits of promoting mental health in their context and build staff culture.
- Social norms: leveraging our need to conform promoting wellbeing behaviours as socially desirable and highlighting the prevalence of positive mental health practices among peers.
- Incentives and Rewards: having accredited professional learning is already an incentive, but there may be other ways to reward proactive staff buy-in.
- Loss aversion: encouraging mental health promoting behaviours by framing them as a way to avoid the loss of wellbeing or academic outcomes of their students rather than just as a potential gain may be beneficial. The Educator Wellbeing resources may already be leveraging this strategy as well as temporal discounting if they perceive that there are immediate gains.

Part of the buy-in is helped or hindered by the quality of the Be You website and resources for building staff capacity. For all the suggestions received about ways to improve the Be You website and professional learning resources, they are still recognised as key enablers to implementing Be You, particularly for early learning services (Table C51).

What could not be isolated was the amount of credit that goes to Consultants who supported educators to navigate the website and find the resources. Either way, improving the website and modules, should only enhance Consultants' capacity and importance as implementation enablers.

Becoming an Action Team Leader

Galvanising staff buy-in and implementing change in a learning community is a significant task. So it's not surprising that the Action Team, particularly in schools, was viewed as an important enabler, but only if the Action Team Leader had agency and confidence to undertake the task. This critical stage in the Be You Theory of Change (Figure 4) may be being underserved.

There currently appears to be a gap in the Be You model to facilitate the transition from being an *individual registered educator*, to being an *Action Team Leader*. Becoming an Action Team Leader and developing agency to implement change was directly reliant on support from Consultants – nomination required waiting for contact from a Consultant. A barrier to becoming an 'active' Action Team Leader who can drive implementation in their learning community, may be the inconsistent entry experience and lack of a dedicated package of training. At least a third of Action Teams did not feel they were 'provided with adequate support and resources to be effective in the role' (Table C53).

There was no clarity within the Be You website or the resources, about how a Consultant prepares and works with an Action Team Leader. The website explains that once you login and "Confirm you are the



Action Team Leader” you should then “Prepare for contact from a Be You Consultant”, and voila – “You’ve started as Be You Learning Community!” It goes on to describe,

A Be You Learning Community is a school or early learning service which has committed to a whole learning community approach to mental health and wellbeing. It has active support from leadership, with an Action Team Leader and team ready to drive change and take action.

These idealised preconditions to being a Be You learning community would pose significant barriers for most learning communities. It raises the question of what Be You has in place for learning communities when whole learning community commitment is not there, when there is no active support from leadership, or there are challenges building a team.

The Action Team Handbooks, supported by events (e.g., Essentials, Implementation and Planning, National Check-in) appeared to be the main way of ‘training’ an Action Team Leader. We estimated that Action Team Leaders visit the Dashboard 17 times on average, but only 6% downloaded a Statement of Commitment (Table B25), and on average over the last two years, only around half of Action Team Leaders attended events (Table B18).

There may be opportunity to provide a more consistent entry experience into Be You for Action Team Leaders, reducing the bottle-neck or barrier that may be occurring if initial contact from the Consultant (we assume via a standard email) is not sufficient to help an Action Team Leader on their journey to build the numbers of more highly engaged learning communities.

Resources that are time-friendly

Time was identified, by a large margin, as the most substantial barrier to implementation – 86% of educators listed ‘time’ as one of their top-3 barriers (Table C42, Figure 21). This was of no surprise and will always be a factor (Goodwin, Behan & O’Brien, 2023). It takes time to build capacity and to implement whole learning community change. However, Be You could improve its offerings to reduce the impact of this barrier. As discussed above, there have been multiple streams of feedback (Table C49, Table C50) calling for modules to be brief, easy to access and easy to use. The tools and resources were consistently critiqued for being lengthy, text heavy, difficult to navigate and difficult to find. These concerns were all accompanied by comments about the difficulties of time demands on educators.

Time was a significant barrier but also reflected that whole learning community change was not easy and does take time and commitment from staff. Clear messaging and comprehensive case-study examples to set expectations about what it takes to turn a learning community around might be useful. For example, Jensen and Sonnemann (2014) profiled four learning communities, detailing the strategies they used and the gains they achieved. The report provided tangible, relatable examples helping learning communities to see that change was possible.

In its current form, Be You is considered to be extremely time-consuming and laborious to engage with and implement. It is vital that Be You keep the time constraints of learning communities and educators in mind as they continue to develop the initiative. The implementation journey needs to be clearly communicated and made as easy as possible for time-poor educators. Part of this is making resources in the Planning and Implementation Toolkit more streamlined and easy to use, so that sustained and deep implementation is more possible.

CURRENT AND PRE-SERVICE EDUCATOR PROCESSES AND OUTCOMES

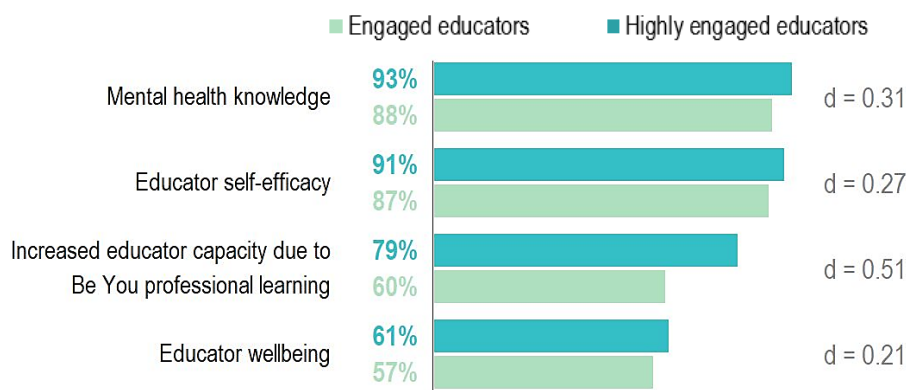
Be You aims to work directly with current and pre-service educators to create positive impact in educator outcomes. These outcomes include:

- improving their mental health and wellbeing literacy
- empowering and supporting educators to work towards better mental health and wellbeing
- increasing their confidence to engage with children, families and colleagues on mental health and wellbeing topics
- building their capacity to support early intervention and enhance social and emotional wellbeing, and
- increasing their knowledge of how to promote a mentally healthy learning environment.

To what extent Be You was capacity building educators and achieving these outcomes is the focus of this section. We looked for evidence of impact by comparing the outcomes of educators who had used Be You professional learning (defined as highly engaged) with those who were registered with Be You but were yet to complete modules or attend Sessions and Events (defined as engaged). The difference between cohorts (after controlling for background characteristics) was interpreted as the impact of professional learning potentially associated with Be You, notwithstanding other related activities that educators may have also engaged in over the time.

The User Survey assessed four main educator outcomes: educators' mental health knowledge, their self-efficacy and mental health competence as well as their wellbeing. The overarching findings suggest that *highly engaged* educators held strong beliefs about their mental health knowledge and self-efficacy, with over 90% indicating agreement, and were significantly more likely to do so compared to other less-engaged educators. Highly engaged educators were also significantly more likely to agree that Be You professional learning had increased their confidence to promote a mentally healthy community, and to a lesser extent their overall wellbeing. These results are summarised in Figure 22 and detailed in the remainder of this section.

Figure 22. Capacity of current and pre-service educators who are engaged or highly engaged with Be You professional learning



User Survey: n=1,862 current and pre-service educators. All effects sizes are significantly different $p < 0.01$.

How is Be You building capacity of educators regarding their mental health knowledge and educator self-efficacy to promote mental health?

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Key messages

- Be You provides numerous accredited professional learning opportunities to build the capacity of educators.
- Only 11% of current and pre-service Be You educators have used modules and 5% of educators have attended events. When they do, pre-service educators, on average, have completed 4 modules and educators have complete 7 modules. Specialist and support staff are stronger users, with around 14% completing 7 modules and attending 1.4 events.
- Educators engaging with the resources believed that Be You professional learning was significantly enhancing their capacity to promote children's mental health and wellbeing to a moderate effect ($d=0.51$).
- There is significant scope for Be You to increase the uptake of Be You offerings, which we anticipate will occur with the release of the updated modules and renewed focus on providing implementation support.
- Be You may be achieving its aim of building the capacity of educators. Educators actively engaged with Be You were significantly more likely to report higher levels of mental health knowledge ($d=0.31$) and self-efficacy ($d=0.27$), equivalent to small positive effects, when compared to less active registered users.

As part of a systemic learning community approach to social-emotional learning, building educator mental health awareness and capacity first as well as supporting their own wellbeing, can be more effective than direct student interventions that by-pass the teacher (Dix et al., 2020; Hernandez, Aceves & Peikoff, 2022; Mahoney et al., 2020). This is why the main target audience for Be You is current and pre-service educators.

Be You builds educator capacity through professional learning opportunities

The Be You resources, particularly the Professional Learning modules and Sessions and Events, are designed to build the capacity of current and pre-service educators and change practice by strengthening their knowledge about mental health promotion, early intervention and response.

The **modules** discuss existing good practices regarding children's mental health and provide communities with a common language. The modules meet the requirements of teacher-identified professional learning that address standard 4.4.2 Maintain Student Safety of the Australian Professional Standards for Teachers across all states and territories. To meet these high standards, modules are required to have a specified number of hours of quality professional learning. By design, they aim to challenge and extend the learner – and not be something superficial to gloss through. The challenge for Be You is to deliver transformative professional learning in 'bite-sized', engaging packets of digestible information. One approach is modules designed so that educators can dip in and out rather than being required to complete the learning in a single sitting (Table C44).



Together, the 16 modules offer over 18 hours of NSW Education Standards Authority (NESA) and ACT Teacher Quality Institute (TQI) accredited professional development. For some educators, this is their main motivation for completing modules, reflected in comments from a Consultants (Table C46).

“There are still barriers for learning communities to engage with “mass approach” sessions. Educators are time poor and it seems, could be that their management and leadership encourages certificated webinars and accredited professional learning rather reflective Conversations where educators can’t “claim” hour as PL time.” (Be You Consultant)

Be You promotes their **Implementation Sessions** as “conversation-style sessions to support the translation of knowledge to action”. The sessions, facilitated by a Be You Consultant, aim to provide a space for deeper engagement, planning for action and changing practice – quite a different experience from what is reflected in the comments. The **Be You Sessions and Events** are more of a one-to-many ‘mass approach’, designed to raise awareness and changes in practice by expanding on the Be You modules.

Measuring the extent to which the Be You professional learning opportunities (described above) built the capacity of educators regarding their knowledge and educator self-efficacy to promote mental health was a key area considered in the User Survey. The 1800 User Survey participants, were categorised as either ‘high activity’ or ‘low activity’ based on the number of years they had been registered with Be You, and how recently they had completed a module or attended a session or event.

In the following sections we compared the two groups to investigate if Be You professional learning was impacting educators’ mental health knowledge, confidence and competence.

Educator’s mental health knowledge and wellbeing literacy

While educators generally believed their mental health knowledge was strong, highly engaged Be You educators believed themselves to be more knowledgeable and competent about mental health promotion (Table C60). This suggested that Be You may be achieving its aim of building the capacity of educators.

- Educators actively engaged with Be You were significantly more likely to report higher levels of mental health knowledge, equivalent to a small positive effect ($d=0.31$, $p<0.001$), compared to less active registered users (Figure 22).
- Over 90% of educators understood how SEL skills influence a learner’s mental health and know about the signs of mental health difficulties in children and young people.
- They knew about the importance of prioritising self-care in order to support others effectively, but more so if they were highly engaged Be You users.
- Over 80% of educators were sure about the processes within their learning community for supporting ‘at risk’ learners or the external professional services that were available, with 5% more educators agreeing if they were stronger users of Be You.

The effectiveness of the professional learning offered by Be You were reinforced by three-quarters of comments (some examples below) from the User Survey agreeing that Be You was helping their community to thrive (Figure 20). Educators valued the structure that Be You professional learning



provided and how it applied to a whole learning community context. When the whole staff engaged, it provided a common language and supported collective and informed decision-making.

“Provides a valid point of reference for colleagues to access and also support my own awareness and learning to support student’s wellbeing and building a positive environment.” (early learning services educator)

“Giving us the information to provide to our school community to make reasoned decisions about wellbeing and mental health.” (School educator)

“Provided the training to staff and they are utilizing the resources for their own professional development.” (School leadership)

“Be You is a great resource, especially for educators who may be lacking some experience or understanding of children’s social and emotional wellbeing and the importance of family relationships.” (Early learning services educator)

Some educators (14%) felt, for various reasons, that Be You was less helpful for their community, also reflected in the comments about building educator capacity (Table C48). For some educators, the modules were treated as ‘ticking’ the professional development box or the content and depth of learning was not meeting their needs (Table C44).

“It really has no impact on my school other than the principal says “do the modules” to buy off PD time.” (School Action Team Leader)

“I have been onto Be You a number of times but found the information basic and not particularly helpful.” (School SSO)

Educator self-efficacy and confidence to promote mental health

While educators already held strong beliefs about their self-efficacy and mental health competence, those highly engaged with Be You tended to report higher levels.

“I feel more confident to speak to children and adults experiencing trauma.” (Early learning services educator)

“It’s giving me confidence to encourage other staff to become involved.” (School educator)

Comparing outcomes amongst the highly engaged educators to the less-engaged educators also found positive effects, suggesting that Be You may be contributing to building the self-efficacy and mental health competence of educators (Table C61), reflected in the following results.

- Educators highly engaged with Be You were significantly more likely to report higher levels of self-efficacy, equivalent to a small positive effect ($d=0.27$, $p<0.001$), compared to less engaged educators (Figure 22). This parallels findings from the National Mental Health in Education Report which found Be You users reported confidence in their ability to address the mental health and wellbeing of children and young people compared to non-users (QMR, 2023a).
- Over 90% of educators could support and help children and young people to handle challenging situations, and could recognise early signs of social, emotional or behavioural concerns.



- Around 70% of educators could help their learning community respond and recover from a critical incident (e.g., death or suicide, natural disasters), but 9% more agreed if they were highly engaged Be You educators.

The impact of Be You professional learning on educators' capacity to promote mental health

Educators engaging with the resources believed that Be You professional learning was significantly enhancing their capacity to promote children's mental health and wellbeing (Table C62).

- Educators highly engaged with Be You were significantly more likely to report increased levels of competence and confidence due to using the Be You professional learning, equivalent to a medium effect ($d=0.51$, $p<0.001$), compared to less engaged educators (Figure 22).

Comparing long-term highly engaged Be You educators with newer or less engaged current and pre-service educators:

- 23% more educators agreed that Be You professional learning provided an opportunity to reflect on their knowledge and capability.
- 19% more agreed that Be You professional learning enhanced their knowledge about children's mental health and wellbeing, and helped them to respond to children who were experiencing social, emotional or behavioural issues.
- 21% more agreed that it helped develop strategies that could be applied in the workplace and had improved the ways they interacted with children and families.
- 12% more educators believed that Be You professional learning helped increase their resilience to adverse events.

Notwithstanding the opportunities to improve the professional learning experience offered by Be You, these findings suggest that Be You may be addressing, for a small number of highly engaged educators, its aims of:

- improving mental health and wellbeing literacy amongst educators
- increasing educators' confidence to engage with children, families and colleagues on mental health and wellbeing topics
- supporting early intervention and response to adverse events
- increasing educator's knowledge of how to promote a mentally healthy learning environment.
- enhancing social and emotional wellbeing in the workplace.



How is Be You supporting the wellbeing of educators?

[back to Key Findings](#)

Key messages

- Understanding the importance of educators, Be You has created a range of new resources designed to support the wellbeing of educators.
- For every visitor to the Educator Wellbeing webpage, around a quarter downloaded the resources.
- Be You may be achieving its aim of supporting educator wellbeing. Educators actively engaged with Be You are significantly more likely to have positive wellbeing, equivalent to a small effect ($d=0.21$), compared to less active registered users.
- While engagement with Be You could be a contributing factor, the educators represented in this analysis opted to complete the User Survey, and may be more interested in mental health and wellbeing making them different from other educators. As such, these findings should be generalised with caution.

Off the back of COVID and natural disasters adding pressures to workload and staff shortages (Browning & Romer, 2020), the wellbeing of educators has become a key priority for Be You, leading to the development of the **Educator Wellbeing** resources. As one of the most valued aspects of Be You, around a quarter of website visitors downloading it (Table B25), as reflected in the following comment.

“I use it for myself. It gets you down when you are working with children with disabilities and trauma.” (School SSO)

We assessed Be You’s effectiveness in supporting the wellbeing of educators by comparing registered educators highly engaged with Be You with less engaged educators, on the widely-used five-item World Health Organization Wellbeing Index (WHO-5: Topp et al., 2015). The following findings draw on the responses from 1856 registered Be You educators who were grouped by their level of engagement with the Be You modules and Sessions and Events, relative to when they completed the survey.

Educators highly engaged with Be You were significantly more likely to have positive wellbeing, equivalent to a small effect ($d=0.21$, $p<0.01$), compared to less engaged educators. This overall finding was based on educators were asked to indicate how they recently felt about life (Table C59), in accordance with the WHO-5:

- While two-thirds of educators felt good about daily life (65%) and half were waking up feeling fresh and rested (48%), highly engaged educators were more likely to feel rested and good about life (4% more).
- Around 60% of educators felt calm and relaxed, but more so if they had done Be You professional learning activities (3%).
- 4% more highly engaged educators reported feeling active and vigorous about their day, compared to less engaged educators. Overall, about 55% of educators felt this way.



These findings are supported by related comments from educators about how Be You was helping their learning community (Table C48). The findings suggests that Be You may be addressing, for a small number of highly engaged educators, its aims to improve educator wellbeing and to empower and support educators to work towards better mental health.

“Staff are supportive of each other and taking responsibility of their own wellbeing along with students’.” (School educator)

“To support wellbeing of others and mine. Reading articles and strategies assist me to work effectively. Supporting community to become resilient.” (Early learning services educator)

While engagement with Be You *could* be a contributing factor, the educators represented in this analysis opted to complete the User Survey, making them different from other educators. For example, they may already have high mental health literacy and be actively supporting their own mental health. Those who completed the survey were more likely to be interested in mental health and wellbeing and willing to take the time to complete the survey and share their view. It is likely that the wellbeing of their students is a priority and they may be more engaged in undertaking other wellbeing activities. As such, these findings should be generalised with caution.



CHILD AND FAMILY LEVEL OUTCOMES

Be You's overarching aim is to transform Australia's approach to supporting children's and young people's mental health in early learning services and schools, where all learning communities are positive, inclusive and responsive – a place where every child, young person, educator and family is empowered to achieve their best possible mental health and wellbeing.

While Be You works directly with learning communities and educators, the intent is to have indirect impact through educators on the outcomes of children and young people and their families. For example, Be You Professional Learning aims to build the confidence of educators to engage with children and families on mental health and wellbeing topics. The intended outcomes for children and young people include greater access to positive, supportive and inclusive learning environments where they feel safe to speak up; enhanced social and emotional wellbeing; increased resilience and capacity to manage emotions and problems; and improved engagement and academic performance. The extent to which these outcomes have been achieved are the focus of this section.

How is Be You improving wellbeing and resilience of children and young people?

[back to Key Findings](#)

Key messages

- Whole learning community mental health promotion may be having small positive impacts on children's and young people's social skills, and on young people's emotional skills, learning skills and wellbeing outcomes, however, it is unclear whether these shifts are indirect evidence of the impact of Be You.
- Children (Years 3-6) are more likely to feel more positive about mental health and wellbeing in their school than young people (Years 7-12). This aligns with typical age related trends.
- Trends suggest declining views in how children and young people feel about mental health and wellbeing in their school during a period which has experienced unprecedented and ongoing extreme events (bushfires, floods, COVID) across Australia.
- Student wellbeing outcomes remain below pre-COVID levels.
- Regardless of year-level or being in Primary or Secondary school, the evidence is clear – higher levels of wellbeing are positively associated to a medium to large effect with higher levels of numeracy and literacy achievement.
- If Be You is achieving its aim to improve the mental health outcomes of children and young people across Australia, then Be You may be indirectly improving academic outcomes.

Finding valid evidence of how Be You is improving the wellbeing and resilience of children and young people was not straightforward. Given that children and young people are not the direct recipients of Be You, limited our ability to make direct attribution. The reach of Be You across most learning communities in Australia also made using experimental approaches like randomised control trials untenable.



To overcome these limitations, we made use of several existing national databases of student wellbeing and academic outcomes and applied a technique called case-control matching. This approach allowed us to compare the students in Be You Learning Communities (treatment group) with those in *similar* non-Be You learning communities (control group) randomly matched and drawn from the existing data.

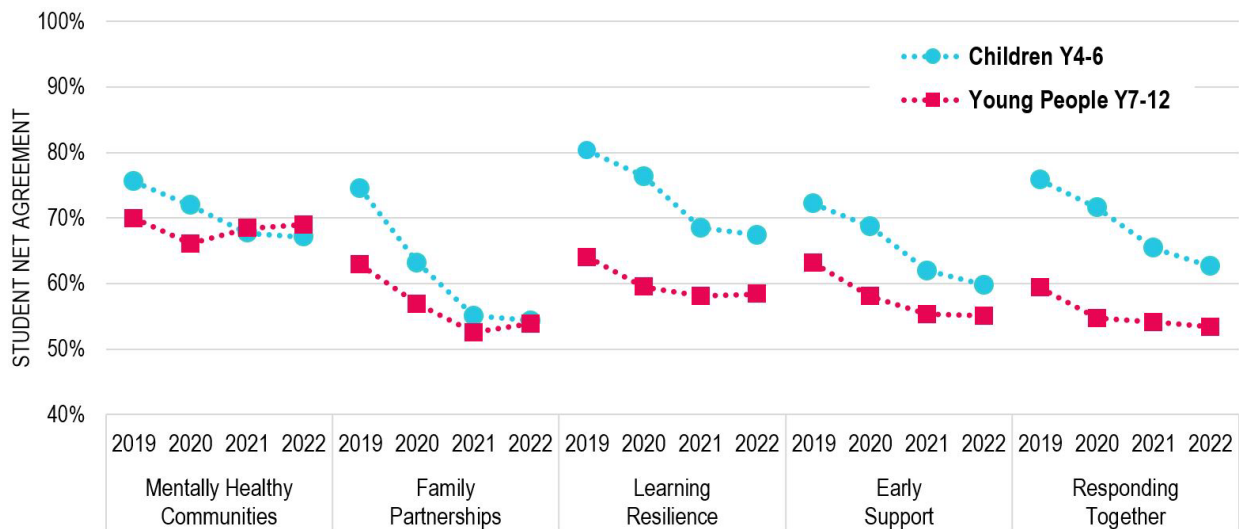
Evidence from the Be You Surveys

A learning community has to be registered to administer Be You Learning Community Surveys. So within this database there were no non-Be You learning communities to compare with. While this prevented the opportunity to investigate impact, the data did provide a snapshot from children and young people in Be You learning communities about mental health promotion in their school.

Trends across the results of children and young people from the Be You Surveys, showed declining views about mental health and wellbeing in their school. Not only were there differences between the age cohorts, but there were general declines from year to year. The profiles shown in Figure 23, capture views in 2019 through to 2022, during a period which has experienced unprecedented and ongoing extreme events (bushfires, floods and COVID) across Australia.

So while the differences in age groups reflected the typical declines in attitudes found in children and young people as they get older, the declines from year to year, particularly in 2020, suggested a more concerning impact on student wellbeing-related views, potentially associated with COVID, bushfires and flood. Even amongst these highly engaged learning communities, the profiles signalled a concerning trend that learning communities were under pressure and still recovering.

Figure 23. The five domains in the Be You Children and Young People surveys, side-by-side, show similar declines in students' views over time



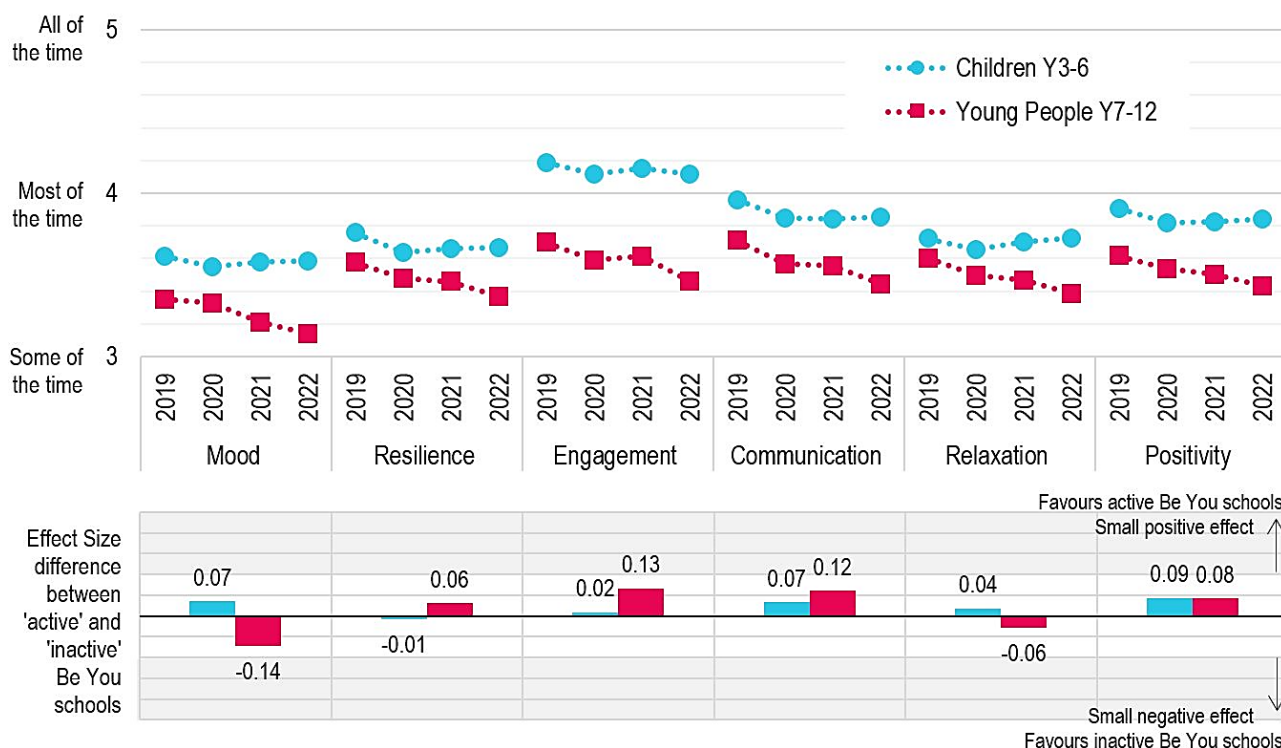
Be You Learning Community Surveys Children and Young People data 2019-2022. Based on 40,937 students in 513 Primary schools and 39,625 students in 262 Secondary schools.

Evidence from the Six-Star Wellbeing Survey

Using existing data from the Six-Star Wellbeing Survey (Klarica, 2020), over 20,000 students in Years 3-12 from 63 schools across Australia rated their levels of wellbeing in six domains: Mood, Resilience, Engagement, Communication, Relaxation, and Positivity.

Trends over time across the wellbeing domains reflected a COVID dip in 2020 (Figure 24), similar to that evident in the Learning Communities Survey (Figure 23). The cohorts of young people, in particular, show a continued downward trend in wellbeing each year.

Figure 24. The Six-Star Wellbeing domains suggest that children may be bouncing back post-COVID, unlike young people



Six-Star Wellbeing student survey data 2019-2022: Results based on 6,866 primary students in 33 schools and 13,144 secondary students in 30 schools. Effect size estimates based on a subset of 6,122 students in matched schools involved with Be You, grouped by active and inactive engagement, when they did the survey during 2021-2022 (post COVID)

All 63 schools electing to do the Six-Star Survey in 2021 and 2022 have had some level of engagement with Be You (e.g., have at least one registered educator but may not be a registered community) – this suggested that student wellbeing was a strong focus in their school. However, this also limited the opportunity to detect impact.

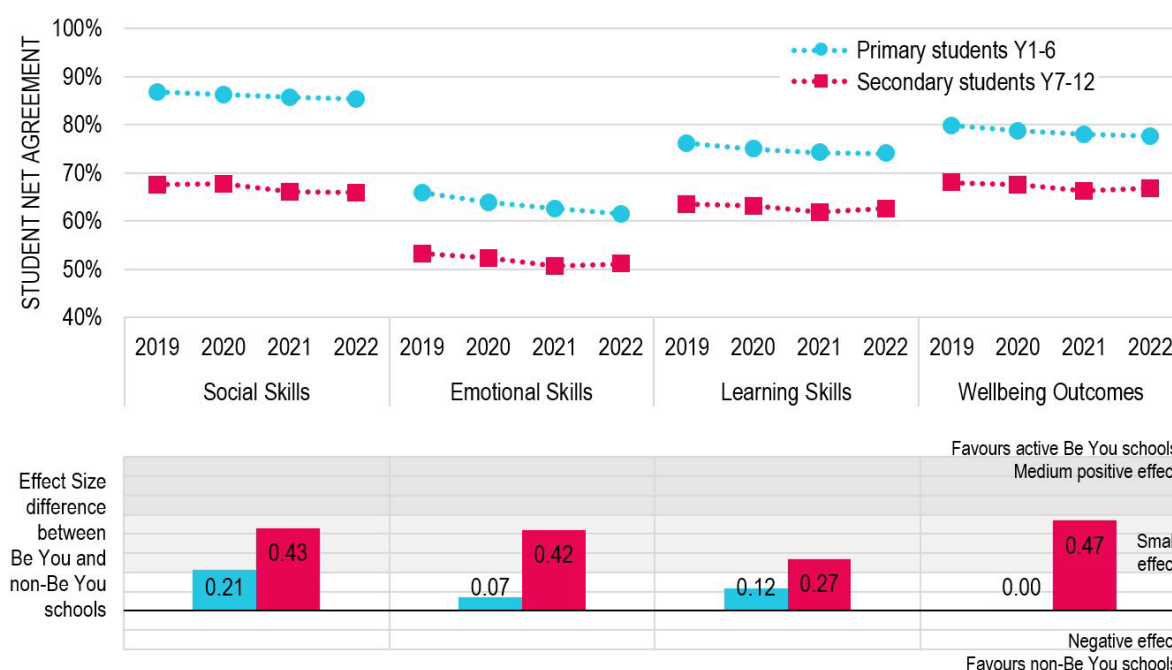
Comparing similar students in 'inactive' and 'active' Be You schools (matched on multiple demographic characteristics like remoteness and SES – see our discussion on statistical approach), Figure 24 shows that there was no practical difference across each wellbeing domain for children and young people ($d < 0.20$). According to this evidence, students in 'inactive' and 'active' Be You schools were faring equally well.

Evidence from ACER's Social-Emotional Wellbeing Survey

As similar analysis was conducted using existing data from ACER's Social-Emotional Wellbeing Survey (Bernard & Stephanou, 2018). Almost 416,000 students in Years 3-12 from 917 schools across Australia rated their levels of social-emotional wellbeing. Again, trends over time across the domains (Figure 25) reflected very small declines in primary student wellbeing outcomes, with some indication in secondary students of bouncing back from COVID disruption in 2022.

Of the learning communities in the SEW database, 57% had a Be You Action Team Leader or postvention support. This provided **our best opportunity to detect impact** by drawing a subset of 250 Primary and 40 Secondary 'Be You' schools, match to similar 'non-Be You' schools in the database when they did the survey during 2021-2022 (post COVID).

Figure 25. The student SEW domains suggest that young people may be bouncing back post-COVID, and responding positively in contexts that more actively engage in mental health promotion



ACER SEW student surveys data 2019-2022: Results based on 257,876 primary students in 768 schools and 158,052 secondary students in 283 schools. Effect size estimates based on a subset of 68,465 primary students in 250 matched schools and 14,704 secondary students in 40 matched schools, grouped by active Be You and non-Be You when they did the survey during 2021-2022 (post COVID)

Comparing similar students in non-Be You and Be You schools, the development of social-emotional learning skills was evident. Figure 25 shows small positive differences in the social skills of children ($d=0.21$) and young people ($d=0.43$) as well as small effects on emotional skills ($d=0.42$) and learning skills ($d=0.27$) in young people.

There was also some evidence that whole learning community mental health promotion was having a small positive impact on young people in Secondary schools. Comparing similar students in non-Be You and Be You schools, there was no significant difference in children's wellbeing outcomes ($d=0.005$) and a small positive difference in young people's wellbeing outcomes ($d=0.47$). It suggests

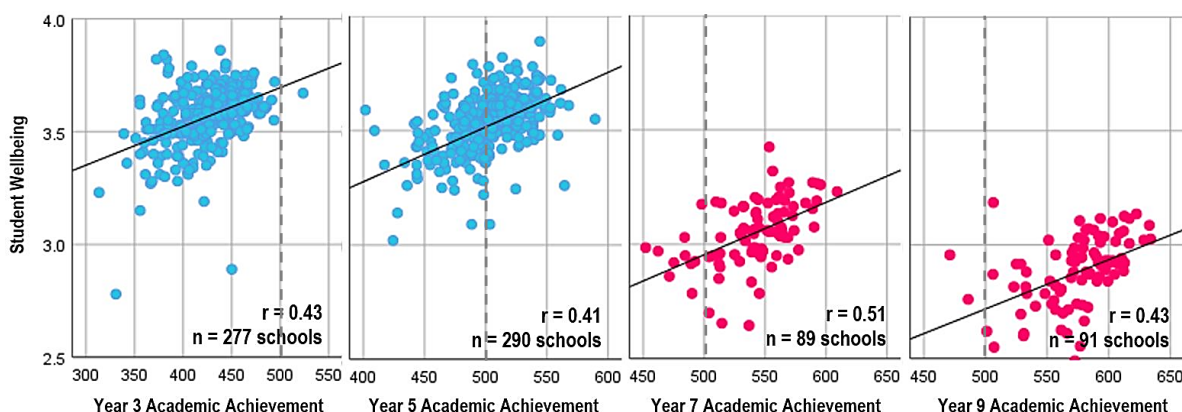
that young people in Be You schools were more likely to feeling safe and get along with others, and less likely to feel stressed or lonely.

The link between wellbeing and academic outcomes

Additional analysis was conducted using student NAPLAN 2021 data which assessed Year 3, 5, 7 and 9 students in areas of numeracy and literacy (grammar, reading, spelling and writing) across all sectors of schools nationally. NAPLAN and SEW data collected in 2021 was matched by school and student year-level. Figure 26 demonstrates the relationship between their wellbeing and age and learning.

- Regardless of year-level or being in Primary or Secondary school, the evidence was clear – higher levels of wellbeing were positively associated with higher levels of numeracy and literacy achievement.
- The reported correlations (r) can be interpreted as medium (0.41 - 0.43) to large (0.51) effects that are of statistical and practical significance.

Figure 26. The link between wellbeing and academic outcomes



NAPLAN and SEW data collected in 2021 matched by school and year-level. Pearson correlation r : Effect sizes interprets 0.1 as small, 0.3 as medium and 0.5 as large.

These results demonstrate the widely understood relationship, that the wellbeing of children and young people is an important correlate of academic achievement. Therefore, an indirect outcome of successful implementation of Be You may be improved academic outcomes amongst children and young people across Australia.

These findings provided tantalising evidence that Be You may be achieving its aims – whether attributable to Be You or not – that whole learning community mental health promotion appears to be creating conditions that support young people to:

- access a positive, supportive and inclusive learning environment where young people feel safe
- enhance their social and emotional wellbeing
- improve engagement and academic performance, and
- increase their capacity to manage emotions and problems.

While engagement with Be You *could* be a contributing factor, the schools represented in this analysis opted to use (and pay for) the SEW Survey to be conducted in their school. This suggests that the

wellbeing of their students is a priority and are likely to be more engaged in undertaking other wellbeing activities. There may also be other characteristics that make these schools different to schools nationally, and as such, these findings should be generalised with caution.

How are families engaging in Be You learning communities?

[back to Key Findings](#)

Key messages

- On all metrics, there is limited engagement with or about families.
- The Family Partnerships modules and the Families Survey are among the least used resources.
- Even though the Be You Framework acknowledges the importance of families and includes a domain that focuses on Family Partnerships, families are outside the scope of Be You.
- Given that there is very limited evidence of families engaging in Be You learning communities, inclusion in future evaluation and monitoring activities may not be useful or necessary.

Through the Family Partnerships domain, the Be You Framework acknowledges the importance of families and the critical role they play in their child's development and education. While the Be You professional learning was designed to build the capacity of educators to work effectively with families, families themselves were not a key target group for Be You. The strategic plan had one mention of families, under outcomes for educators: *Increasing confidence to engage with children, families and colleagues on mental health & wellbeing topics* (p.12).

On all measures, there was limited engagement with or about families:

- There was limited or no direct involvement that Be You Consultants had with families. Less than 1% of logged interactions regarded families or parents and mostly related to resources associated with the Family Partnerships Domain. Barely any related to the use of the Families Survey the family-related resources but there was some mention of a Parent Sessions flyer.
- Of the five learning domains, the Family Partnerships modules were some of the least used (Table B15). Early learning service educators (16%) use them marginally more than school educators (13%). This further limited the potential impact that Be You may be having on educators around "increasing confidence to engage with ... families".
- The Families Survey continues to be the least used of the Learning Community Surveys. It has had 1% uptake in early learning services nationally, and a 4% uptake in schools (Table B19). There were multiple reasons, as discussed earlier in the report, behind the low uptake (e.g., surveys were not in other languages, technical and access issues).
- Attempts were made in the previous evaluation to draw insights from the Survey. Positive outcomes were found. However, it was acknowledged that the result produced from schools that used the Family Survey (often the last to be use) were considered highly biased and the small sample not representative of parents in general. The analysis has not been repeated.

- Action Teams in schools indicated that the Family Partnerships domain received less focus than others domains (25%), but was one of the main domains in early learning services (37%) (Table C54).
- Insights from the User Survey suggest that the Family Partnership domain continued to pose one of the more challenging areas for learning community improvement. For example, compared to other areas of knowledge and self-efficacy educators were less likely to:
 - know how collaborative partnerships with families are developed (Table C60).
 - follow the processes in place when a family needs referral to a mental health service or community professional (Table C60).
 - report that Be You Professional Learning was building their capacity to improve the ways that they interact with children and families (Table C62).

Consultant's reported ways to improve the family-related Be You resources, including having a new section in the website that brings together resources for families (Table C42). For example, while the website promoted Fact Sheets as "a valuable resource to share with families", the following comments from Consultants suggested that Fact Sheets could be improved to strengthen this opportunity.

"Include more strategies and modify for different audiences - schools want to share them with families." (Consultant)

"Make them look more interesting, and be clearer on which can be shared with families." (Consultant)

On this evidence, only a very small number of families were engaging in Be You learning communities by completing a Family Survey or perhaps receiving a Fact Sheet if it directly addressed a concern they had.

The more likely and important context in which families were engaging with Be You was when a critical incident had occurred in the learning community requiring suicide response and the services of Be You headspace Consultants and [headspace schools family support](#).

In light of the lack of evidence of families engaging in Be You learning communities, and no evidence of impact, future inclusion in evaluation and monitoring activities may not be necessary, particularly given that families are not a target audience of the Be You initiative. There is value, however, in monitoring and seeking feedback about the quality of the resources related to the Family Partnerships domain and how educators are using them to engage with families.





SECTION 4

DISCUSSION AND CONCLUSION

In the final chapter of this evaluation report, we delve into the heart of our investigation, focusing on pragmatic aspects of the Be You model and the associated challenges in monitoring its sustained implementation. As we conclude this comprehensive study, we offer insights from a synthesis of the findings that shed light on the complexities and nuances of delivering Be You within diverse educational contexts. Our findings underscore the critical importance of long-term commitment and adaptive strategies for the successful delivery of the Be You model that continues to meet the needs of learning communities. Drawing from our analysis, we present a series of well-considered recommendations, providing a roadmap for continued improvement. This chapter serves as a culmination of our evaluation, offering valuable insights and actionable guidance for the future of mental health promotion in learning communities across Australia.

Discussion

Competing priorities within the Be You model

The Be You initiative provides a continuous improvement framework to enable learning communities to plan and implement evidence-based mental health promotion, early intervention and response. As an online platform of professional learning and resources for educators and learning communities, supported by a workforce of expert Consultants, Be You presents a strong model for the national delivery of mental health promotion in education in Australia.



Whilst improvements in specific areas were clearly evident, it was apparent that there were competing inter-related priorities within the Be You model that needed to be considered and potentially reconciled. To a large extent, the main tensions in the Be You model related to the Consultant workforce as a limited but highly valued resource, and the need for Be You to continue to expand. In the discussion that follows it becomes apparent how inter-related each aspect is – like two sides of the same coin.

Be You Consultants may be stretched too thin

In theory, Be You is trying to be both broad and deep, but this may not be possible on current resourcing levels. The messages coming from educators was that the Postvention support and resources were exceptional and that Be You provides good introductory content on social and emotional learning and a good starting point for learning community planning. These two on-boarding points (introductory and crisis support) appear to be where Be You Consultants excel. In practice, this is where they mainly offer support.

Reconceptualising and reducing the scope of the Be You Consultant's role to provide deep touchpoints in two places – providing introductory support and crisis support – may be a way forward, and let the website do everything else (maintain wide reach). The depth of support could involve a brief needs assessment that ensures those with the greatest need get the deepest support. This could include making better use of the Programs Directory, pointing learning communities to classroom-level SEL programs and alternative opportunities for support to reduce burden on Consultants. Emphasising the 'introductory' aspect may also serve as a signal that addresses concerns about certain educators finding the professional learning and Fact Sheets too basic, suggesting they might need to look elsewhere for more advanced information.

There may be tension between a one-to-one versus a one-to-many approach

To go both broad and deep, Be You leadership were considering reshaping the Consultant role to increasingly use a one-to-many approach. However, it is uncertain if this approach will be effective, and may even harm the Be You brand.

To keep some amount of one-to-one support, it may be feasible to reach more learning communities through short bursts of deep focussed interaction, rather than completely replacing it with a one-to-many approach that jeopardises the very thing that Be You is valued for.

For example, the website endorses a one-to-one approach in **stories** and on pages: *“Your Be You Consultant works with the Action Team Leader, and acts as a mentor and advocate to assist with the implementation of Be You at your school or early learning service.”* It uses words like ‘tailored’ and ‘meet specific need’ to ‘your’ learning community. If Consultant roles were to change, it would be essential to review the website and the Be You Handbooks in order to better manage expectation around specific touch-points rather than ongoing support “every step of the way”.

A clear strength of the current Be You model, highly valued by educators and Consultants alike, is the one-to-one interaction support (individual emails, phone-calls, virtual meetings). These types of interactions were more frequently found in the highly engaged Be You Learning Communities and provided evidence that one-to-one interactions was where meaningful impact could happen – where Be You can make a difference. However, the one-to-one approach is not viable at scale, and with current



Consultant staffing levels, the ratio would need to increase if the number of registered learning communities is expected to increase.

This is where the 'one-to-many' approach also has its place – providing general implementation support through Sessions and Events and Network Meetings, or when Consultants liaise with system-level providers. It was unclear how useful other one-to-many approaches like mass email-outs were for supporting deep implementation.

Different sectors may require different modes of support

It is clear from the evaluation that the early learning service and school sectors are different and that this requires Consultants to work differently in each sector. ECA uses a more generic approach and can singularly focus on implementation support at the 'introductory' stage. Headspace uses a more tailored approach and has to portion their work across 'introductory' and 'postvention crisis' support.

It was unclear if there is an opportunity to free-up headspace Consultants to focus more on deep implementation support by shifting the line between Postvention support and crisis response with headspace school staff colleagues. The needs of OSHC services posed an additional complexity given that they were supported by ECA Consultants but involved schools supported by headspace.

The synthesis of findings suggests that while a one-to-many approach might be adequate for providing general implementation support and might be more viable in early learning services, it is likely that deep implementation in schools will more often require a one-to-one approach, particularly with respect to Postvention work.

The bigger challenge for Consultants may be knowing when best to use the mode of support (one-to-one or one-to-many) and the type of support (introductory or crisis). Their limited access to data that helps them more effectively monitor learning communities at different stages, may be preventing Consultants from being more efficient and targeted in directing their support.

What Be You is and offers is not clear or consistently understood

The synthesis of findings revealed that the way Be You is perceived – what it is – differs amongst stakeholders, both internally and externally. We found multiple elements at play.

Internally, Be You leadership in Beyond Blue mainly see Be You as a website promoted by Consultants. However, ECA and headspace are focused on providing Consultant support. Consultants, on the other hand, see their role as central to implementation, with online resources and events as means for them to provide support.

Externally, the website primarily caters for individual users, but the initiative promotes a whole learning community approach. Adding to the confusion, the name 'Be You' is directed at the student-level but the initiative is designed for educators, and many still hear BU and don't understand what it means.

Educators appear to have diverse perspectives on what Be You is, depending on the supports they receive – ranging from a wellbeing mentor, to a warehouse of resources, to having no understanding of what Be You is.

Be You exists in a flooded SEL market and is not overly distinct. What it does or why it should be used is not overtly apparent from the outside (QMR, 2023b). For example, there is significant overlap in



what Be You offers, what [headspace schools](#) offers (with pages linking back to Be You) and what the [Student Wellbeing Hub](#) offers (a website with educator professional learning but not Consultant support). From the perspective of the Be You page on the [headspace schools website](#), Be You appears to be a suicide prevention and postvention program.

Internally, the One Be You approach is strategically helpful to unify the tri-organisation partnership and ways of working together, but there is still tension relating to a collective understanding – between website versus Consultant, and individual versus whole. There is opportunity for One Be You to focus on a deeper shared understanding about what Be You offers and how it is offered. This will be helped by refining the scope of Be You, clarifying the Consultant role and building transparency about what Be You offers.

Low visibility of Be You in policy and academic discussion

The presence of Be You is also missing from policy and academic discussion, partly because none of the previous evaluations have resulted in formal publication or scholarly articles. This creates a void that others will fill, leading to duplication of effort and confusion for educators. For example, a new paper “Reinventing Australian schools for the better wellbeing, health and learning of every child”, promotes five key principles to support a vision – a vision that has substantial overlap with Be You (Sahlberg et al., 2023). We argue Be You is already delivering this vision and more, and yet there is no mention of Be You in the report apart from one reference to the Be You Evidence Summary (Beyond Blue, 2018). Even with this knowledge of Be You, the paper goes on to list other programs and countries that have implemented system-level change that prioritises a whole school approach to student health and wellbeing, from which Australia can learn (Sahlberg et al., 2023 p.9). On the upside, it completely advocates for Be You. The principles are (p.4):

- *A whole child and whole school approach (organising principle)*
- *Co-designed, evidence-based and flexible learning and wellbeing approaches*
- *Health and wellbeing as essential 21st century skills*
- *Building an engaging culture of health, wellbeing and learning in school*
- *Relationships and partnerships between services, families and schools in every community*

Amongst Be You users, the lack of shared understanding about Be You is considered a barrier to delivery and engagement. It can cause unrealistic or varied expectations that lead to uncertainty about what is available and disappointment about what is not. It also compromises communication across levels of delivery and limits coordination between and within organisations and across levels of implementation. Consultants, in particular, have indicated frustration.

There are ways forward. Externally, it might be beneficial to undertake an investigation comparing what Be You offers to similar products in the market and to provide a summary of this information in a published paper and simple table that clearly communicates what Be You offers, how it’s serving the Australian community, and how it differs from other mental health frameworks.

Monitoring sustained implementation will be challenging

As Be You has focused on developing reach in delivery, the intention expressed in the Strategic Plan for 2023-2027 is for “Everything we do will enable implementation support” (Beyond Blue, 2023). This is in recognition that Be You has reached tremendous breadth, but limited depth, as reflected in the



large number of learning communities registered, but the limited number highly engaged (Table B8, Table B9). This aligns with recommendations to reduce “emphasis on recruitment targets and set targets for the level of engagement within participating settings” (Smith et al., 2021), and has echoed through multiple evaluations since (e.g., Dix et al., 2021; Ponniah et al., 2022). A focus on deep and sustained engagement is a step toward maturity of delivery, though presents challenges, particularly around evaluation and monitoring.

Current data provides indications of registration and use of some, but not all, online resources, which provides a reasonable indication of Reach, but only a partial indication of how learning communities are engaging with Be You. However, it is unclear how deep and sustained engagement would be *evident* and how it may be *evidenced* in evaluation or monitoring efforts.

Hypothetically, if a learning community has progressed through a process of first becoming aware of Be You, some of this will be reflected in the metrics available (in bold). Perhaps members of the community attend **sessions**, **register** and **complete modules**. Eventually they form an Action Team and nominate an **Action Team Leader**. They are contacted by a **Consultant**, highly value the initial **implementation support** and download the Implementation and Reflection Toolkit. They use the **Learning Community Surveys** to determine their community’s needs and strengths, and then develop an Action Plan with advice from a **Consultant**. Some staff may even complete a **User Survey**. This would show a community highly engaged and at the beginning of their journey.

However, say this community then progresses to implementing their Action Plan. They move through the stages of the implementation cycle and revise it regularly. They had difficulties with the Be You Survey and have found alternatives to monitor progress. They share amongst new staff the Educator Wellbeing resources that were downloaded years prior, and feel their knowledge is now beyond what the modules offer. While it would be nice to check-in with a Consultant, they don’t have time and it’s not urgent. They may attend the odd event or download a Fact Sheet if it’s of interest but have now started to implement student wellbeing programs from the Programs Directory as well as various initiatives from the Actions Catalogue. They continue meeting regularly as an Action Team (now called the Wellness team) and have embedded Be You to the point that it is now their own approach, having adapting the best of what they need for their community. Because of strong team capacity, the new Wellness leader hasn’t registered with Be You or updated the Action Team Leader details.

This scenario continues to show a community deeply engaged and on a sustained journey in building a mentally healthy community – the aim of Be You. However, there is unlikely to be any tangible evidence that this learning community is continuing to engage with Be You. Their independence from personalised Consultant support and reduced visible engagement with Be You resources – while a highly desirable outcome from a workforce management perspective – means that their implementation efforts will be invisible in the system, and will have dropped back to a pre-engaged or non-Be You state. This raises several points that need further consideration by Be You leadership:

- Not seeing evidence of engagement is not evidence of no engagement.
- Not seeing engagement with Be You does not mean that learning communities are not on a journey of building a mentally healthy community.



- The fact that Be You exists, is non-commercial and federally funded, sends a potentially powerful message that mental health is important and that educator wellbeing matters. The tangible impact of this message is unmeasurable.
- What does deep implementation of the Be You Framework look like – possibly not like Be You anymore? Once a learning community is on its way and becomes independent and self-sufficient, will reliable ongoing monitoring be possible?

Conclusion

On the whole, the initiative is working well and the tri-org partnership between Beyond Blue, headspace and ECA is functioning smoothly. Be You has been responsive to the changing needs of the education community with development of new resources, like Educator Wellbeing and Responding to Natural Disasters. It is clear that the initiative has evolved and will continue to evolve over the next four years, with clear strategies in place (such as One Be You) to ensure sustained development. The Consultant workforce continues to be highly valued and the main change-agent that transforms a professional learning platform for individual users into an engaged learning community implementing Be You. For communities in crisis, responsive postvention support is particularly important.

The purpose of this evaluation was to investigate the implementation and outcomes of Be You over the period July 2021 to June 2023. The focus of this evaluation was on implementation processes, the Be You workforce, and the experiences of Be You users – the pre-service and current educators who have registered with Be You. The overarching aim was to provide clear recommendations that inform the development and rollout of Be You into the next four years.

The evaluation findings and recommendations have been informed by five main data collection activities. The views and feedback from educators registered with Be You were collected through the User Survey and resulted in a separate User Survey Report. Evidence of impact on student wellbeing outcomes utilised existing national datasets, also resulting in a Student Outcomes Report. Consultants' views were collected through the Workforce Survey and Be You leadership were interviewed. Underpinning all of this was extensive use of the bLink engagement data, Learning Community Survey data and website analytics.

With all this data, assessing improvement in the Be You product was challenging, mainly because so much of the transformational work actioning the recommendations of previous evaluations was still in progress and yet to be used by educators or Consultants. For example, it has taken the last two years of awareness-raising, research and development within the tri-org to understand what is needed in terms of building a reporting and monitoring platform that sits behind the website, or to comprehensively redevelop the modules and the professional learning experience.

It was, and will always be, difficult to assert clear impact of Be You on educators, children and young people, independent of all other influences within learning communities. This is particularly so, given the highly complex, ever-changing landscape within which Be You is being delivered and the evolving nature of Be You itself.

Be You aims to create positive change by working directly with learning communities and educators to impact outcomes for learning communities and educators, with the assumption that this will have long-



term impact on children and young people. To a large extent, there were findings that supported this aim, albeit in a relatively small number of highly engaged learning communities and educators.

- The levels of whole learning community mental health promotion activities in learning communities – even the ones less engaged in Be You – demonstrated strong foundations for building mentally healthy communities.
- Notwithstanding the opportunities to improve the professional learning experience offered by Be You, for a small number of highly engaged educators, there were improvements in mental health literacy, increased educator confidence and enhanced social and emotional wellbeing in the workplace. Findings also supported small improvements in educator wellbeing.
- For young people, there was some evidence that whole learning community mental health promotion may be creating conditions that support their wellbeing and learning outcomes⁵.

In interviews with Be You leadership from Beyond Blue, ECA and headspace, they report significant foundational work undertaken in the last year or so that is positioning the initiative well. However, from an evaluation perspective, the impact of this work is not yet measurable because Consultants and the wider public are to experience the revised and improved products that are still in development. As described by Beyond Blue team leads, the initiative is up and running but not yet fully formed or reaching its full potential.

This raised questions about the time between evaluation cycles if implementing previous recommendations takes longer. As it currently stands, many of the recommendations from the previous evaluation should be picked up in the next evaluation if current development is completed as planned. However, it suggests that implementing these recommendations needs to happen more quickly, or evaluations should be less frequent, or it is accepted that development takes time and there will be a delay before seeing reportable change from several cycles before.

Nevertheless, there were challenges that need to be addressed for Be You to fully mature into a highly efficient and effective initiative. In key areas, many of which carry over from the previous evaluation, the issues were directly affecting the user experience and the ability for more learning communities to implement and benefit from Be You.

The next phase of the initiative will involve a thorough assessment of existing systems and processes that hinder progress towards achieving the strategic direction of the One Be You vision, that ‘everything we do will enable implementation support’. We acknowledge that none of the following recommendations are inconsequential and that purposeful program improvement takes time. In its current form, Be You is, and will continue to be, a significant and distinctive federal initiative that is enriching the Australian education landscape, with the potential to achieve “a flourishing Australian society where every child [and young person] builds strong foundations in [the early years and] school for lifelong learning, wellbeing, and health” (Sahlberg et al., 2023, p.2).

⁵ While engagement with Be You *could* be a contributing factor, the learning communities represented in the analysis were likely to already be engaged in whole learning community wellbeing promotion. There may also be other characteristics that make these learning communities different to others nationally, and as such, findings should be generalised with caution.





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APPENDICES

APPENDIX A: PARTICIPANTS

APPENDIX B: DISTRIBUTION TABLES (internal reporting only)

APPENDIX C: SURVEY TABLES AND FIGURES (internal reporting only)

APPENDIX D: RECOMMENDATIONS MAPPED ACROSS EVALUATIONS (internal reporting only)



APPENDIX A: PARTICIPANTS

The characteristics of the participants who have informed this evaluation, collected through two national online surveys, existing data from the Be You Learning Communities Surveys, and a series of focus groups and interviews with the Be You leadership teams are presented below.

Table A3. Be You User Survey participants by role and learning community type

The number of respondents to the User Survey by the role they hold and the type of learning community they work within.

	ELS	School	Neither	Total
Registered Be You Users	488	1563	42	2093
Pre-service educator - tertiary or vocational student	24	31	8	63
Educator in a school or early learning service	289	839	6	1134
Site Leader - Director, Principal, Acting, Deputy	92	138	2	232
Action Team members	79	163	0	242
Be You Action Team Leader in a school or early learning service	63	97	0	160
Action Team member	16	66	0	82
Specialist or support staff	19	375	6	400
Educator in school age care service (eg OSHC, OOSH)	4	41	3	48
Trainer or lecturer of pre-service educators	3	5	5	13

Table A4. Be You User Survey participant demographics

Personal characteristics		%	Demographic characteristics		%
Gender	Female	86%	State	ACT	5%
	Male	12%		NSW	32%
	Non-binary/Other	0.3%		NT	1%
	Prefer not to answer	1.8%		QLD	15%
Education Qualification	Certificate III or IV	12%		SA	9%
	Diploma	16%		TAS	2%
	Bachelor Degree	38%		VIC	23%
	Postgrad diploma or honours	15%		WA	14%
	Masters or PhD	19%		Location	Metro
Context	ELS	24%			Regional
	School	74%	Remote		3%
	Neither	2%	SEIFA	Deciles 1-3 (Low)	30%
	Teaching year-level	Early Learning		24%	Deciles 4-7 (Medium)
Foundation		12%		Deciles 8-10 (High)	31%
Years 1-3		26%	Sector	Government	73%
Years 4-6		24%		Independent	15%
Years 7-9		25%		Catholic	12%
Years 10-12		26%			
Tertiary level		1.1%			
Non-teaching		20%			



Table A5. *Be You Workforce Survey* participation and characteristics

Characteristics		ECA	headspace	Total
Invited		22	39	61
Participants (RR%)		19 (86%)	28 (72%)	47 (77%)
Time in Be You role	Less than a year	6%	41%	27%
	1-2 years	17%	15%	16%
	3-5 years	44%	33%	39%
	More than 5 years	28%	11%	18%
Contract	Full time	100%	85%	91%
	Part time	0%	15%	9%
What is your Main Role? <i>Select all that apply</i>	Consultant	100%	56%	73%
	Senior Consultant	-	15%	9%
	Clinical Lead, Team Lead or Coordinator	-	27%	18%
What is the highest level of qualification you hold?	Bachelor degree	50%	44%	47%
	Postgraduate diploma or honours	6%	22%	16%
	Masters degree or above	44%	33%	38%

Table A6. *Be You Learning Community Surveys* number of participating organisations

		Child	Young People	Educator	Families	Total
All Organisations		538	271	1383	572	1769
Type	Primary	349	37	553	258	698
	Combined	72	78	137	48	182
	Secondary	20	111	165	67	220
	Special	6	16	56	15	64
	Family Day Care	4	4	16	7	22
	Long Day Care	24	14	258	98	300
	Preschool/Kindy	7	1	111	47	130
	OOSHC	12	3	32	13	48
	Other	44	7	55	19	105
	State	ACT	8	6	53	32
NSW		119	42	437	196	532
NT		8	5	16	9	22
QLD		58	43	207	79	262
SA		24	21	95	31	119
TAS		6	1	27	6	30
VIC		73	32	251	77	344
WA		131	55	296	142	386
Not stated		0	0	1	0	1
Geolocation		Major Cities	268	121	597	263
	Inner Regional	87	37	171	68	220
	Outer Regional	39	27	92	36	114
	Remote	24	11	38	18	47
	Very Remote	8	6	16	4	19
	Not stated/ELS	1	3	469	183	598
Sector	Government	245	117	619	259	775
	Non-Government	181	85	295	130	396
	Not stated/ELS	1	3	469	183	598

Table A7. Focus groups and interviews

Three focus groups were organised through the Beyond Blue evaluation manager, who did not attend the meetings, to better allow for free discussion. The National Leadership Group (NLG) required more time and a follow-up was conducted. The ACER Evaluation Director, undertook one-on-one conversations with Beyond Blue personnel, selected as key leaders in the development and delivery of Be You. The six interviews each went for one hour and were conducted online via RingCentral.

Group	Date	Attendee description
headspace	11/04/2023	Online 90min session. 7 attendees included several headspace state managers and staff in various roles at the national level.
NLG	20/04/2023	Face-to-face in Melbourne, 90 min session. Over 10 attendees included ECA, headspace and BB leadership level staff.
ECA	21/04/2023	Online 90min session. 5 attendees included several ECA state managers and staff in various roles at the national level.
NLG follow-up	18/05/2023	Online 60min session. 8 attendees included ECA, headspace and BB leadership level staff.
Interviews with Beyond Blue Team Leads	31 May – 2 June 2023	The 6 interviews involved senior Beyond Blue personnel leading strategic operations and engagement, evidence and impact, content, marketing, and digital.



APPENDIX B: DISTRIBUTION TABLES

Reach and Registration in the early learning sector

Table B8. Distribution of learning services based on ACECQA national list (June 2023)

ELS OVERALL (excl. OSHC)	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	Registered LC
State/Territory	12345	28%	33%	25%	13%		
ACT	270	23%	33%	29%	15%		
NSW	4338	24%	32%	26%	17%	▲	▲
NT	174	28%	47%	21%	4%		▼
QLD	2414	25%	35%	28%	12%	▲	
SA	887	39%	32%	21%	8%	▼	▼
TAS	145	26%	31%	29%	14%		
VIC	3255	31%	34%	22%	13%	▼	▼
WA	860	40%	31%	22%	7%	▼	▼
Location							
Metro	8937	28%	34%	24%	14%		
Regional	3093	28%	34%	26%	13%		
Remote	242	29%	30%	28%	12%		
SEIFA							
High (8-10)	4956	26%	34%	26%	14%	▲	▲
Average (4-7)	4585	28%	33%	26%	14%		
Low (1-3)	2708	31%	34%	22%	13%	▼	▼

ELS FDC	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reac	Registered LC
State/Territory	449	31%	23%	23%	22%		
ACT	6	33%	17%	33%	17%		
NSW	124	15%	27%	21%	38%	▲	▲
NT	4	25%	50%	25%	0%		
QLD	106	35%	18%	29%	18%		
SA	14	14%	0%	64%	21%		▲
TAS	8	13%	0%	63%	25%		
VIC	152	41%	25%	17%	16%	▼	▼
WA	35	49%	29%	11%	11%		
Location							
Metro	319	31%	23%	23%	24%		
Regional	123	33%	25%	24%	19%		
Remote	5	40%	0%	0%	60%		
SEIFA							
High (8-10)	100	38%	24%	16%	22%		
Average (4-7)	195	28%	23%	27%	23%		
Low (1-3)	147	28%	24%	24%	24%		

ELS LDC	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	Registered LC
State/Territory	8834	27%	33%	27%	13%		
ACT	179	15%	25%	41%	19%	▲	▲
NSW	3455	25%	33%	27%	15%		
NT	95	2%	61%	32%	5%	▲	
QLD	1810	25%	34%	29%	12%		
SA	460	25%	34%	28%	13%		
TAS	137	27%	33%	27%	13%		
VIC	1888	27%	34%	26%	13%		
WA	810	40%	31%	22%	7%	▼	▼
Location							
Metro	6360	26%	34%	27%	13%		
Regional	2229	27%	34%	27%	12%		
Remote	177	27%	29%	34%	10%		
SEIFA							
High (8-10)	3823	24%	34%	28%	14%	▲	
Average (4-7)	3266	27%	33%	27%	13%		
Low (1-3)	1676	28%	35%	25%	12%		▼

ELS Preschool	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	Registered LC
State/Territory	3061	33%	35%	19%	14%		
ACT	85	39%	52%	2%	7%		▼
NSW	759	20%	29%	26%	25%	▲	▲
NT	75	60%	29%	8%	3%	▼	▼
QLD	498	21%	45%	23%	10%	▲	
SA	413	55%	31%	11%	3%	▼	▼
TAS	0						
VIC	1215	35%	35%	17%	13%		
WA	15	47%	27%	27%	0%		
Location							
Metro	2258	33%	35%	18%	13%		
Regional	741	31%	34%	21%	14%		
Remote	60	35%	37%	13%	15%		
SEIFA							
High (8-10)	1033	30%	36%	19%	14%		
Average (4-7)	1124	31%	34%	20%	14%		
Low (1-3)	885	36%	35%	17%	12%	▼	▼

OSHC	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	Registered LC
State/Territory	4960	62%	26%	10%	3%		
ACT	103	30%	32%	26%	12%	▲	▲
NSW	1560	61%	26%	9%	3%		
NT	53	6%	83%	11%	0%	▲	
QLD	791	53%	24%	20%	3%	▲	▲
SA	387	61%	27%	10%	2%		
TAS	92	54%	33%	11%	2%		
VIC	1482	69%	24%	5%	2%	▼	▼
WA	492	70%	23%	7%	1%	▼	▼
Location							
Metro	3633	61%	26%	10%	3%		
Regional	1196	64%	24%	9%	2%		
Remote	90	61%	31%	8%	0%		
SEIFA							
High (8-10)	2165	57%	29%	11%	3%	▲	
Average (4-7)	1929	64%	24%	9%	2%	▼	
Low (1-3)	820	67%	22%	9%	2%	▼	



Table B9. Differences in Reach and Registration between Actual Reach/Registration and Expected Reach/Registration if there were no variation based on State, Location or SEIFA

ELS OVERALL (excl. OSHC)		REACH				REGISTERED LEARNING COMMUNITY			
n	N	Expected	Difference	Sig.	N	Expected	Difference	Sig.	
State/Territory	12345								
ACT	270	208	194	14	118	103	15		
NSW	4338	3296	3113	183	▲	1898	1662	236	▲
NT	174	126	125	1		44	67	-23	▼
QLD	2414	1814	1732	82	▲	958	925	33	
SA	887	543	637	-94	▼	258	340	-82	▼
TAS	145	107	104	3		62	56	6	
VIC	3255	2251	2336	-85	▼	1143	1247	-104	▼
WA	860	513	617	-104	▼	248	329	-81	▼
Location									
Metro	8937	6415	6417	-2		3415	3423	-8	
Regional	3093	2225	2221	4		1187	1185	2	
Remote	242	171	174	-3		98	93	5	
SEIFA									
High (8-10)	4956	3671	3584	87	▲	1985	1913	72	▲
Average (4-7)	4585	3312	3316	-4		1797	1770	27	
Low (1-3)	2708	1875	1958	-83	▼	947	1045	-98	▼

ELS FDC		REACH				REGISTERED LEARNING COMMUNITY			
n	N	Expected	Difference	Sig.	N	Expected	Difference	Sig.	
State/Territory									
ACT	6	4	4	0	3	3	0		
NSW	124	106	85	21	▲	73	57	16	▲
NT	4	3	3	0		1	2	-1	
QLD	106	69	73	-4		50	48	2	
SA	14	12	10	2		12	6	6	▲
TAS	8	7	5	2		7	4	3	
VIC	152	89	104	-15	▼	51	70	-18	▼
WA	35	18	24	-6		8	16	-8	
Location									
Metro	319	220	218	2		148	145	3	
Regional	123	83	84	-1		52	56	-4	
Remote	5	3	3	0		3	2	1	
SEIFA									
High (8-10)	100	62	70	-8		38	46	-8	
Average (4-7)	195	150	136	4		96	90	6	
Low (1-3)	147	106	102	4		71	68	3	

ELS LDC	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	179	152	132	20	▲	107	72	35	▲
NSW	3455	2586	2539	47		1441	1383	58	
NT	95	93	70	23	▲	35	38	-3	
QLD	1810	1352	1330	22		741	724	17	
SA	460	347	338	9		190	184	6	
TAS	137	100	101	-1		55	55	0	
VIC	1888	1374	1387	-13		730	756	-26	
WA	810	487	595	-108	▼	236	324	-88	▼
Location									
Metro	6360	4684	4677	7		2553	2545	8	
Regional	2229	1633	1639	-6		877	892	-15	
Remote	177	129	130	-1		78	71	7	
SEIFA									
High (8-10)	3823	2888	2831	57	▲	1601	1542	59	
Average (4-7)	3266	2400	2419	-19		1312	1317	-5	
Low (1-3)	1676	1203	1241	-38		622	676	-54	▼

ELS Preschool	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	85	52	57	-5		8	27	-19	▼
NSW	759	604	511	93	▲	384	245	139	▲
NT	75	30	50	-20	▼	8	24	-16	▼
QLD	498	393	335	58	▲	167	161	6	
SA	413	184	278	-94	▼	56	133	-77	▼
TAS	0	-	-			-	-		
VIC	1215	788	818	-30		362	393	-31	
WA	15	8	10	-2		4	5	-1	
Location									
Metro	2258	1511	1520	-9		714	730	-16	
Regional	741	509	499	10		258	240	18	
Remote	60	39	40	-1		17	19	-2	
SEIFA									
High (8-10)	1033	346	336	22		346	336	10	
Average (4-7)	1124	389	365	11		389	365	24	
Low (1-3)	885	254	288	-33	▼	254	288	-34	▼



OSHC	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	103	72	39	33	▲	39	13	26	▲
NSW	1560	604	595	9		191	192	-1	
NT	53	50	20	30	▲	6	7	-1	
QLD	791	369	302	67	▲	183	98	85	▲
SA	387	149	148	1		43	48	-5	
TAS	92	42	35	7		12	11	1	
VIC	1482	459	566	-107	▼	101	183	-82	▼
WA	492	148	188	-40	▼	37	61	-24	▼
Location									
Metro	3633	1414	1387	27		464	449	15	
Regional	1196	429	457	-28		137	148	-11	
Remote	90	35	34	1		7	11	-4	
SEIFA									
High (8-10)	2165	929	834	95	▲	298	270	28	
Average (4-7)	1929	693	743	-50	▼	221	241	-20	
Low (1-3)	820	272	316	-44	▼	94	102	-8	

Rows add to 100% to investigate within segment distribution. **Reach** indicates when there are more (▲) or less (▼) Learning communities in **Pre-Engaged/Engaged/ Highly Engaged** than would be expected if the rate of reach was equal across States/Locations/SEIFA (p<.05). Engaged/Highly LC **Registered** indicates when there are more (▲) or less (▼) Learning communities in the **Engaged/ Highly Engaged** than would be expected if the rate of engagement was equal across States/Locations/SEIFA (p<.05). No arrow indicates that differences between observed and expected Reach or LC Reach did not differ significantly based on χ^2 Tests of Independence.



Reach and Registration in the school sector

Table B10. Distribution of schools based on ACARA Australian Schools List (June 2023)

All Schools	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	LC Registration
State/Territory		8%	39%	47%	6%		
ACT	147	1%	33%	56%	10%		▲
NSW	3382	8%	47%	38%	7%		▼
NT	211	7%	30%	55%	9%		▲
QLD	1924	4%	42%	48%	5%	▲	
SA	776	5%	31%	56%	8%	▲	▲
TAS	281	1%	43%	48%	8%	▲	
VIC	2767	13%	31%	54%	2%	▼	▲
WA	1249	6%	37%	46%	12%	▲	▲
Location							
Metro	5981	8%	37%	49%	6%		▲
Regional	4090	8%	41%	45%	6%		▼
Remote	666	6%	45%	42%	8%		
SEIFA							
High (8-10)	3434	8%	39%	48%	6%		
Average (4-7)	4175	8%	38%	47%	7%		
Low (1-3)	3128	7%	41%	46%	6%		
Sector							
Government	7149	5%	41%	47%	6%	▲	
Catholic	1991	14%	30%	49%	7%	▼	
Independent	1597	11%	40%	44%	5%	▼	▼

Primary Schools	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	LC Registration
State/Territory	6425	5%	44%	44%	6%		
ACT	91	1%	35%	54%	10%		
NSW	2132	5%	53%	33%	8%		▼
NT	62	2%	23%	68%	8%		▲
QLD	1194	2%	51%	43%	4%	▲	
SA	444	2%	36%	54%	8%	▲	▲
TAS	161	0%	46%	48%	6%	▲	
VIC	1628	10%	34%	54%	2%	▼	▲
WA	713	3%	37%	47%	13%		▲
Location							
Metro	3440	4%	43%	47%	6%	▲	▲
Regional	2670	7%	46%	41%	7%	▼	▼
Remote	315	4%	50%	39%	6%		
SEIFA							
High (8-10)	2030	4%	43%	46%	6%		
Average (4-7)	2541	6%	44%	44%	7%		
Low (1-3)	1854	6%	46%	43%	6%		
Sector							
Government	4872	4%	46%	43%	6%	▲	▼
Catholic	1287	7%	35%	50%	7%	▼	▲
Independent	266	11%	52%	31%	7%	▼	▼

Secondary Schools	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	LC Registration
State/Territory	1854	10%	26%	58%	6%		
ACT	31	0%	32%	58%	10%		
NSW	594	6%	34%	56%	5%	▲	
NT	36	28%	11%	44%	17%	▼	
QLD	332	7%	25%	62%	6%		
SA	104	11%	22%	58%	10%		
TAS	47	2%	38%	45%	15%		
VIC	534	16%	19%	62%	2%	▼	
WA	176	13%	27%	50%	10%		
Location							
Metro	1175	10%	26%	59%	5%		
Regional	631	11%	27%	56%	6%		
Remote	48	10%	25%	52%	13%		
SEIFA							
High (8-10)	649	11%	27%	56%	5%		
Average (4-7)	700	11%	25%	57%	6%		
Low (1-3)	505	8%	27%	60%	5%		
Sector							
Government	1243	6%	25%	63%	6%	▲	▲
Catholic	423	21%	26%	47%	5%	▼	▼
Independent	188	14%	34%	46%	5%		▼

Combined Schools	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	LC Registration
State/Territory	1659	8%	35%	52%	6%		
ACT	19	0%	26%	68%	5%		
NSW	359	9%	40%	44%	7%		
NT	107	3%	41%	49%	7%		
QLD	294	10%	32%	53%	5%		
SA	195	7%	23%	63%	7%		▲
TAS	60	0%	38%	55%	7%		
VIC	400	13%	32%	54%	2%	▼	
WA	225	3%	40%	48%	9%	▲	
Location							
Metro	777	8%	32%	55%	5%		
Regional	590	9%	34%	51%	5%		
Remote	292	6%	43%	42%	9%		
SEIFA							
High (8-10)	472	8%	34%	53%	5%		
Average (4-7)	626	9%	32%	54%	6%		
Low (1-3)	561	8%	38%	48%	6%		
Sector							
Government	579	4%	36%	53%	6%	▲	
Catholic	186	23%	17%	54%	6%	▼	
Independent	894	7%	37%	50%	5%		



Special Schools	n	Non-Be You	Pre-engaged	Engaged	Highly engaged	Reach	LC Registration
State/Territory	799	23%	36%	36%	6%		
ACT	6	17%	33%	33%	17%		
NSW	297	31%	39%	26%	5%	▼	▼
NT	6	0%	17%	83%	0%		
QLD	104	13%	21%	55%	11%		▲
SA	33	9%	48%	36%	6%		
TAS	13	23%	46%	23%	8%		
VIC	205	24%	32%	41%	2%		
WA	135	13%	41%	33%	12%		
Location							
Metro	589	24%	35%	35%	6%		
Regional	199	21%	37%	37%	6%		
Remote	11	0%	27%	64%	9%		
SEIFA							
High (8-10)	283	24%	37%	34%	5%		
Average (4-7)	308	22%	33%	38%	6%		
Low (1-3)	208	20%	38%	34%	9%		
Sector							
Government	455	14%	38%	40%	8%	▲	▲
Catholic	95	63%	8%	23%	5%	▼	▼
Independent	249	23%	41%	32%	4%		

Rows add to 100% to investigate within segment distribution. **Reach** indicates when there are more (▲) or less (▼) Learning communities in **Pre-Engaged/Engaged/ Highly Engaged** than would be expected if the rate of reach was equal across States/Locations/SEIFA ($p < .05$). **Engaged/Highly LC Registered** indicates when there are more (▲) or less (▼) Learning communities in the **Engaged/ Highly Engaged** than would be expected if the rate of engagement was equal across States/Locations/SEIFA ($p < .05$). No arrow indicates that differences between observed and expected Reach or LC Reach did not differ significantly based on χ^2 Tests of Independence.



Table B11. Differences in Reach and Engagement between Actual Reach/Engagement and Expected Reach/Engagement if there were no variation based on State, Location or SEIFA

All Schools		REACH				REGISTERED LEARNING COMMUNITY			
	n	N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	147	145	135	9		96	78	18	▲
NSW	3382	3112	3118	-6		1518	1798	-280	▼
NT	211	197	194	2		134	112	22	▲
QLD	1924	1840	1774	66	▲	1029	1023	6	
SA	776	740	715	24	▲	496	412	83	▲
TAS	281	277	259	18	▲	156	149	7	
VIC	2767	2410	2551	-141	▼	1562	1471	91	▲
WA	1249	1179	1151	27	▲	718	664	54	▲
Location									
Metro	5981	5520	5515	5		3293	3180	113	▲
Regional	4090	3751	3771	-20		2086	2175	-89	▼
Remote	666	629	614	15		330	354	-24	
SEIFA									
High (8-10)	3434	3169	3166	3		1845	1826	19	
Average (4-7)	4175	3830	3850	-20		2235	2220	15	
Low (1-3)	3128	2901	2884	17		1629	1663	-34	
Sector									
Government	7149	6780	6592	188	▲	3824	3801	23	
Catholic	1991	1703	1836	-133	▼	1103	1059	44	
Independent	1597	1417	1473	-56	▼	782	849	-67	▼
Primary School									
	n	N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	91	90	86	4		58	46	12	
NSW	2132	2021	2022	-1		886	1078	-192	▼
NT	62	61	59	2		47	31	16	▲
QLD	1194	1176	1132	44	▲	565	604	-39	
SA	444	435	421	14	▲	275	225	50	▲
TAS	161	161	153	8	▲	87	81	6	
VIC	1628	1459	1544	-85	▼	908	824	84	▲
WA	713	690	676	14		424	361	63	▲
Location									
Metro	3440	3297	3262	35	▲	1833	1740	93	▲
Regional	2670	2495	2532	-37	▼	1275	1351	-76	▼
Remote	315	301	299	2		142	159	-17	
SEIFA									
High (8-10)	2030	1945	1925	20		1062	1026	35	
Average (4-7)	2541	2397	2409	-13		1282	1285	-3	
Low (1-3)	1854	1751	1758	-7		906	937	-32	
Sector									
Government	4872	4663	4620	43	▲	2409	2464	-55	▼
Catholic	1287	1191	1220	-29	▼	741	651	90	▲
Independent	266	239	252	-13	▼	100	135	-35	▼

Secondary School	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	31	31	28	3		21	20	1	
NSW	594	559	533	26	▲	359	376	-17	
NT	36	26	32	-6	▼	22	23	-1	
QLD	332	308	298	10		225	210	15	
SA	104	93	93	0		70	66	4	
TAS	47	46	42	4		28	30	-2	
VIC	534	447	479	-32	▼	343	338	5	
WA	176	154	158	-4		106	111	-5	
Location									
Metro	1175	1057	1055	2		749	744	5	
Regional	631	564	566	-2		394	400	-6	
Remote	48	43	43	0		31	30	1	
SEIFA									
High (8-10)	649	575	582	-7		398	410	-13	
Average (4-7)	700	623	628	-5		445	443	2	
Low (1-3)	505	466	453	13		331	319	11	
Sector									
Government	1243	1169	1116	53	▲	854	787	67	▲
Catholic	423	334	380	-46	▼	223	268	-45	▼
Independent	188	161	169	-8		97	119	-22	▼

Combined School	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	19	19	17	2		14	11	3	
NSW	359	326	330	-4		182	206	-24	
NT	107	104	98	6		60	61	-1	
QLD	294	266	270	-4		171	168	3	
SA	195	182	179	3		137	112	25	▲
TAS	60	60	55	5		37	34	3	
VIC	400	349	367	-18	▼	222	229	-7	
WA	225	218	207	11	▲	127	129	-2	
Location									
Metro	777	716	714	2		469	445	24	
Regional	590	534	542	-8		332	338	-6	
Remote	292	274	268	6		149	167	-18	
SEIFA									
High (8-10)	472	435	433.591	1		275	270.283	5	
Average (4-7)	626	571	575.06	-4		371	358.469	13	
Low (1-3)	561	518	515.349	3		304	321.248	-17	
Sector									
Government	579	554	532	22	▲	343	332	11	
Catholic	186	143	171	-28	▼	112	107	5	
Independent	894	827	821	6		495	512	-17	



Special School	n	REACH				REGISTERED LEARNING COMMUNITY			
		N	Expected	Difference	Sig.	N	Expected	Difference	Sig.
State/Territory									
ACT	6	5	5	0		3	3	0	
NSW	297	206	230	-24	▼	91	125	-34	▼
NT	6	6	5	1		5	3	2	
QLD	104	90	81	9		68	44	24	▲
SA	33	30	26	4		14	14	0	
TAS	13	10	10	0		4	5	-1	
VIC	205	155	159	-4		89	86	3	
WA	135	117	105	12		61	57	4	
Location									
Metro	589	450	456	-6		242	247	-5	
Regional	199	158	154	4		85	83	2	
Remote	11	11	9	2		8	5	3	
SEIFA									
High (8-10)	283	214	219.245	-5		110	118.655	-9	
Average (4-7)	308	239	238.613	0		137	129.136	8	
Low (1-3)	208	166	161.141	5		88	87.209	1	
Sector									
Government	455	394	352	42	▲	218	191	27	▲
Catholic	95	35	74	-39	▼	27	40	-13	▼
Independent	249	190	193	-3		90	104	-14	

Rows add to 100% to investigate within segment distribution. **Reach** indicates when there are more (▲) or less (▼) Learning communities in **Pre-Engaged/Engaged/ Highly Engaged** than would be expected if the rate of reach was equal across States/Locations/SEIFA ($p < .05$). **Engaged/Highly LC Registered** indicates when there are more (▲) or less (▼) Learning communities in the **Engaged/ Highly Engaged** than would be expected if the rate of engagement was equal across States/Locations/SEIFA ($p < .05$). No arrow indicates that differences between observed and expected Reach or LC Reach did not differ significantly based on χ^2 Tests of Independence.

Overall counts of learning communities across all sectors

Table B12. Overall counts of learning communities (in bLink) compared to current national lists of schools (ACARA) and early learning services (ACECQA)

ACECQA ELS	missing in bLink	Non-Be You	Pre-engaged	Engaged	Highly engaged	Total
LDC	70	2274	2956	2388	1147	8835
Preschool	19	983	1070	573	416	3061
FDC	7	134	103	104	101	449
Total ELS	96	3391	4129	3065	1664	12345
	1%	27%	33%	25%	13%	100%
OSHC	48	3020	1281	482	131	4962
Total ELS & OSHC	144	6411	5410	3547	1795	17307
	1%	38%	31%	20%	10%	100%
ACARA school	missing in bLink	Non-Be You	Pre-engaged	Engaged	Highly engaged	Total
Primary	94	238	2843	2841	409	6425
Secondary	104	86	490	1070	104	1854
Combined	44	91	574	856	94	1659
Special	80	100	284	284	51	799
Total schools	322	515	4191	5051	658	10737
	3%	5%	39%	47%	6%	100%
ACARA Pre-service	missing in bLink	Non-Be You	Pre-engaged	Engaged	Highly engaged	Total
TAFE	3	16	26	-	-	45
University	1	3	37	-	-	41
Total pre-service	4	19	63	-	-	86
	5%	22%	73%	-	-	100%

Data sourced June 2023 from bLink, ACECQA, ACARA ASL, Department of Education; Training.gov.au

Table B13. Number of current and pre-service educators registered or active in the last 2 years according to the Be You engagement status of their affiliated organisation, including an indication of ATLS

Organisation status	Pre-engaged	Engaged (ATLS)	Highly engaged (ATLS)	Total
ELS	5496	15294	13205	33995
LDC	4903	11908	8979	25790
Preschool	417	2488	2719	5624
FDC	176	898	1507	2581
School	13978	53840	13394	81212
Primary	6897	23730	6837	37464
Secondary	3420	16814	3261	23495
Combined	2826	11288	2424	16538
Special	835	2008	872	3715
OSHC	345	1134	652	2131
Pre-service	11831			11831
University	10660			10660
VET/TAFE	1177			1177
Total	31650	70268	27251	129169
Total since launch	35749	70275	27251	133275

Usage of Be You resources

Table B14. Number of **modules** completed and average per user, according to their Be You engaged organisation in the last 2 years

Organisation status	Pre-engaged	/user	Engaged	/user	Highly engaged	/user	Total
ELS	10666	1.9	32315	2.1	53029	4.0	96010
LDC	9506	1.9	23581	2.0	33736	3.8	66823
Preschool	823	2.0	6563	2.6	13876	5.1	21262
FDC	337	1.9	2171	2.4	5417	3.6	7925
School	30231	2.2	121013	2.2	47962	3.6	199206
Primary	13835	2.0	53368	2.2	25943	3.8	93146
Secondary	7936	2.3	41508	2.5	10096	3.1	59540
Combined	6185	2.2	21950	1.9	8559	3.5	36694
Special	2275	2.7	4187	2.1	3364	3.9	9826
OSHC	773	2.0	1526	1.3	2348	3.6	4647
Pre-service	17794	1.5					17794
University	16207	1.5					16207
VET/TAFE	1587	1.3					1587
Total	59464	1.9	154854	2.2	103339	3.8	317657

Table B15. **Module** use by domain

	Mentally Healthy Communities	Family Partnerships	Learning Resilience	Early Support	Responding Together	Overall
Trends in module type by setting						
ELS	29%	16%	21%	21%	13%	100%
School	29%	13%	25%	21%	12%	100%
OSHC	29%	15%	22%	22%	13%	100%
Pre-service	38%	11%	26%	18%	7%	100%
Overall	30%	14%	24%	21%	12%	100%
Counts						
ELS	29058	16044	21284	20645	13094	100125
School	58970	26136	49888	41882	24007	200883
OSHC	1416	759	1091	1067	622	4955
Pre-service	6823	1997	4599	3304	1210	17933
Total	96267	44936	76862	66898	38933	323896



The online Professional Learning modules are framed around the five-domain framework. The original 13 modules (currently under redevelopment) were recently expanded to include three new modules under Responding Together:

- Natural disasters and other community trauma
- Leading through natural disasters
- Therapeutic storytelling

Table B16. Number of **events** attended and average per user, according to their Be You engaged organisation in the last 2 years

Organisation status	Pre-engaged	/user	Engaged	/user	Highly engaged	/user	Total
ELS	842	0.15	2252	0.15	3597	0.27	6691
LDC	695	0.14	1464	0.12	1885	0.21	4044
Preschool	78	0.19	478	0.19	906	0.33	1462
FDC	69	0.39	310	0.35	806	0.53	1185
School	1971	0.14	7085	0.13	1636	0.12	10692
Primary	842	0.12	2781	0.12	838	0.12	4461
Secondary	635	0.19	2545	0.15	395	0.12	3575
Combined	386	0.14	1443	0.13	290	0.12	2119
Special	108	0.13	316	0.16	113	0.13	537
OSHC	71	0.21	109	0.10	196	0.30	376
Pre-service	295	0.02					295
University	197	0.02					197
VET/TAFE	98	0.08					98
Total	3179	0.10	9446	0.13	5429	0.20	18054

Table B17. Number of **modules** and **events** completed by user type in the last 2 years (data available)

Registered user type	Modules				Events			
	n users	have done n modules	User average	% all users	n users	have done n events	User average	% all users
Pre-service educator	368	1427	3.9	11%	13	15	1.2	0.4%
Educator (all)	2263	15298	6.8	11%	952	1149	1.2	5%
ELS Educator	535	2613	4.9		379	477	1.3	
School educator	1426	10361	7.3		479	563	1.2	
Specialist and support staff	902	6471	7.2	14%	837	1184	1.4	13%
ELS leader	97	429	4.4	3%	342	446	1.3	12%
School leader	184	1000	5.4	6%	457	569	1.2	15%
Tertiary professional	17	73	4.3	5%	40	44	1.1	12%
Total	3831	24698	6.4	10%	2641	3407	1.3	7%

Table B18. Number of **events** completed by ATLs each year, compared to all attendees

	Early Learning ATL			School ATL			No. of events	All attendees	Average event attendance		
	Attend / All	Rate		Attend / All	Rate				All	ELS ATL	School ATL
2019	220	500	44%	117	129	91%	102	1253	12	2.2	1.1
2020	1033	1811	57%	1208	1789	68%	284	12121	43	3.6	4.3
2021	694	1330	52%	862	1899	45%	383	8418	22	1.8	2.3
2022	455	1040	44%	807	1700	47%	476	4399	9	1.0	1.7
2023	565	926	61%	600	1258	48%	210	5041	24	2.7	2.9
Total	2967	5607		3594	6775		1455	31232	21	2.0	2.5

Table B19. Profile of **Be You Learning Community Survey** participants

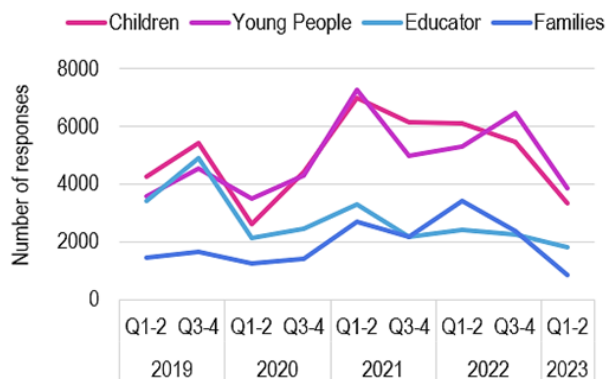
N survey responses				
	Children % (n)	Young People % (n)	Educator % (n)	Family* % (n)
Excluded: ORG ID not matched	0.1% (36)	-	0.3% (85)	0.0% (3)
Excluded: Survey Testing	0.2% (78)	0.1% (27)	0.5% (132)	0.2% (43)
Excluded: Inappropriate classification	2.1% (951)	0.3% (146)	-	-
Early learning years	-	-	10.8% (2685)	10.9% (1,885)
Prep/Foundation	-	-	47.0% (11697)	13.4% (2,306)
Year 1	-	-		24.8% (4,280)
Year 2	-	-		16.3% (2,808)
Year 3	-	-		13.1% (2,256)
Year 4	34.4% (15,379)	-		13.6% (2,354)
Year 5	30.6% (13,969)	-		12.5% (2,165)
Year 6 (or older**)	31.1% (13,890)	-	10.7% (1,846)	
Year 7	-	22.1% (9,704)	21.5% (5345)	8.3% (1,427)
Year 8	-	20.8% (9,109)		6.7% (1,159)
Year 9	-	17.9% (7,828)		6.2% (1,072)
Year 10	-	15.5% (6,783)		5.2% (900)
Year 11	-	12.1% (5,309)		4.2% (730)
Year 12 or equivalent	-	9.9% (4,281)		3.3% (569)
Year level not specified	1.1% (508)	1.0% (432)	-	1.9% (335)
Combined education setting	-	-	14.8% (3682)	-
Special	0.1% (41)	0.4% (165)	3.5% (877)	0.7% (127)
OOSHC	0.1% (44)	0.0% (4)	0.7% (184)	0.5% (90)
Other	0.2% (109)	0.1% (27)	0.7% (186)	0.6% (100)

Table B20. Percentage of learning communities administering **Be You Surveys** in the last 2 years

	Children and Young People Surveys			Educator Survey			Families
	Be You Engaged	Highly engaged	Nationally	Be You Engaged	Highly engaged	Nationally	Nationally
ELS	1%	1%	0%	6%	11%	3%	1%
LDC	1%	1%	1%	6%	11%	3%	1%
Preschool	1%	0%	0%	6%	13%	4%	2%
FDC	0%	1%	0%	4%	7%	3%	1%
School	10%	19%	6%	13%	28%	8%	4%
Primary	9%	22%	6%	14%	32%	9%	4%
Secondary	10%	12%	7%	12%	22%	9%	4%
Combined	12%	26%	9%	12%	21%	8%	3%
Special	6%	4%	3%	12%	25%	7%	2%
OOSHC	2%	3%	0%	4%	7%	1%	0%

Table B21. Number of **Survey** responses per year

	Children	Young People	Educator	Families
2019	9709	8121	8292	3109
2020	7045	7814	4583	2635
2021	13108	12260	5492	4873
2022	11554	11754	4684	5788
2023 (June)	3316	3866	1822	862
Total	44732	43815	24873	17267
Yearly Ave.	9940	9740	5530	3840



Consultant interactions and postvention notifications

Table B22. Number of **personalised Consultant interactions** (excludes emails, but included in graph) and average per Reached organisation in the last 2 years

Organisation status	Pre-engaged	/org	Engaged	/org	Highly engaged	/org	Total	/ overall
ELS	8384	2.2	26930	8.3	18727	10.9	54041	6.2
LDC	6519	2.0	20347	8.3	11288	9.9	38154	5.6
Preschool	1342	3.3	5322	7.8	5188	11.1	11852	7.6
FDC	523	3.2	1261	10.9	2251	21.0	4035	10.5
School	7695	2.0	24518	4.8	4301	6.4	36514	3.8
Primary	4232	1.6	10327	3.7	2277	5.5	16836	2.9
Secondary	1690	3.6	7865	7.2	929	8.5	10484	6.3
Combined	1366	2.3	4996	5.4	821	8.4	7183	4.5
Special	407	1.7	1330	4.7	274	5.7	2011	3.5
OSHC	1081	1.9	3082	6.0	1230	8.1	5393	4.3
Total	17160	2.0	54530	6.1	24258	9.6	95948	4.9

Received more than one phone call from a Consultant in the last 2 years

Organisation status	Pre-engaged	Engaged	Highly engaged	Engaged Total	Overall Total
ELS	15%	69%	75%	71%	26%
School	19%	42%	49%	42%	31%

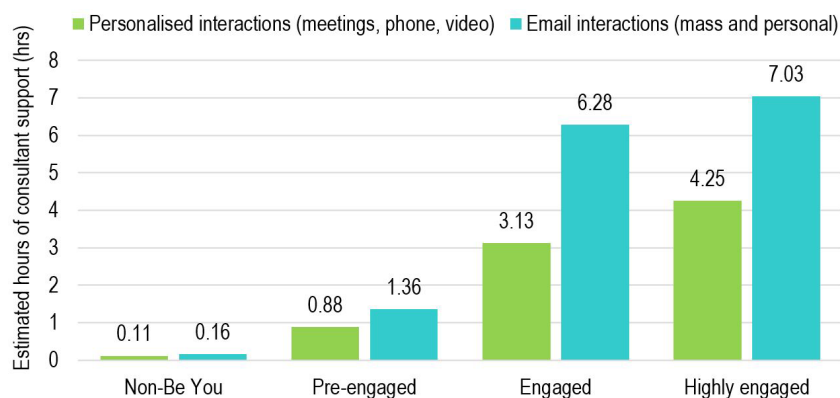


Table B23. Number of **personalised postvention interactions** (excludes emails) and average organisation in the last 2 years

Organisation status	Pre-engaged	/org	Engaged	/org	Highly engaged	/org	Total
School	1592	0.4	4918	1.0	586	0.9	7096
Primary	238	0.1	428	0.2	63	0.2	729
Secondary	873	1.9	3073	2.8	319	2.9	4265
Combined	417	0.7	1248	1.4	158	1.6	1823
Special	64	0.3	169	0.6	46	1.0	279
Total	1592	0.2	4918	0.6	586	0.2	7096

Table B24. Total *interactions* and *postvention* notifications logged each year by Consultants

Year	Email	Meeting	Onsite	Phone call	Video call	Note	Total
ELS and School Interactions	362066	3745	6634	36846	16420	31380	457091
	79%	1%	1%	8%	4%	7%	100%
ELS Interactions	145009	763	1932	24048	8658	22411	202821
	71%	0%	1%	12%	4%	11%	100%
2018	2394	77	23	1075	348	295	4212
2019	17254	419	789	8060	3066	6283	35871
2020	22408	146	561	4776	2244	6049	36184
2021	39185	69	411	3966	1180	3371	48182
2022	44769	48	119	4636	1219	3917	54708
2023	18999	4	29	1535	601	2496	23664
Qtr1	11876	0	25	889	359	1974	15123
Qtr2	7123	4	4	646	242	522	8541
School Interactions	217057	2982	4702	12798	7762	8969	254270
	85%	1%	2%	5%	3%	4%	100%
2018	4256	134	186	499	15	187	5277
2019	53337	1318	2074	5824	346	1605	64504
2020	48952	285	358	2376	2570	1322	55863
2021	51401	466	769	2219	2184	1631	58670
2022	38897	389	938	1368	2084	3274	46950
2023	20214	390	377	512	563	950	23006
Qtr1	12239	209	177	220	275	417	13537
Qtr2	7975	181	200	292	288	533	9469
School Postvention	9732	936	301	4656	991	708	17324
	56%	5%	2%	27%	6%	4%	100%
2018	179	21	19	161	1	27	408
2019	1302	98	100	889	6	91	2486
2020	2298	280	69	1222	219	108	4196
2021	2895	206	70	1293	330	126	4920
2022	2183	220	34	761	316	204	3718
2023	875	111	9	330	119	152	1596
Qtr1	487	58	2	174	66	122	909
Qtr2	388	53	7	156	53	30	687



Website views and resource downloads

Table B25. Website views and document downloads in 2 year period (Jul2021-Jun2023)

AREA	Selected Resources	Views	Down-loads	DL/V*	DL/User**	Target registered users
Public access	Educator Handbook					
	Educators Handbook early learning services pdf	67883	8960	30%	26%	33995 ELS users
Educators Handbook primary & secondary schools pdf	11570		14%		81212 School users	
Leaders Handbook	Leaders Handbook early learning services pdf	12027	2117	33%	12%	17668 ELS leader
	Leaders Handbook primary and secondary schools pdf		1884		18%	10725 School leader
Pre-service Handbook	Pre-service educators Handbook pdf (ELS and schools)	14900	4334	29%	37%	11831 pre-service users
Educator Wellbeing	Self-care: An Educator Wellbeing Guide	120222	6929	24%	6%	115207 ELS/School users
	Wellbeing plan for educators		17099		15%	115207 ELS/School users
	Wellbeing posters (4)		4957		4%	115207 ELS/School users
Programs Directory	Landing page	128795				115207 ELS/School users
Fact Sheets	Staff wellbeing (the most downloaded)	449920	11097	13%	10%	115207 ELS/School users
	Others (68)		49442		43%	115207 ELS/School users
Modules / Learn	Domain literature review (5)	154285	9548	2%	8%	115207 ELS/School users
	Module summaries, ref lists, video transcripts (42)		25743		22%	115207 ELS/School users
Cultural Actions Catalogue (formerly Always Be You)	e-book, print (e-book learning on country)	23990	6719	51%	6%	115207 ELS/School users
	Pilbara Feeling Cards		1053		1%	115207 ELS/School users
	other documents (21)		4422		4%	115207 ELS/School users
Disability Inclusion	Guide	21887	2601		2%	115207 ELS/School users
	other documents (7)		3122		3%	115207 ELS/School users
Sessions and Events	Conference documents	217699	11284	5%	10%	115207 ELS/School users
Tools and Guides	Landing page	126283				115207 ELS/School users
	BETLS Observation Tool	34925	20978	60%	18%	115207 ELS/School users
	Mental health Continuum	50916	13510	27%	12%	115207 ELS/School users
Responding to Natural Disasters		2807	1706	61%	1%	115207 ELS/School users
Public access / ATL Login	Public access / ATL Login					
Suicide Prevention and Response	Toolkit	70659	7945	19%	10%	81212 School users
	Suicide Prevention factsheet safety planning		5545		7%	81212 School users
	Suicide Response factsheets (16)	17864	6687	49%	8%	81212 School users
	Suicide Response Plan		2007		2%	81212 School users
Action Team Handbook	Action Team Handbook early learning services pdf	15312	2245	38%	33%	6789 ELS ATL
	Action Team Handbook primary & secondary schools pdf		3336		39%	8511 School ATL
	Action Team Handbook school age care pdf		276		36%	770 OSHC ATL
ATL Login						Registered access only
ATL Dashboard	Overall	261722				15300 ELS/School ATL
Be You Surveys	Be You Young Childrens Survey Guide pdf	10775	18	64%	0.3%	6789 ELS ATL
	Childrens (C)		2524		30%	8511 School ATL
	Young People (YP)		3526		41%	8511 School ATL
	Educator (E)		845		10%	8511 School ATL
Family (F)	Participant Information (3): C & YP, E, F					
Actions Catalogue	Be You Actions Catalogue pdf	1898	1174	62%	8%	15300 ELS/School ATL
Statement of Commitment	Form pdf	1259	916	73%	6%	15300 ELS/School ATL
Implementation and Reflection Toolkit	Editable tool	3399	1710	50%	11%	15300 ELS/School ATL
Share and Extend Guide	Share and Extend Guide	722	362	50%	2%	15300 ELS/School ATL
Be You Action Plan	Template	1965	823	97%	5%	15300 ELS/School ATL
	Early learning services example		553		8%	6789 ELS ATL
	Primary Secondary School example		537		6%	8511 School ATL
Make Be You Visible	Flyer, Guidelines	1428	297	21%	2%	15300 ELS/School ATL
Action Team Meeting Agenda	Template, Example	377	396	105%	3%	15300 ELS/School ATL

* DL/V Download per view % may be inflated when there is not a one-to-one correspondence - multiple downloadables on a page have been summed.

** DL/User Download per user % may be overestimated given that non-registered users can download anything from the public areas of the website.



Be You engagement and ACECQA

Table B26. Profile of ACECQA ratings for Be You Early Learning Services, and a comparison of the proportion of all learning services 'Exceeding NQS' across the 7 Quality Areas

	N services	Educational program and practice	Children's health & safety	Physical environment	Staffing arrangements	Relationships with children	Collaborative partnerships with families & communities	Governance & leadership	Overall Rating
Profile of Be You Early Learning Services: engaged and highly engaged LDC (3422), preschool (975) and FDC (204)									
ACECQA ratings	4601	QA1	QA2	QA3	QA4	QA5	QA6	QA7	Overall
4 Exceeding NQS	1498	33%	23%	27%	29%	33%	41%	30%	34%
3 Meeting NQS	2876	63%	72%	71%	69%	65%	58%	66%	58%
2 Working Towards NQS	227	5%	5%	2%	2%	2%	1%	4%	7%
1 Significant Improvement Required	0	0%	0%	0%	0%	0%	0%	0%	0%
Be You impact on service type, showing % Exceeding NQS from total n									
ELS LDC	8765	QA1	QA2	QA3	QA4	QA5	QA6	QA7	Overall
Non-Be You (Control)	2266	14%	8%	9%	12%	14%	17%	12%	13%
Pre-engaged	2972	19%	13%	15%	17%	19%	26%	17%	20%
Engaged	2382	25%	17%	20%	23%	24%	33%	24%	26%
Highly engaged (Treatment)	1145	31%	23%	24%	27%	32%	42%	29%	33%
Be You Impact T-C	1085/1085	17%	14%	15%	15%	18%	24%	17%	20%
Effect size Cohen's d	2170	0.44	0.40	0.39	0.34	0.38	0.51	0.42	0.47
significance p<0.05		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
ELS Preschool	3042	QA1	QA2	QA3	QA4	QA5	QA6	QA7	Overall
Non-Be You (Control)	973	51%	32%	43%	45%	57%	56%	36%	51%
Pre-engaged	1085	55%	37%	48%	49%	58%	60%	42%	56%
Engaged	570	56%	39%	52%	51%	58%	65%	47%	60%
Highly engaged (Treatment)	414	60%	41%	52%	52%	62%	67%	49%	60%
Be You Impact T-C	336/336	9%	8%	9%	7%	5%	10%	13%	9%
Effect size Cohen's d	672	0.29	0.29	0.27	0.32	0.24	0.35	0.40	0.32
significance p<0.05		0.000	0.000	0.001	0.000	0.002	0.000	0.000	0.000
OSHC	4914	QA1	QA2	QA3	QA4	QA5	QA6	QA7	Overall
Non-Be You (Control)	3045	8%	5%	5%	7%	11%	9%	7%	7%
Pre-engaged	1257	10%	6%	7%	9%	14%	11%	10%	9%
Engaged	481	14%	10%	10%	16%	21%	19%	13%	16%
Highly engaged (Treatment)	131	20%	12%	12%	22%	26%	26%	24%	24%
Be You Impact T-C	129/129	12%	7%	7%	15%	15%	17%	17%	17%
Effect size Cohen's d	258	0.35	0.27	0.33	0.44	0.34	0.44	0.49	0.46
significance p<0.05		0.006	0.031	0.008	0.001	0.006	0.000	0.000	0.000

These results are based on ACECQA National Quality Standards (NQS) June 2023 data of all early learning services in Australia. Effect size Cohen's d is based on a case-control matched random subsample of Highly Active (Treatment) vs Non-Be You (Control) services. Case-control matched sample (on State, SEIFA and type) gives the same % distribution results. FDC, being a small cohort, were not analysed.

APPENDIX C: SURVEY TABLES AND FIGURES

Consultant role, barriers and enablers

Table C27. Consultant agreement about their role and the workplace

Workforce Survey		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
I have a clear understanding of my role	ECA	0	0%	0	0%	1	6%	3	17%	14	78%
	headspace	0	0%	0	0%	4	15%	9	33%	14	52%
I have a clear understanding of Be You and what it seeks to achieve	ECA	0	0%	0	0%	0	0%	5	28%	13	72%
	headspace	0	0%	0	0%	0	0%	7	26%	20	74%
I am encouraged to come-up with and share innovative ways of doing my work	ECA	0	0%	1	6%	1	6%	7	39%	9	50%
	headspace	0	0%	2	7%	1	4%	13	48%	11	41%
My skills and abilities are used effectively in my role	ECA	0	0%	1	6%	2	11%	9	50%	6	33%
	headspace	0	0%	2	7%	5	19%	12	44%	8	30%
I feel confident about the processes involved in engaging and supporting a learning community to implement Be You	ECA	0	0%	0	0%	1	6%	11	61%	6	33%
	headspace	0	0%	0	0%	3	11%	13	48%	11	41%
Be You resources enable me to effectively support learning communities	ECA	0	0%	1	6%	3	17%	9	50%	5	28%
	headspace	0	0%	2	7%	5	19%	15	56%	5	19%
My role is what I expected it to be when I signed up	ECA	0	0%	2	11%	4	22%	11	61%	1	6%
	headspace	1	4%	5	19%	4	15%	13	48%	4	15%
I always feel valued by Action Teams and learning communities	ECA	1	6%	2	11%	4	22%	9	50%	2	11%
	headspace	0	0%	2	7%	4	15%	16	59%	5	19%
I feel confident that my workplace will support my professional development needs	ECA	0	0%	1	6%	2	11%	4	22%	11	61%
	headspace	1	4%	0	0%	0	0%	6	22%	20	74%
I know who to go to for advice when I have a problem or have needed support	ECA	0	0%	1	6%	0	0%	6	33%	11	61%
	headspace	0	0%	0	0%	0	0%	7	26%	20	74%
I have all the information and resources I need to do my role well	ECA	0	0%	2	11%	3	17%	5	28%	8	44%
	headspace	0	0%	2	7%	6	22%	12	44%	7	26%

Table C28. Estimate of time spent on different aspects of the Consultant role

Workforce Survey	Consultants	ECA	headspace
Administrative tasks (data entry)		22%	23%
Working group, project team or taskforce member meetings/work		25%	13%
Working with learning communities to implement Be You		18%	15%
Helping users to navigate the Be You website		14%	11%
Technical support		11%	9%
System stakeholder and community liaison		9%	11%
Postvention support		0%	18%



Table C29. Main barriers and enablers to Consultants work

Workforce Survey	Barrier	Enabler
Be You IT systems and support (e.g., bLink, surveys, events)	57%	7%
Workload	48%	7%
Collaboration and sharing within the partnership tri-org	41%	7%
Mass approach (e.g., sessions, events) to providing support	34%	2%
Connecting learning communities with each other	25%	5%
Quality of Be You resources: range, depth, navigation	34%	30%
Induction & ongoing professional development	2%	14%
Feeling valued	0%	16%
Job fit and alignment with my strengths and skills	7%	25%
Building trust and meeting learning community need	16%	48%
Autonomy and flexibility	5%	68%
Team support from colleagues	0%	70%

Percentage selected as a top 3 enabler or barrier.

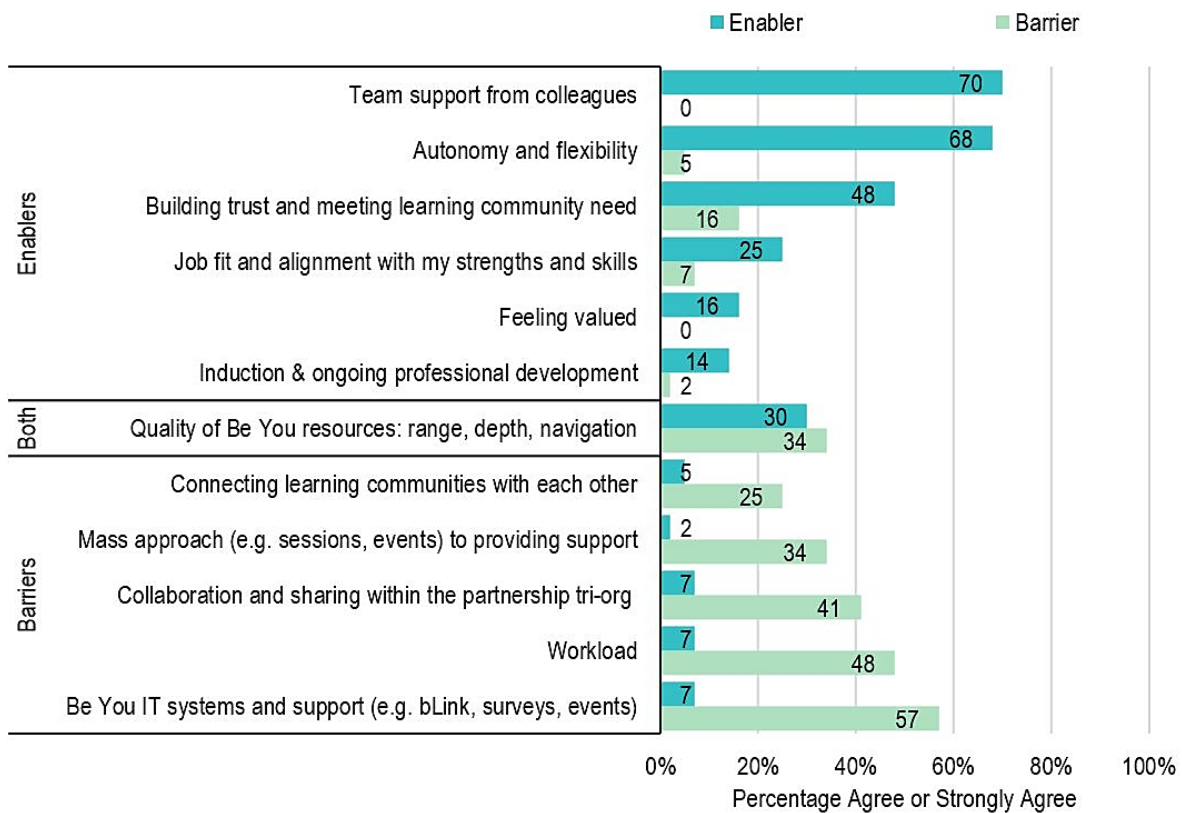
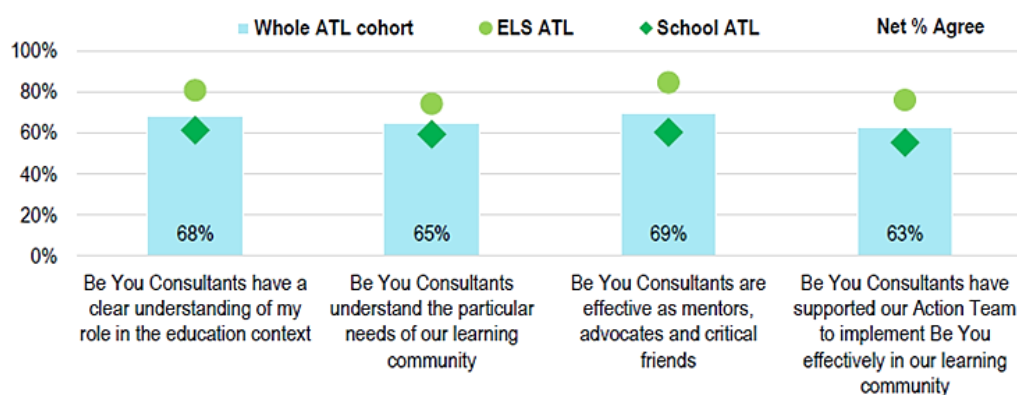


Table C30. Action Team Leaders' Views on Consultant Support

User Survey	Whole ATL cohort	ELS ATL	School ATL
Be You Consultants have a clear understanding of my role in the education context	68%	81%	61%
Be You Consultants understand the particular needs of our learning community	65%	74%	59%
Be You Consultants are effective as mentors, advocates and critical friends	69%	84%	60%
Be You Consultants have supported our Action Team to implement Be You effectively in our learning community	63%	76%	55%



Notes: Consultant support comprises four items rated on a 5-point scale of strongly disagree to strongly agree. Only ATLs can respond. N = 156.

Table C31. Unique contribution of the Consultant role: What does your role provide that the Be You website, modules, tools and resources can't?

Theme	Workforce Survey: Consultant view about the importance of their role
Tailored Support	<p>One support delving deeper signposting resources interactions with services identifying and archiving members. Nudging and asking the right questions modelling and workshoping tools facilitating conversations providing legitimacy for decisions acting as a soundboard etc</p> <p>Tailored support pin pointing/sifting of BY resources that will support the need of a school at the time in a strategic way. Saving time for school staff. Giving ATLs a chance to brainstorm with someone who is really working in this space all the time. Ability to share eg's from others</p> <p>A person to help educators navigate their ways through the plethora of resources available. An ear to talk through issues schools are facing and helping them come up with a tailored approach that suits their needs contextually.</p> <p>Consultant tunes into needs of service (ATLs) & organisations (Middle Managers) supports reflection (e.g., identification of barriers & enablers) facilitates the development & implementation of an achievable plan for whole of learning community/organisation approach to mental health & wellbeing.</p> <p>Support for schools that's tailored to their context.</p> <p>The ability to tailor approaches to a specific context. Humanity and connection. The ability to identify issues and solutions that may not be as apparent to someone within the context.</p> <p>A person to tailor the Be You website and resources to schools based on where they are at. Experience working in the school setting and coming up against that barriers and challenges</p> <p>I match the school's needs and priorities to the appropriate Be You resources support them to contextualise it to their setting and think of creative strategies to address challenges/barriers. I can also provide additional reputable resources to complement the Be You resources.</p> <p>Tailored guidance someone to bounce ideas off connections to other communities and educators context specific examples and anecdotes support/clarity when tech or language is a barrier facilitated workshops.</p> <p>Contextualization of resources that tailor to learning communities. I think of the Consultant part of my role a lot and that guides my work. I walk alongside learning communities to support implementation that would be overwhelming without that support and guidance.</p>

Theme	Workforce Survey: Consultant view about the importance of their role
	<p>putting content into context of learning community; tailoring Be You to community making sense of resources; helping find what service may need/ look for; critical friend mentor; website can be overwhelming and service finds it "too hard" and gives up; critical reflective conversations</p> <p>Tailored support e.g., links to local services education system at local level etc.</p> <p>Contextualisation/Individualisation for learning communities an additional resource; a sounding board for Org./ATL's to discuss focus/current needs or priorities; network; guidance support & validation or acknowledgement for learning communities</p> <p>My role is nuanced to the needs of the Team School and Stakeholder. Every interaction and person has very specific needs at any given time. I listen read body language tone and interpret how best to respond to the Team member stakeholder or educator and respond accordingly.</p> <p>I work in the NT which is hugely complex and does not fit the general mold offered by Be You. This is unavoidable in a national context. My role is literally the conduit that keeps Be You relevant to NT schools and communities. Be You would not be used without knowledgeable local Consultants.</p> <p>Tailored support. Some school staff and stakeholders report they are very familiar with the Be You resources but they are not aware of the additional tools accessible to Action Team Leaders. It would be good to have a visual representation on the landing of the levels access available.</p>
Personal Support	<p>Human interaction and the ability to be that professional critical friend some Action teams are looking for. Where questions are answered and contextualised to their own setting with information gleaned through our conversations about demographics of families and educator ability.</p> <p>Personal touch filter resources tailored approach empathy</p> <p>Empathy connection and bespoke tailored support that takes into consideration the needs of a school community and offers practical ways to implement the theory and learning of Be You. The Consultant role connects to additional resources within mental health or education.</p> <p>The Consultant role is invaluable in providing schools with that friendly and approachable one on one connection. They can ask questions and seek guidance particularly how to use resources and next steps in implementation.</p> <p>Supportive conversations when educators are stressed helps them feel heard and seen. These conversations then inform the support and resources/info provided.</p>
Practical Support	<p>Supporting services who are time poor to identify the most useful approach to their engagement with Be You. Supporting the capacity and confidence of the action team leaders so that they feel empowered to implement Be You in their service.</p> <p>Tailored approach to mental health; Personal of the professional interactions; Guidance of the large range of resources on the website; An overview in simple terms to beginning Be You users</p> <p>Navigation of website. Selection of resources. How to use resources. Implementation plans. Connection to national priorities. Contextualisation to community. Overcoming barriers. Motivation. Referencing sources of information.</p> <p>Pulling the resources together to create a clear plan of action. Feedback from educators is there's a lot of information on the website and it's hard to know where find resources or learning relevant to their needs or goals. My roles is also to be a critical friend and support planning and review.</p> <p>The ability to support implementation of and a focus on mental health and wellbeing from an everyday practice perspective.</p> <p>Human point of contact to coordinate and provide opportunities for groups of organisations to implement together / individually support to understand implementing Be You in their context introduce and make sense of website for planning and queries</p> <p>The website and tools are overwhelming for school staff to consider. Schools won't access these on their own. the Consultant role helps them understand and engage with the flexibility of Be You. Consultants can tailor explanations or available resources to schools so they want to engage.</p>
Specialist Support	<p>Specific trauma informed strategies - this is a huge area of need for schools and one the Be you resources don't really address. As an education Consultant I can give tried and tested advice on strategies for self-regulation and trauma-informed practice for classroom teachers.</p> <p>A lot of experience in postvention practice how to map exposure and mitigate contagion - Consultants can provided ongoing consultation and support to impacted school communities in postvention - and can provide 3-4 hour postvention planning sessions that are facilitated with evidence.</p>
All of the Above	<p>1. Tailored support - match Be You to needs context and strengths 2. an actual relationship with someone not just a website. 3. Saving ATLs time in finding what they need 4. Technical support 5. Specific early childhood expertise (our resources are too general - lost the specifics of age)</p>



Consultants providing implementation support

Table C32. Implementation support: How Consultants typically split their time when providing deep one-on-one implementation support (excluding postvention)

Workforce Survey	Early Learning Services	Primary Settings	Secondary Settings	System level	Pre-service institutions
ECA	80%	1%	0%	20%	1%
headspace	1%	36%	36%	27%	0%
But taking into account estimate of time spent on providing implementation support (Table C28)					
ECA: 18% of workload is implementation support	14.4%	0.2%	0.0%	3.6%	0.2%
headspace: 15% of workload implementation support + 18% providing Postvention support in secondary	0.2%	5.4%	11.9%	4.1%	0.0%

Table C33. The approximate proportions of learning communities currently receiving deep one-to-one implementation support from Consultants

Workforce Survey Proportion of learning communities deep support	Number of Consultants who reported each percentage range	
	ECA	headspace
0%	0	1
10%	3	2
20%	7	3
30%	2	7
40%	3	3
50%	0	2
60%	1	2
70%	1	1
80%	0	0
90%	0	0
100%	0	0

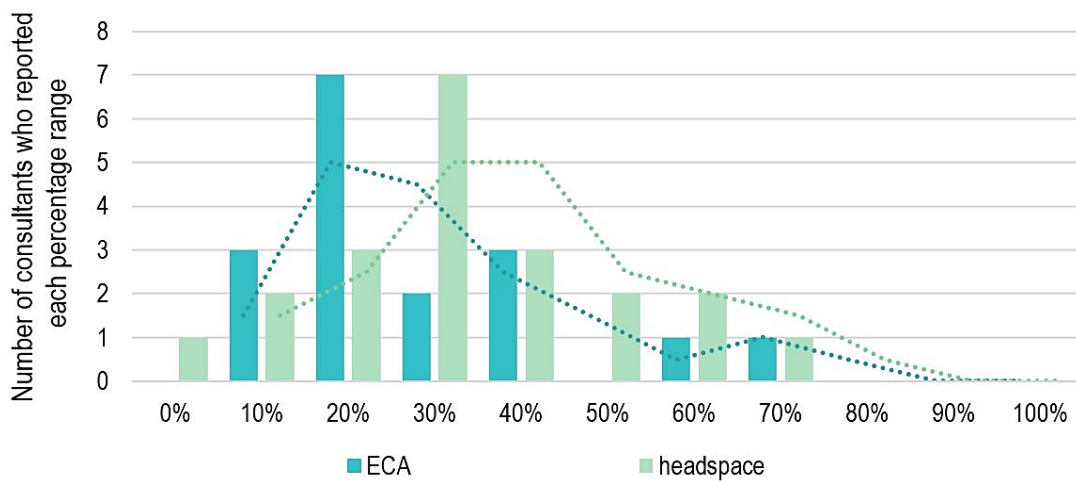
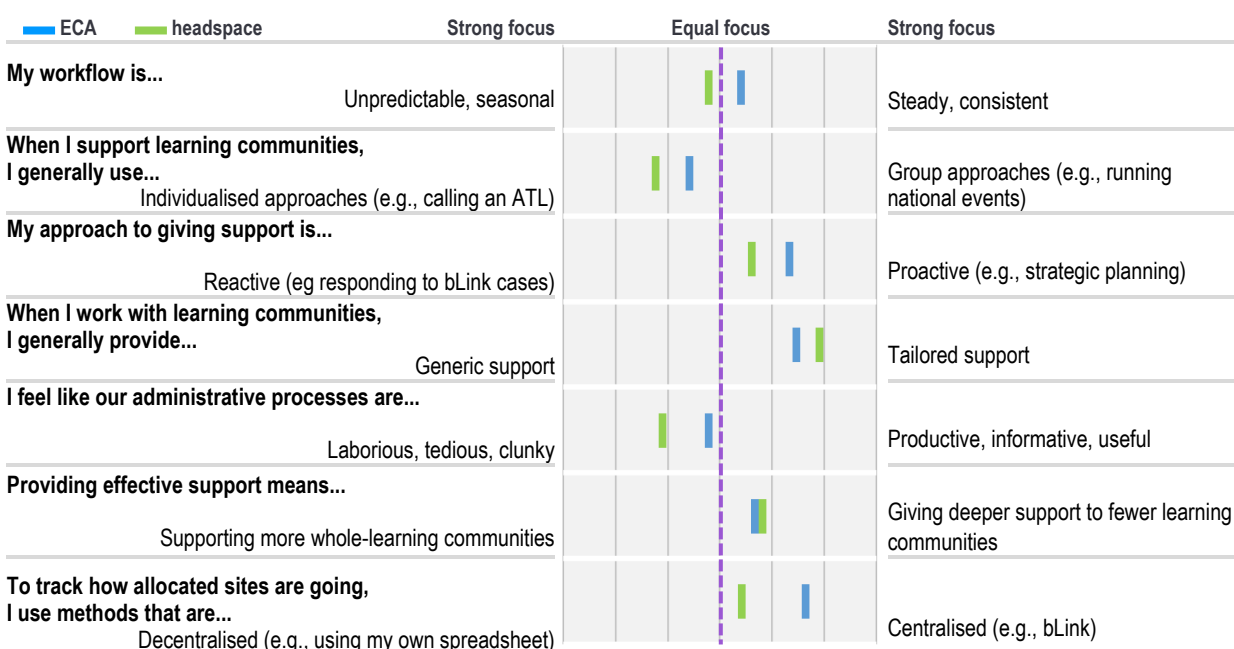


Table C34. Impact of Be You in communities Consultants provide deep one-to-one support

Workforce Survey	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Be You is having a positive impact on the mental health and wellbeing of educators	0%	0%	11%	59%	30%
Be You is enhancing educators' knowledge, confidence and skills to implement an evidence-based approach to mental health promotion, prevention and early intervention	0%	0%	3%	68%	29%
Be You is supporting educators to develop positive, inclusive and resilient learning communities	0%	0%	11%	68%	22%
Be You is supporting children and young people to achieve their best possible mental health	3%	0%	28%	53%	17%
Be You is improving the mental health outcomes for children and young people	3%	3%	17%	64%	14%

Table C35. Implementation and service delivery: How would you profile the nature of your work?

Workforce Survey: Questions	Interpretation: values indicate	ECA	headspace
My workflow is...	+ more steady - more unpredictable	0.4	-0.22
When I support learning communities, I generally use...	+ group approaches - individualised approaches	-0.58	-1.24
My approach to giving support is...	+ more proactive - indicate more reactive	1.33	0.61
When I work with learning communities, I generally provide...	+ more tailored - more generic	1.47	1.91
I feel like our administrative processes are...	+ productive, informative, useful - laborious, tedious, clunky	-0.21	-1.11
Providing effective support means...	+ giving deeper support to fewer learning communities - supporting more whole-learning communities	0.67	0.82
To track how schools and services allocated to me are going, I use methods that are...	+ more centralised (e.g., bLink) - more decentralised (e.g., using my own spreadsheet)	1.65	0.42



Improving the Consultant role

Table C36. Improving Consultants role: Is there anything else you would like to add about how Be You could support you in your role? What improvements can be made?

Theme	Workforce Survey: Consultant view about resources not meeting need
Administration and Organisation	I spend a fair bit of time on administrative processes. Strategies that would reduce this time would be welcome.
	More templates to draw from when responding to generic inquiries or emails.
	Consider efficiencies of internal tri-org ways of working e.g., Quality Integrity Framework. Develop storage facility for all members of tri-org to access - I often cannot access documents referred to within Quality Integrity Framework. Simplify language or provide glossary of Be You terms
	More functionality in BLink to minimise administrative tasks related to e-mail communication with services and organisations.
	More resources dedicated to ensuring our digital platforms are up to scratch and updated with the way the whole workforce does their work so it will lead to better efficiencies.
	Streamline cloning in bLink
	The Blink system is very useful and informative however it is the cloning interaction process specifically that takes hours of Consultant's time. Additionally a lot of time is spent on the registration process and requirements. This has become increasingly timely with all the movement of staff.
	Increasing the automation of tasks - such as entering emails on Blink would be useful for streamlining much of the administration load for Consultants.
	Changing the system so that learning communities have more autonomy to update their learning community members would be beneficial. Need a Consultant to update organisation records such as assigning/removing Action Team Leaders or contacts can be a barrier.
	I think it is a great place to work and there are many great aspects. Sometimes systems are challenging (such as cloning bulk emails) but it is part of the work and there are many other things that I enjoy.
	Continue to refine onboarding process.
	have simpler processes/have more functionality on blink.
Resources	As well some re-engagement resources and tools would be useful.
	Support on adapting slide decks for specific contexts. For example postvention planning workshop could have included information about first nations people and LGBTIQ+ as they tend to have higher rates of suicide in young people.
	More streamlined processes to update resources and platforms would also help.
	I work in a region with high refugee/migrant populations. I continue where possible to advocate for Be You resources to be available in languages other than English. Particularly resources for parents/carers who do not speak English (i.e., factsheets and the Be You parent/carer Survey)
	I sometimes feel restricted to stick with Be you resources when the learning community's needs cannot be met exactly with them - what am I allowed to promote that sits outside Be You? For example: educators want scientific evidence of mindfulness being effective. Our Factsheet has nothing to offer.
	Current research especially with relation to online sessions we run.
Website	Website navigation continues to play too large a role in my work with services as the website does not support user autonomy.
	Improvements to the website better resourcing of the digital team to be able to fix issues and fulfil our requests for improvements from the last 5 years. The website functionality often lets us down e.g., pages not loading search function not very good hard for services to locate what they need.



Theme	Workforce Survey: Consultant view about resources not meeting need
Delivery of services	<p>Also the one-to-many or many-to-many is not effective (kind of like mass production). As well some re-engagement resources and tools would be useful.</p> <hr/> <p>Schools often request more flexibility to be onsite and more capacity to speak to more general groups of staff. This would be helpful in deepening engagement.</p> <hr/> <p>While the online space can be useful for equity of access being able to support school communities more in person or 1:1 would be useful.</p>
Time Constraints	<p>It's hard to balance all the aspects of our role - postvention support implementation support stakeholder engagement team responsibilities (eg induction supervision GRP etc) and tri-org responsibilities (eg working groups). I can't give 100% to any one aspect of my role within a 40 hour week.</p> <hr/> <p>streamline or remove working groups (these take up too much time especially when there are so many actions to be completed outside of meeting times with short turnarounds. it is becoming impossible to have meaningful contact with schools)</p> <hr/> <p>It is difficult to find time to reach out and actively support learning communities in an individual way. Working groups data and admin tasks meetings etc significantly get in the way of my identified purpose in Be You</p>
Employment Conditions	<p>Increased salary</p> <hr/> <p>Focusing on staff retention/ recruitment. Working with HR when people leave or move into other departments in headspace so we can work with a full team.</p>
Satisfied	<p>I feel I am adequately supported by systems and more than this from the other Consultants and management.</p> <hr/> <p>I feel very supported and am looking forward to July 2023 onwards and the opportunities this will bring.</p>
Multiple/Other	<p>More value placed on the education Consultants contribution to Be You - priorities are very clinically heavy in headspace.</p> <hr/> <p>High quality relevant resources interactive and cutting edge website national marketing. Administration data cleansing for current ATL's. Administration support.</p>



Quality, NPS and feedback about improving resources and Be You

Table C37. Resource effectiveness: Consultants' views about the effectiveness of the Be You tools, resources and processes (4 point scale: "Not at all effective"=0 to "Highly effective"=4)

Workforce Survey	ECA	out of 100	headspace	out of 100
Cultural Actions Catalogue	2.09	52	1.94	49
Disability Inclusion Guide	2.7	68	2.2	55
Be You Handbooks	2.22	56	2.29	57
Responding to Natural Disasters resources	3.08	77	2.41	60
Implementation and Reflection Tool	2.28	57	2.45	61
Be You Fact Sheets	2.67	67	2.5	63
Professional Learning modules	2.17	54	2.57	64
Be You Wellbeing Programs Directory	1.89	47	2.57	64
Action Plan	2.19	55	2.67	67
Be You Sessions and Events	2.67	67	2.71	68
Educator Wellbeing resources	3.41	85	2.73	68
Action Team Leader Dashboard	2.94	74	2.81	70
Be You Learning Community Surveys	2.56	64	3.19	80
BETLs tool	3.39	85	3.45	86
Suicide Prevention and Response resources	2.00	50	3.68	92
Postvention Support Service provided by headspace	3.00	75	3.86	97

Table also represented graphically.

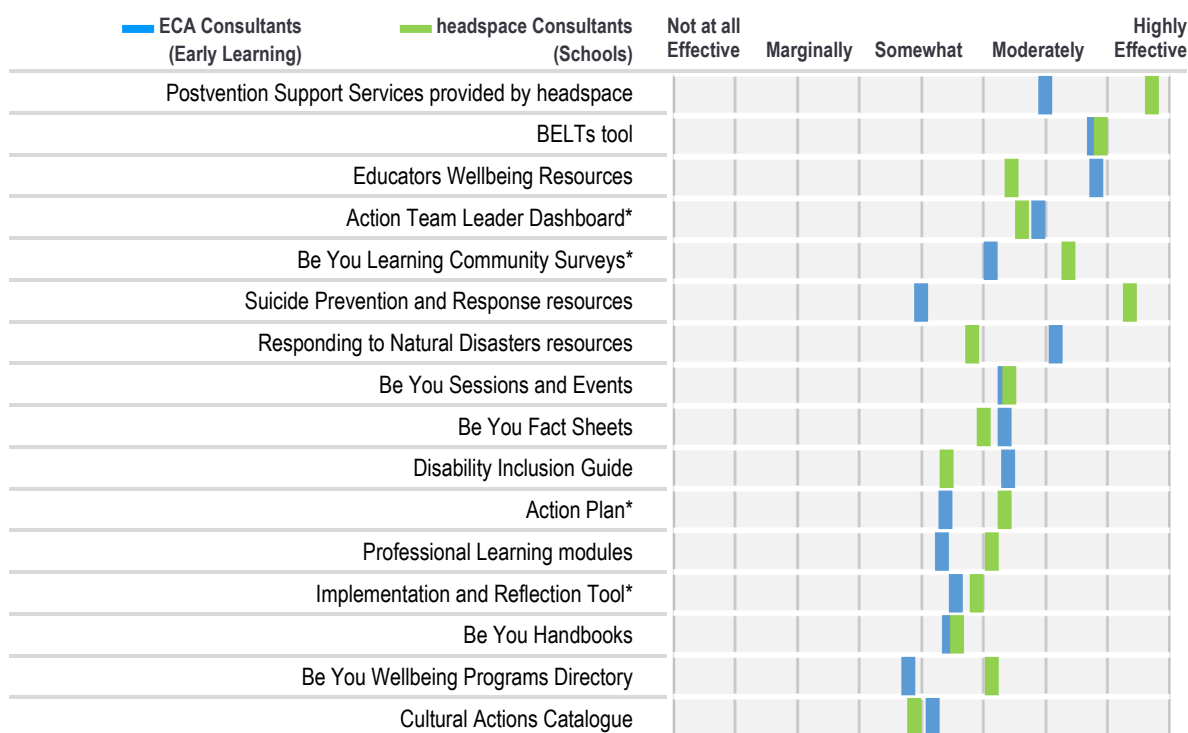
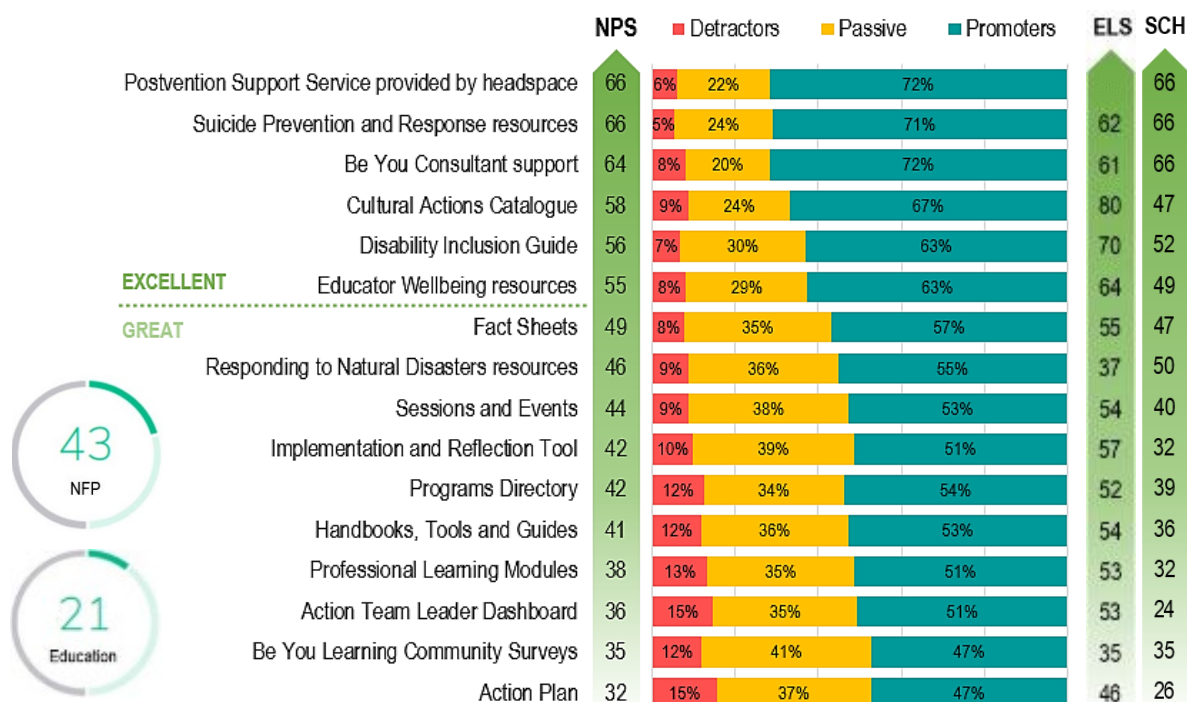


Table C38. NPS ratings: How likely would you be to recommend this resource to a colleague?

User Survey	Overall			NPS Score		
	Detractors	Passive	Promoters	Overall	ELS	School
Postvention Support Service provided by headspace	6%	22%	72%	66	99	62
Suicide Prevention and Response resources	5%	24%	71%	66	62	66
Be You Consultant support	8%	20%	72%	64	61	66
Cultural Actions Catalogue	9%	24%	67%	58	80	47
Disability Inclusion Guide	7%	30%	63%	56	70	52
Educator Wellbeing resources	8%	29%	63%	55	64	49
Fact Sheets	8%	35%	57%	49	55	47
Responding to Natural Disasters resources	9%	36%	55%	46	37	50
Sessions and Events	9%	38%	53%	44	54	40
Implementation and Reflection Tool	10%	39%	51%	42	57	32
Programs Directory	12%	34%	54%	42	52	39
Handbooks, Tools and Guides	12%	36%	53%	41	54	36
Professional Learning modules	13%	35%	51%	38	53	32
Action Team Leader Dashboard	15%	35%	51%	36	53	24
Be You Learning Community Surveys	12%	41%	47%	35	35	35
Action Plan	15%	37%	47%	32	46	26

Table also represented graphically. Detractors (those who scored a resource an NPS of 0-6) were asked to provide feedback about how the resource might be improved. The User feedback summarised in Table C42 is based on comments from 128 detractors. For comparison, Australian industry benchmarks in 2022 (Perceptive 2022) reported a NPS of 21 for the education sector and 43 for the Not-For-Profit sector.



Relationship between use of resources and NPS for Be You

Table C39. Relationship between use of resources and NPS for Be You

Users who have given a NPS rating of	Zero	1-5	6 or more	Difference in NPS zero vs 6+
Personalised contacts with a Consultant	28	42	49	21
Use of Modules	27	39	37	10
Attendance of Events/Sessions	35	35	45	10

Table C40. Relationship between use of resources and rates of “Promoters” and “Detractors”

Users who have given a NPS rating of	Promoters			Detractors		
	Zero	1-5	6 or more	Zero	1-5	6 or more
Personalised contacts with a Consultant	46%	55%	61%	17%	14%	13%
Use of Modules	42%	53%	53%	15%	14%	16%
Attendance of Events/Sessions	50%	51%	55%	15%	16%	11%

Table C41. Relationship between use of resources and NPS for Be You for users in Engaged and Highly Engaged learning communities

Users who have given a NPS rating of	Zero	1-5	6 or more	Difference in NPS zero vs 6+
Personalised contacts with a Consultant	33	40	59	26
Use of Modules	27	39	41	14
Attendance of Events/Sessions	37	40	46	9

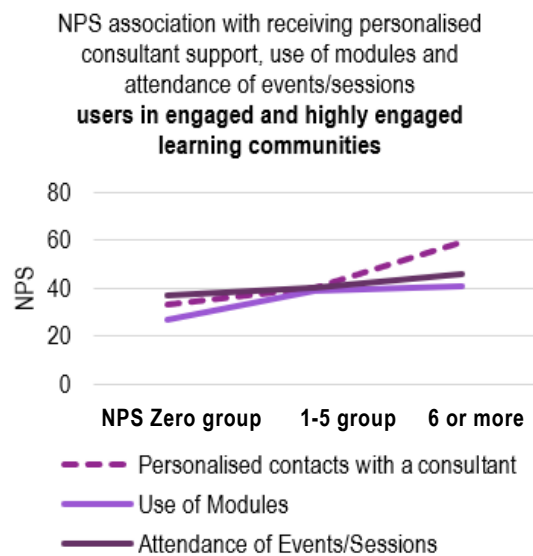
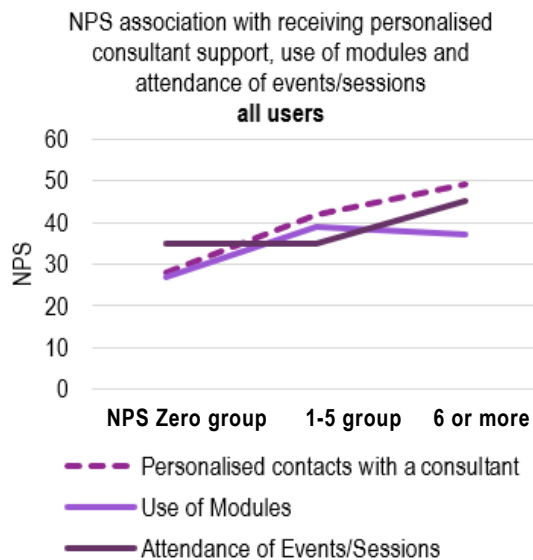


Table C42. Consultants' and User's recommendations to improve resources

All Consultants and Detractors (those Users who scored a resource an NPS of 0-6 see Table C38) were asked to provide feedback about how the resource might be improved. The User feedback summarised here is based on comments from 128 Detractors (8% of the 1620 participants who completed the resources section). Note that many comments were non-specific or were 'unsure' how to improve. Comments from the Workforce Survey and User Survey are grouped by resource and emergent theme, with exemplar quotes provided.

Professional Learning modules	
Theme	Workforce Survey: Consultant view on how resources might be improved
Modules are too long and time consuming	More bite size
	The original 13 modules desperately need to be improved, too much text more bite size
	Review to reduce content and repetition and increase interactivity
Modules are too text based and not interactive	Multimodal access, referencing, more interactivity, reflective questions/provocations throughout.
	Use of different modalities - videos, quizzes, etc. Currently these are LOTS of reading
	Better UI and updated content
	More interactive with reflective activities throughout. Less text heavy. Include video snippets.
	Having a multi modal approach and condensing the information or breaking it into bite sized chunks.
	Design to suite more learning styles, guidance in taking time and ways to action within the modules
	more engaging/interactive
Too basic, need differentiation	More interactive; different delivery modes such as audio clippings; flips; videos, short quiz, etc
	Language and content that is more relevant and dynamic in its presentation. Not so content heavy.
	Less focus on prose/text. Interactive with case studies.
Need to be more practical	Some educators have noted that this is not new information and could be more insightful.
	different levels of modules for teachers without wellbeing backgrounds and those with wellbeing exp.
Others	more interactive; applications to practice; call to action; content needs updating
	More videos application of key concepts to practice. More reflection points (questions) link to prac
User Survey (54) Theme	Less focus on these being necessary for 'success'
	Be reviewed regularly
	Need to review all of them to add in trauma informed lens, cultural and disability perspectives
Modules are too long and time consuming	Summary statement: Modules are too long and verbose for time-poor educators. Greater interactivity and content differentiation would strengthen engagement
	Too long, too difficult to access and for time poor teachers, never ever going to be used. (Educator)
	There are just too many. Main points need to be condensed into much more manageable modules. (Educator)
Modules are too text based and not interactive	The modules I completed were very time consuming and repetitious. (Educator)
	more interactive and less TAFE course like (Educator)
	There is far too much written content that reluctant staff will not engage in (Educator)
	More interactive content would be great- there was so much reading! (Educator)
	These modules take a lot of time to complete - there is far too much reading involved. (Educator)
	Lots of reading and not overly stimulating to keep participants engaged. (Educator)
	Make them less verbose and repetitive. (Educator)
They're really boring. So much reading and very little 'doing' (Educator)	
Too basic, need differentiation	They are focused as if people start with no knowledge - need different levels of support (Educator)
	I feel most of my colleagues are across this stuff (Educator)
	They are too basic (Educator)
Need to be more practical	Deeper into content - useful for those unfamiliar with mental health but too basic for others (Educator)
	I did not gain any insight into how to support children in a practical sense in our school. (Educator)
	It is far too long and wordy, very didactic, repetitive without offering practical skills or tips (Educator)



Be You Fact Sheets

Theme	Workforce Survey: Consultant view on how resources might be improved
Ensure inclusivity to a range of audiences (esp. families)	<p>need to include trauma informed perspectives and disability and cultural considerations on all of</p> <p>Include more strategies and modify for different audiences - schools want to share them with families</p> <p>Sections for families</p> <p>written in languages other than English, even starting with the top 3 languages according to the ABS</p> <p>More to the age group of children</p> <p>make them look more interesting, and be clearer on which can be shared with families.</p>
Improve accessibility of resources and website	<p>Language and content that is more relevant and dynamic in its presentation. Not so content heavy.</p> <p>Higher level focus on the website so that they can be found more easily</p> <p>These are very good. Still need better organising on the website, excellent content hides in back</p>
Practical recommendations	<p>informative but need call to action; only as good as services make it applicable</p> <p>Formatted to be more visually appealing. Provide more specific recommendations (ie. not generalised)</p> <p>Inclusion of action steps targeted towards educators, families, and children/young people.</p>
Greater variety/range	A wider range; more variety
Update	Updating in some cases with newer references and information
User Survey (18)	Summary statement: Information provided needs to be practical and more specific. Topics are dealt with in a very generalised way and are often too wordy. Strategies and next steps would be useful.
Too wordy, not appealing formatting	<p>They hold good information but often 'look' too 'wordy' and they all look the same. (School educator)</p> <p>outdated format needs to be simplified more visually pleasing looks like classroom lessons (School Specialist or SSO)</p> <p>I believe they have a great deal of information and maybe they could be less wordy.. (School ATL)</p>
Information provided needs to be practical and specific	<p>More explicit information needed - very generalised. (School educator)</p> <p>Too general and not enough practical tips (School Educator)</p> <p>Make the information practical (School ATL)</p>
Provide for families, older students, etc.	<p>more Fact Sheets relevant to families - previous KidsMatter programme had lots for parents (School Specialist or SSO)</p> <p>Good for families (School Specialist or SSO)</p> <p>regularly updated to be suitable for different age groups- older student focus with youtube clips et (School Leader)</p>
Improve access	<p>asked for one from some slides on mental health and was denied. could not find it.(School ATL)</p> <p>too many - we are so saturated with print and online material that we stop engaging (ELS ATL)</p>
Desire Consultant support	Information is useless without personal contact follow up. Be You is nominal support (School Specialist or SSO)

BETLs Tool

Theme	Workforce Survey: Consultant view on how resources might be improved
No improvement	There was no additional feedback for this widely used, valued tool

Educator Wellbeing Resources

Theme	Workforce Survey: Consultant view on how resources might be improved
	greater acknowledgement of things out of control
User Survey (22)	Summary statement: Too much complex information (overwhelming), not indexed well, with no practical application.
Improve access	<p>Indexed more successfully; Advertising they exist (School educator)</p> <p>make them more positive and easier to access – the website is a bit clunky (ELS educator)</p>
Simplify content	<p>There is a lot to unpack and my colleague who was charged with doing this, was totally overwhelmed (ELS educator)</p> <p>Make them practical instead of giving educators more information to read (ELS Leader)</p> <p>Deeper into content – useful for those unfamiliar with mental health but too basic for others (School Specialist)</p>
Practical elements	<p>more explicit tools; More examples & real life stories (School Leader)</p> <p>More information about wellbeing at a setting and system level (ELS Leader)</p>



Be You Learning Community Surveys

Theme	Workforce Survey: Consultant view on how resources might be improved
Improve data presentation	Good, but it is hard to analyze the results and as Consultants we do not get access unless shared. Better UI/UX, updated and real-time syncing of data for all dashboard types and fixing existing bugs Making the platform easier to access/navigate. Making the data easier to understand. (Note, a well-designed intuitive survey produces data that is easy to understand)
Develop for young children	Options for below grade 4. Schools have a lot of surveys already need one for young children, or alternative ways to 'survey' young children
Monitoring educator wellbeing	Expansion of questions towards educator wellbeing, open ended questions for educators/families
Technological/ Access issues	Often technical issues accessing the survey results. Family surveys needed in different languages The platform worked better when it was embed within the Be You website, multiple platforms confuse More information about wellbeing at a setting and system level (ie. more than just self-care)
User Survey (8)	Summary statement: Make it easier to access, interpret data and use results – not user-friendly.
Improve results interpretation	I wasn't sure how to read the results. (ELS ATL) I don't find the data access and display very user friendly (School ATL)
Improve content/ language support	vague, language not easy to access, no-one knew what a critical incident was (School ATL) Need to be in different languages to be fully effective (ELS educator)
Too long	have better cut offs when a question is not relevant from previous questions (School Specialist)

Be You Handbooks

Theme	Workforce Survey: Consultant view on how resources might be improved
More multimodal, more engaging	Multimodal - consider a podcast version. More focus on implementation science. Too long, more visuals to support understanding of implementation science. replaced by dashboard navigation video/implementation science
Too long, needs navigation support	Condensed to a one pager; Too long; Shorter in length; more direct in start here then do this etc. a little too long, some won't mind this as a reference tool but i'm not sure they get referred to mu These are very bulky at the moment - could they be shorter? Overwhelming # of pages. Include an online quiz so that you can jump straight to information needed Have it more condensed. Perhaps have it separated into each of the implementation stages. simplify. include sections to make notes. include clear steps for quick wins and longer planning Chunking information to make it easier to access relevant sections quickly
Provide different versions for Action Teams and ATLS	informative but Action Team Handbook is very long - might discourage to read Action Team Leaders and Action Teams need differentiation of content Streamline to be shorter for end-users e.g., Action Team
User Survey (24)	Summary statement: Provide key information in clear, bite-size formats (e.g., videos, quick reference checklists) for time-poor educators and those who prefer not to read.
Too long, too much information	Educators simply do not get time to have an in depth look at these resources. (ELS ATL) A lot of information once again. But have found some useful. (School Educator) less time consuming (School Educator)
Provide in different formats	more videos of information. not many like to read (School Specialist or SSO) Permit me to purchase hard copies. (School Educator) Hard copies provided. (School Action Team Leader)
Improve access, simplify and supported by other resources	More quick reference checklists for ease of reference and use (School Specialist or SSO) a bit difficult to navigate and it's not easy enough to use (ELS educator) User friendly to find and operate, (School Specialist or SSO) Everything needs to be contextualised in local F2F workshops (School Specialist or SSO)

Responding to Natural Disasters

Theme	Workforce Survey: Consultant view on how resources might be improved
	These are great
User Survey (3)	Summary statement: Provide in different and more interactive formats.
Provide in different formats	More interactive (School ATL)
Focus on Flood Content	More on floods (School Specialist or SSO)

Disability Inclusion Guide

Theme	Workforce Survey: Consultant view on how resources might be improved
Increase emphasis on inclusion wholistically	should be integrated across all resources instead of standing alone explore inclusion more wholistically This is great but we need more inclusion resources
Develop content specifically for special schools	overhaul completely. isn't actually helpful for special schools (they've said they don't like it) Have more for special schools and the disability inclusion space Develop a quick go-to practical guide for educators to complement the larger guide - it is long! fairly new so don't have much use with it yet
User Survey (3)	Summary statement: Information provided needs to be practical and more specific – currently quite basic.
Review content	some sections ok but quite basic (School Leader)

Suicide Prevention and Response Resources

Theme	Workforce Survey: Consultant view on how resources might be improved
ELS	Develop a version that is relevant to the early childhood context.
User Survey (7)	Summary statement: These resources need to be tailored to primary school settings.
Update to include primary school context	These resources need to be tailored to primary school settings (School educator) extend to primary school re prevention INFORMATION only, social worker to present to staff (School ATL)

Postvention Support Service provided by headspace

User Survey (0)	Summary statement: No suggestions for improvement.
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Cultural Actions Catalogue

Theme	Workforce Survey: Consultant view on how resources might be improved
Add content or resources regarding other CALD groups	Make it to other relevant cultures-not just the Aboriginal and Torres Strait Islander cultures. consider other cultural inclusion, not just First Nations communities.
Integrate content through resources	need more in the space of Aboriginal and Torres Strait Islander resources needs to be integrated into all resources
Recognise context/ community specificity	Very context specific. Links to local resources/organisations would be more useful. Aboriginality is so varied, I cannot say how to improve this. to be more guiding and not place based examples
Greater awareness building	More exposure? More of a focus on this in practice Have not used or had any service request information on this
More ELS content	Have more ECEC examples. It is tricky as it is quite place based and school centric.
Other	apply to their learning community
User Survey (2)	Summary statement: No suggestions for improvement.
	I think that it will always have challenges, although more people are realizing that it needs to be

Be You Wellbeing Programs Directory

Theme	Workforce Survey: Consultant view on how resources might be improved
Expand and update	Ensure the programs directory is up to date often either expand criteria so there are more programs listed, or list others with a disclaimer.
Improved and altered filters	the ratings system is overkill, could we sort by whole school program versus small group program? The filters often don't work properly Improving the search function and providing some form of feedback from users of the programs
More engaging	if meaning the programs directory, to be more engaging
More exposure	More exposure?
Positive feedback	This is good Love the ratings, v helpful. Maybe Be You could arrange trials of the programs?
User Survey (13)	Summary statement: More programs need to be listed to ensure good coverage across age-levels and locations. Include user feedback of experience using programs.
Include more programs	More programs listed - this was more comprehensive with KidsMatter (School educator) Very few things for my age group or in WA (School ATL)
Include testimonials	Feedback from users/testimonials of experience using programs (School Specialist or SSO)

Be You Consultant support

User Survey (6) Summary statement: More access to Consultants for specific support and to offer in-site PL for staff.	
More access to Consultants	More access to go over issues and resources (ELS educator) offer in school PL for staff (School ATL)

Be You Sessions and Events

Theme	Workforce Survey: Consultant view on how resources might be improved
Promote and adapt to increase attendance	Attendance is low, could we repackage them or re-brand Shorter, better promotion more webinars less Sessions and Events Remove Essentials (make this a video on the website). Have more targeted sessions (e.g., Spotlights) at times educators choose and topics they want
More regional and state based rather than national with focus	the national S&E are too generic and rushed. focus on state-based events and list these on website. national sessions are poorly attended. people prefer sessions tailored for their region or sector Webinars to be more expert based and events to be controlled by individual Consultants Consider filter Q&A function that asks questions of their needs and filters to suitable session/even Less focus on 'selling Be You'. More practical focus. Trial before and after school hours sessions. In focus, Spotlight, Conversations mean NOTHING to educators at large. Make it obvious to lay people
User Survey (21)	Summary statement: Expand offerings to better meet the needs of different time-zones and alternative contexts (e.g., education support schools for student with special needs, OOSH). Provide some face-to-face events – blended delivery.
Include more content inclusive of diverse communities	More engaging and open to include education support schools with student with special needs (School Specialist or SSO)
Accommodate different time zones	time zone for WA (School educator)
Practical information/ suggestions	There is lots of talking in the sessions but not many, if any, practical solutions (School educator)
More interactive	More interaction among participants (School Specialist or SSO)
Face to face	We have had a few sessions at school i prefer the face to face with staff rather than online. (OOSH educator) On site in schools as per the MindMatters modules and training (School Leader)

Action Plan	
Theme	Workforce Survey: Consultant view on how resources might be improved
Formatting and Layout concerns	layout / order is confusing, not easy to use while document is editable it might limit how people use it and the structure feels intimidating, formatting so typing isn't list each time info is added to a plan. encourage a plan with quick wins.
Provide Examples	This could be streamlined and potentially providing themed example action plans More examples; pictures and progress Encouraging connection with Consultants or having themed action plans ready to adapt
Learning communities typically have alternatives	schools have their own planning tools column for link to Quality Improvement Plans/School Improvement Plans have this able to be built from the actions catalogue. Many orgs use a QIP and enter actions there. Align this with the QIP so actions can be aligned with QAs new plan - template is old and not effective (ie - links to QIP/EYLF/AC, etc) could hyperlink Not all learning communities use it - usually have their own
Issues locating	It just can't be located More widespread messaging about it's use e.g. evidence for existing continuous improvement requirement
User Survey (8)	Summary statement: Is too time consuming and does not fit with departmental guidelines. Needs simplification and a one-page summary.
Simplify and include relevant content	have a one page summary page (School Specialist or SSO) It seemed like the action plan did not fit with what the departmental guidelines are. (School educator) too time consuming (ELS ATL and Leader) Time factor, staffing shortages and impossible to roster off the floor time. Would love to achieve (ELS Leader) Time consuming when there are already so many administrative tasks to complete. (ELS ATL) We have an action plan. Lack of support and cumbersome PL has meant we are no longer following it. (School ATL)
Implementation and Reflection Tool	
Theme	Workforce Survey: Consultant view on how resources might be improved
Too lengthy, time consuming, overwhelming	Too tedious and intense, not user friendly , present it in a way that involves less steps Very laborious for schools to do. Many Consultants don't know how to use or guide. Language needs changing Condense; Simplify; shorter; It is a huge document and can be overwhelming. Excellent tool, but simply too unwieldy and time consuming for most schools Consider refining to be shorter for educators to utilise e.g., the number of statements this is great, but could use a shorter version for a snap shot in addition to the current long one Shorten the time it takes to complete it; too long - have reflective questions to start before leading into whole document
Design smaller section or different versions	Break this down into sections as very overwhelming Too large for early learning services, needs to provide specific direction for users on the site.
Improve accessibility	Making this easier to access and use for staff who are time poor
Embed online	embedded on the website for completion rather than download.
User Survey (6)	Summary statement: Is too time consuming for the potential benefits, but others suggested no improvement needed.
Too time consuming	too time consuming. (ELS ATL and Leader)
Using alternative tools	We add Be You Actions to our QIP (ELS ATL)



Action Team Leader Dashboard	
Theme	Workforce Survey: Consultant view on how resources might be improved
Improve design & functionality	Reducing the layers of the dashboard so that things are easier to access; Fewer steps to access this would help Better personalisation and better UI change ATL language. make clearer its the school's dashboard or use language to differentiate embed the Action Plan and Implementation and Reflection Tool into it Good - but could point more to the Consultant from all "tools" pages
Promote	highlighted on landing page better - short videos on what/how used Make it more obvious when first logging in and more messaging about what it is and how to navigate Promote the benefits of the dashboard to encourage use
User Survey (6) Summary statement: Perhaps improve navigation. It is just for Action Team, not all staff.	
For action team members	This I would show to Action Team members but not necessarily whole staff. (School ATL) No improvement needed, just isn't necessary for everyone (School ATL)
Difficult to navigate	I find it tricky to navigate and find what I need (School Educator)
Add staff engagement overview	Provide a rapid overview of staff engagement (School Educator)

Table C43. Overall user experience: How likely is it that you would recommend Be You to your colleagues?

User Survey	Detractors	Passive	Promoters	Net Promoter Score
Whole cohort	15%	33%	51%	36
Low activity	19%	36%	45%	26
High activity	7%	27%	65%	58

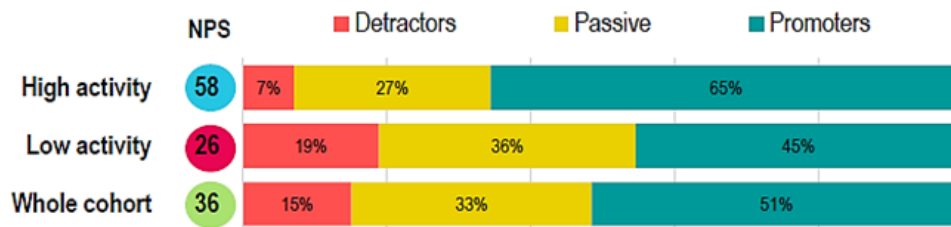


Table C44. Is there anything else you would like to add about how Be You can be improved?

User Survey Areas for development	Is there anything else you would like to add about how Be You can be improved? Exemplar user quote, context
Positive comments (36%)	<p><i>The Be You website and resources are an extremely important resource to have access to, especially when living in rural and remote communities. (School educator)</i></p> <p><i>Be You has been a great resource and needs to be shared far and wide to reach as many people as possible - Keep up the great work! (ELS educator)</i></p> <p><i>Not at this point in time, I have been very happy with the program, resources and support offer while being apart of the program. (ELS community support officer)</i></p> <p><i>Be You is a great resource, especially for educators who may be lacking some experience or understanding of children's social and emotional wellbeing and the importance of family relationships. (ELS educator)</i></p>
Time to use (10%)	<p><i>I would like to be able to really use the Be You resources, including the Professional Learning modules to support the whole staff to develop a greater understanding of how to support our students and families. More time to check out all resources. (School educator)</i></p> <p><i>You could try bite size pieces, that are more time friendly. Teachers are time poor and expected to take on more and more each year. (School educator)</i></p>
Promote Be You and communicate what it is (6%)	<p><i>I strongly feel that the whole concept of Be You is very "amorphous". It would be better if there was only one clear & clever visual image/logo/graphic that is ubiquitously used and shows Be You's goals, its various elements and how they interconnect (School SSO)</i></p>
Greater Be You presence in schools (6%)	<p><i>School visits in person by a Be You Consultant to promote and build capacity of schools in becoming mentally healthy learning communities. (Be You Action Team Leader in a school)</i></p> <p><i>Mental health cannot be supported Just by doing PL online. It require more holistic and hands on approach. (School educator)</i></p>
Content to support different school, staff and student contexts (5%)	<p><i>Topics are generic and not linked to specific ages as a secondary teacher this is necessary. It can be difficult to find the right information for a specific age group in the current set up so I use alternative sources. (School educator)</i></p>
Simplify content e.g., modules, website, overall program (5%)	<p><i>Lots of information, maybe too much at times. Diving into it can be overwhelming. (School educator)</i></p>
Increase interactivity of modules/presentations e.g., audio, video content, forums, blogs, app (4%)	<p><i>The professional learning modules should be enriched with videos and audio recordings of the taught content - some people find this more engaging (and easier to access) than reading long webpages. Quiz questions after every sub-topic would also help. (School educator)</i></p> <p><i>An app for teachers and parents would be great (School educator)</i></p>
Embed into the curriculum & accreditation (4%)	<p><i>It needs departmental support for take-up at an executive level in schools. (School educator)</i></p> <p><i>If NESA accreditation was brought back to the professional learning, more staff would willingly undertake them. (School educator)</i></p>
More resources, PD offerings (2%)	<p><i>Please conduct more online professional learning events as it's very convenient to attend and is very informative. thanks. (School educator)</i></p>
Improve scheduling of online PD (1%)	<p><i>I would like to see recordings of Webinar sessions available after online times. Times during the day do not suit me. Hence, I have not been able to access these sessions as much as I would like. (ELS educator)</i></p>
Buy in from leadership (1%)	<p><i>Buy in and time by the leaders in the school. (School ATM)</i></p>
Miscellaneous (4%)	<p>Other areas were also mentioned, but only once or twice. These include:</p> <p>Provide hard copies of resources; Website issues; Less emails; Staff retention; Example Action Plan; Networking opportunities; Name change; Keep up to date.</p>
Negative comments (3%)	<p><i>It really has no impact on my school other than the principal says "do the modules" to buy off PD time. (School ATL)</i></p> <p><i>Much is promised and many meetings are held but very little is delivered (School specialist or SSO)</i></p> <p><i>I have been onto Be You a number of times but found the information basic and not particularly helpful. (School SSO)</i></p>



Equity and inclusivity of resources

Table C45. Meeting diverse needs of learning communities: Consultants' views the relevance, usefulness and inclusivity of Be You tools

Workforce Survey	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	NET AGREE
Aboriginal and Torres Strait Islander children	5%	36%	36%	18%	5%	23%
Children from culturally and linguistically diverse backgrounds	15%	28%	41%	10%	5%	15%
Children living in communities in crisis (e.g., bushfire, drought, extreme disadvantage)	0%	10%	18%	59%	13%	72%
Children who identify as LGBTQIA+	10%	36%	23%	21%	10%	31%
Children with a developmental delay or disability	10%	26%	28%	31%	5%	36%
Implementing an approach to evidence informed mental health promotion and early intervention	0%	3%	10%	49%	38%	87%
Responding to COVID-19 or natural disasters	0%	0%	15%	62%	23%	85%

Table C46. Quality, equity, and appropriateness: User ratings of resource relevance, usefulness and inclusivity in meeting needs of diverse communities

User Survey	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	NET AGREE
Aboriginal and Torres Strait Islander children	1%	1%	23%	51%	24%	75%
Children from culturally and linguistically diverse backgrounds	1%	1%	20%	52%	26%	78%
Children living in communities in crisis (e.g., bushfire, drought, extreme disadvantage)	1%	1%	23%	46%	29%	75%
Children who identify as LGBTQIA+	1%	1%	27%	48%	24%	72%
Children with a developmental delay or disability	1%	1%	21%	51%	26%	77%
Implementing an approach to evidence informed mental health promotion and early intervention	1%	1%	11%	48%	39%	87%
Responding to COVID-19	1%	2%	26%	47%	24%	71%

Ways to encourage deep engagement with Be You

Table C47. Lastly, what could Be You be doing to support more learning communities to fully implement Be You or engage with Be You in a meaningful way?

Theme	Workforce Survey: Consultant view about how Be You could better support engagement with Be You
Consultant support	<p>More consistent approach through the Consultant team and identification of what works in our support strategies.</p> <hr/> <p>Allow more onsite visits. When Consultants can visit schools their engagement is enhanced.</p> <hr/> <p>Face to face involvement</p> <hr/> <p>Build relationships with learning communities and respond to what they need. Most are time-poor and want quick simple solutions to complex situations. Providing more 1:1 support that requires less of educators while still having scope for personal extension of understanding would be beneficial.</p> <hr/> <p>Making more explicit and promote Be You team members' expertise (who we are where are we coming from what we provide) - I don't think we're playing our cards strongly - new services to Be You might not immediately understand that they have experts of the sector as their Consultants. Only once they're talking to one Consultant they learn about us.</p> <hr/> <p>Further consider workloads of Consultants to deliver even more targeted and individual school support. Providing in-person / onsite meetings/support/presentations is generally more valued by learning communities - especially with Zoom fatigue post-COVID.</p> <hr/> <p>Cut down admin tasks front end implementation science and strategies over tools begin with readiness and relationship building utilise other sites – i.e., heads up</p> <hr/> <p>Consultants are the life-blood of implementing lasting change in schools. Reduce their workload of tasks that do not provide opportunity to engage directly with schools. Hire more Consultants to lower school allocations. Directly advertise Consultant roles to Aboriginal educators/clinicians. Pay Consultants more possible on a sliding scale relevant to their experience. For example no ex-principals or APs will accept a position due to the relatively low remuneration and their insights and credibility would be a MASSIVE boon to any S/T team lucky enough to have them. Working Groups are great but Consultants should have more of a say in guiding beyondblue in what schools actually want above and beyond shiny resources and what "think tanks" say teachers want. Teachers tell us every day. Let us tell you what they say and then act on it. And finally link Consultant achievement metrics to real engagement with schools and advancement along the continuum. If what they are doing is working and can be quantified in the data then give them whatever they need to continue that trend. Thank you</p>
Resources	<p>Supporting the notion of small incremental change that is achievable and can be embedded and sustained in practice.</p> <hr/> <p>I'm not sure there is anything. The main barrier is time and educators and leaders are time-poor. This prevents them from actioning their good intentions of registering for Be You. More bite-sized resources might help or improvement of our existing resources to be more concise and engaging and not overwhelming. Implementing Be You using the implementation process is way beyond the capacity of most early learning services especially those in crisis/survival mode. A guide to doing Be You (not like our Handbooks) providing some guidance in a publication to make doing Be You seem more achievable depending on capacity I think would help. We've been asking for something like this for years. It could include easy ways to get started and promote mental health when you don't have much time and then for services with greater capacity more in-depth implementation ideas.</p> <hr/> <p>Provide specific resources for diverse communities (neurodiverse LGBTIQA+ First Nations CALD rural). Clearer pathways for engaging in Be You - this issue try this. Take more risks in order to be responsive to need. Continue to offer onsite support for all schools. Avoid moving to a generalised centralised approach with social media resources etc. - by trying to make one resource for all audiences (ELS primary and secondary) it is ultimately not useful for any audience because it's too general and not practical.</p>
Information Technology	<p>Enhancing its digital platforms and supporting its workforce to enable them to better focus on implementing Be You and less on manual administrative tasks which is borne due to some inefficiencies with the current digital platforms such as bLink and Qualtrics.</p>



Theme	Workforce Survey: Consultant view about how Be You could better support engagement with Be You
	<p>Website could benefit from a side bar with "What's on today" and "what's new"; it needs a better search function for key words too.</p> <hr/> <p>Have a live chat on website to 'triage' enquiries & refer to Consultant directly for 'quick' responses</p>
Initial Engagement and Re-engagement	<p>Re-engaging communities that have dropped momentum in engagement- they signed three years ago and because very limitedly allow for one-to-one approach they have dropped off due to a lack of proactive follow-up and check-in.</p> <hr/> <p>perhaps a short road map to begin with such as an example plan with first steps linking it to the NQS to show alignment with their QIP.</p> <hr/> <p>Provide a starting point remove the barriers to registration.</p>
Tailoring to context	<p>There are still barriers for learning communities to engage with "mass approach" sessions. Educators are time poor and it seems (which could be that their management and leadership encourages certificated webinars and accredited professional learning rather reflective Conversations where educators can't "claim" hour as PL time.</p> <p>For Consultants with 300+ services to support we need the mass approach. When there is a good rapport emails work. But many still like the one on one phone call - otherwise Be You can fall off radar. For many it isn't sustained yet particularly while having staffing issues and staff turnover.</p> <hr/> <p>We need to support learning communities to identify their 'why' so that engagement and implementation can be targeted and contextually meaningful</p> <hr/> <p>Hard to know as each learning community is different.</p>
Promotion	<p>Greater promotion on a broad scale. Still misconceptions that Be You is a program or has a behavioural focus rather than a mental health focus. Would be good to make the distinction and how mental health supports behavioural change.</p> <hr/> <p>Increasing the knowledge of school's that do not know what we are and what we do</p>
Organisational Leadership and Governmental Advocacy	<p>At a national level and state level getting Be You included in system requirements of school planning.</p> <hr/> <p>Advocating at system level for more support and resourcing for schools in regards to doing Wellbeing work in schools.</p> <hr/> <p>Better connections with sector leadership. Often schools are unable to fully engage with Be You due to sectoral restrictions/priorities limiting the time and resources available for a wellbeing focus.</p> <hr/> <p>Aim for national approach through education to mandate/advocate for schools to register and engage more deeply with Be You.</p> <hr/> <p>Provide funding / grants to Wellbeing Teams to be released to engage in Be You implementation workshops each term.</p>
Multiple Specific Recommendations	<p>More supportive Consultant to learning community ratios to facilitate more of the deeper engagement.</p> <p>Providing clearer guidelines to learning communities around implementation and suggested connection to Be You Consultancy team</p> <p>Focused internal work on collaborative implementation processes between the implementation partners including common ways of working to support learning community implementation.</p> <p>Consider current adult learning principles in an online world and build/redo content to match this current understanding. E.g., multimodal resources ongoing opportunities for real world connection/relevance more frequent interactivity options including reflective questions.</p> <p>Build a useable website search function with filter options.</p> <p>Amend the Actions Catalogue to be an interactive tool that filters by Professional Learning module learning community stream and national priority. Connect this and other implementation tools more explicitly throughout the professional learning content and resources.</p> <p>Reference information/content/theories appropriately.</p> <p>Create a stream for School Age Care.</p> <p>Create a suggested professional learning pathway</p> <p>Offer further opportunities for submission of action plan implementation - make this more obvious via the website.</p> <p>**Please note that some of these questions were difficult to answer effectively without the opportunity to</p>



Theme Workforce Survey: **Consultant view about how Be You could better support engagement with Be You**

provide context. It is likely that my answers may be misconstrued. Questions also did not encompass the full extent of my role.

Develop a series of suggested action plans that can be modified. Create a clearer journey through the content and resources. A great examples is the Narragunnawali website. It's much clearer for users to navigate and plan from.

Giving learning communities greater ability to edit and update their details and Action Team Leaders so there's more time to focus on implementation.

Clearer messaging and instructions for educators to update their details and move to their new learning community.

Provide explicit examples of how an action meets national requirements e.g., NQS EYLF National Curriculum etc.

Signpost the journey through the website more clearly so that users don't get lost or feel overwhelmed. Or consider regrouping content around them. The educator wellbeing page is a great example of how it could be done.

Allowing learning communities to upload their actions and plans in the dashboard so that it is centralised and easier for Action Teams to collaborate. Would also help with handover to new learning community leaders and Action Teams Leaders.

More learning community stories as examples of practice in action. Adding reflective questions and exercises to older Be You Stories to guide reflection and planning in their learning community.

Mapping or showing alignment with other programs and national/state government programs or initiatives.

Making this more obvious so that Be You is not seen in isolation but as a framework to meet a range of requirements e.g., Victorian School Readiness Program NSW Munch and Move QLD Kindy Uplift.

Use of more videos and explainers on the website for educators who can't attend online events.

Simplify the approach - Be You seems overwhelming to schools.

Use Consultants more - without us schools are too overworked to consider a whole school approach but we break down actions and resources to manageable sizes of information and meet schools where their needs are. Reference us more on the website.

update research and provide practical knowledge for schools especially about diversity and inclusion.

Provide more information for primary schools on supporting mental health needs (evidence base is new but it is there)

Streamline how staff wellbeing information is presented on the website it is confusing to schools.

Hire more Consultants so there Consultants aren't trying to have meaningful engagement with hundreds of schools and not engaging well with any.

Change language of Action Team Leader - it sounds like more work and more responsibility. it isn't but the language puts schools off the work.

Have clearer descriptions on what the planning tools are and how they can be used and don't hide these explanations behind the ATL dashboard. People need to know the benefits and resources available and info currently provided on website is not clear.

Make it easier to become an action team leader and notify Consultants when there someone requests to become an ATL rather than the current cases system which is convoluted.



Table C48. User responses to “Is Be You helping your learning community to thrive?”

Areas for development	User Survey: Is Be You helping your learning community to thrive? If so, please briefly tell us about what has been useful in supporting you to implement Be You.
75% Yes because...	Exemplar user quote, context
It's a good initiative	<i>It is a great site with so many great resources. getting the time to go through it all so that i can use it effectively is the greatest issue i have. i would recommend the site to anyone in the teaching profession. (School educator)</i> <i>We have found Be You extremely helpful as it gives us some background and resources to support knowledge and my practice. It is great to have the literature and research to back me, when speaking to parents. (ELS ATL)</i>
The resources	<i>Be You resources, both online and printed are fantastic. (School educator)</i> <i>Yes, Be you resources has been very helpful in many areas such as resilience among children, natural disaster, cultural inclusion and inclusion (ELS educator)</i>
Increased awareness	<i>Provides a valid point of reference for colleagues to access and also support my own awareness and learning to support student's wellbeing and building a positive environment. (ELS educator)</i> <i>It is helping the learning community have more awareness around wellbeing (School SSO)</i>
The Consultant	<i>Interaction with Be You Consultant to begin establishment of a steering group across all of the schools in our network will be the greatest boost to support in this educational district. (School leadership)</i> <i>Definitely, being able to access our Be You Consultants has been so helpful. I also love the resources and the webinars I have been in. (School SSO)</i>
The provided information	<i>Giving us the information to provide to our school community to make reasoned decisions about wellbeing and mental health (School educator)</i> <i>Helpful information when supporting students and staff. (School SSO)</i>
The modules	<i>Staff really engaged and enjoyed the professional learning modules and lesson plans that have been accessed. (School educator)</i> <i>The Be You Learning Modules have provided great information (School ATL)</i>
In general	<i>Yes and I need to use it more. I hope it doesn't close (School educator)</i> <i>Yes, and I can see once I learn more and get more people involved it will thrive in our centre (ELS ATL)</i>
Professional development	<i>Provided the training to staff and they are utilizing the resources for their own professional development. (School leadership)</i> <i>Be You has been helpful in allowing me to navigate Professional Development that is relevant to my teaching practice. (School educator)</i>
Support and include families	<i>I find it useful as a resource to go to if an educator or family are needing particular support. Some of the resources and tools are really useful - I really like the BETLS tool and we are currently encouraging educators to use this. (ELS ATL)</i> <i>Students, staff and families feel more confident in talking about mental health. (School educator)</i>
It's a support	<i>It supports some of what we explicitly teach to students (School educator)</i> <i>Useful in supporting / informing school wellbeing approaches (School educator)</i>
Improving wellbeing	<i>This learning community has supported me to be able to offer support and set boundaries while supporting my teams mental health and wellbeing. It had improved the overall wellbeing of our team and myself as a leader (ELS leadership)</i> <i>Very useful to support others and take care of ourselves (ELS educator)</i>
The Fact Sheets	<i>I use Fact Sheets in library displays where I add them to support subjects including self-esteem, mental health, making connections, friendship/relationships, reaching out, RUOK Day, etc. (School librarian)</i> <i>All Fact Sheets I have read and shared information with my staff. I have implemented strategies and mention Be You on our Program and weekly reviews. (ELS educator)</i>
The framework	<i>It has given us a framework and resources to support those who have been or may be affected by suicide. (School leadership)</i> <i>Availability of a complete framework, and the ability to take on board aspects of this at our own pace. (School educator)</i> <i>Giving me confidence to encourage other staff to become involved. (School educator)</i>

Areas for development	User Survey: Is Be You helping your learning community to thrive? If so, please briefly tell us about what has been useful in supporting you to implement Be You.
Increasing knowledge/ learning/ vocab/ confidence	<i>I feel more confident to speak to children and adults experiencing trauma (ELS educator)</i>
Support with critical incidents	<i>It isn't everywhere but I recommend it when times are troubled- usually school death. (School educator)</i> <i>We have had some incidents in our school community that require more support than a pastoral care teacher is qualified or able to offer. By having completed some courses I have felt better equipped and more likely to effectively direct others to help (School educator)</i>
Support students	<i>Be You is providing the learning community with an opportunity to develop skills to further assist children in areas of mental health providing teacher necessary skills required to help identify potential indicators of mental health problems. (School educator)</i> <i>Has helped me develop a deeper understanding of how to support students with a variety of backgrounds. Has highlighted the importance of well-being for the community, educators and students. (School educator)</i>
Communication - Newsletters/ emails/ discussion	<i>Network meetings - termly (School ATL)</i> <i>Be You has an ongoing place on our monthly Staff Meetings. We use it as an opportunity to guide and reflect on practical supportive measures both to children and their families and team support (ELS leadership)</i>
Personal use	<i>I use it for myself. It gets you down when you are working with children with disabilities and trauma. (School SSO)</i> <i>More of a personal assistance as I am a casual teacher (School educator)</i>
Useful strategies	<i>Yes, children with anxiety now have strategies to help them. (School educator)</i> <i>I have found the content helpful in providing strategies. (School educator)</i>
The webinars	<i>I have found that the webinars have given me confirmation that i have been doing most things correctly while not recognizing them as mental health tools. Module learning can be done in our own time and helps consolidate our learning. (ELS educator)</i> <i>My participation in webinars motivates me to reflect on my own practices and what is in place and how my school operates. (School educator)</i>
Help to support others	<i>staff are supportive of each other and taking responsibility of their own wellbeing along with students' (School educator)</i> <i>To support wellbeing of others and mine Reading articles and strategies assist me to work effectively Supporting community to become resilient (ELS educator)</i>
The action team/leader	<i>Yes as we have an action team leader to support the team when needed (ELS leadership)</i> <i>Our action team is dedicated to moving our learning community forward and educating them, we have responded to concerns of the staff and addressed issues troubling our community. (School ATM)</i>
Share experiences	<i>Yes, continuous communications and encouragement and sharing of resources. (School educator)</i> <i>Be You has spurred me on to share with colleagues and to learn more. Not everyone shares my enthusiasm. (ELS ATM)</i>
7% Not yet, because...	Exemplar user quote, context
Lack of time to engage	<i>I need time to actually go through all of the material but time is always lacking. A full day professional learning would be good (School educator)</i> <i>Have not enough time to implement to comment on this (School SSO)</i>
Just started	<i>We are just starting so nothing is active as yet (School educator)</i> <i>I am new to this school, and as yet they have not engaged significantly with Be You. (School leadership)</i> <i>Be You is something new to our learning community. Information we gather through Be You will help build our knowledge and pass the information gained to the parents. (ELS educator)</i>
Staffing changes	<i>As a new director my focus has not been around the BE You modules but I am hoping to have more time in 2023 (ELS ATL)</i> <i>I feel the information and knowledge I gained doing the kidsmatter modules in the past has supported this for me but I have found it difficult to find time to implement Be you with current staffing issues (ELS leadership)</i>



Areas for development	User Survey: Is Be You helping your learning community to thrive? If so, please briefly tell us about what has been useful in supporting you to implement Be You.
4% Don't know	Exemplar user quote, context
Unsure	<i>It might be, but I haven't really seen it at work across the school or in different contexts, only for me as an individual teacher. (School educator)</i>
	<i>I am unable to offer helpful feedback in this area except to ponder how does one measure this when resources are simply publicised and promoted (School Specialist or SSO)</i>
	<i>Not sure (School educator)</i>
	<i>Unsure as we are also using Kindness on Purpose program. (OSCH educator)</i>
14% No because...	Exemplar user quote, context
Poor implementation	<i>Be You is not helping our school because it has been poorly implemented. The executive staff have not given the program any priority or time. It is almost never mentioned. (School educator)</i>
	<i>I don't think there is a clear understanding of how to implement it effectively - feels very piecemeal (School educator)</i>
Not using Be You	<i>As I moved schools this impacted on the degree to which I have engaged with the Be You initiative and program (School educator)</i>
	<i>We are implementing other approaches over Be You. (ELS leadership)</i>
No - time poor	<i>I have raised Be You support in my schools and the response is that the school is too busy for this. So I have not pursued it any further beyond my own role and interest as an early career Guidance Officer. It's a shame the program is not accessed (School educator)</i>
	<i>Need more time to engage with the resources (School educator)</i>
Covid impacts	<i>Having started the program during COVID in 2021, I have not had the time to return to it. (School educator)</i>
	<i>COVID and changing staff have had an impact on the amount of interaction with the programs however it is continuing and we are seeing gains in student and staff wellbeing. (School leadership)</i>
No buy in	<i>No. There is a resistance to Be You from the senior executive. (School educator)</i>
	<i>Not really as our executive leadership team aren't supportive. (School leadership)</i>
No adequate support	<i>No, it has useful information, but is difficult to implement unless there is an active enthusiastic team at school to drive this over a few years. Needs leadership support. (School SSO)</i>
	<i>No, it's been very frustrating and disappointing. A lack of continuity in personnel, follow up, relationship, partnership and effort. New staff send out an email introducing themselves, advertising activities and reminders for events - ticking boxes (School ATL)</i>
No evidence	<i>At this stage, early on, I have not found it to be especially beneficial. We are still getting started so hope to see some impact soon. (ELS ATL)</i>
	<i>I don't see or hear evidence of it being used. (School SSO)</i>
History of KidsMatter	<i>Be You is certainly not as valuable as our W.A KidsMatter program was. It is based over east and has little relevance to our personal local community. Links in learning are considered of little relevance. (School ATM)</i>
	<i>Formerly a KidsMatter school heavily committed. Since change in name, there has been change in leaders and staff and have used the resources less. (School educator)</i>



Barriers and Enablers to implementation

Table C49. Barriers and enablers carried over from previous evaluation (Dix et al., 2022, p.45)

	What helps implementation	What hinders implementation
 Be You website	Many educators like the website as a central source or warehouse of information	Some find the website overwhelming Too difficult to navigate and find things quickly
 Be You structure and content	The Be You framework allows sites to use Be You flexibly and focus on areas that are important to the setting	Difficult to integrate with existing activities and approaches The content is very dense and aimed at an academic reading level Not inclusive enough for diverse contexts
 Free resources to build staff capacity	Be You as a free resource Having access to online learning modules, fact sheets, webinars, surveys & data, BETLS tool, Reflection tool etc	Perception that modules are just 'ticking a box' Finding free resources that are fit-for-purpose and ready to use
 Consultant support	Consultant support was commonly reported as a critical enabler Email communications from consultants keep it front and centre Building relationships with sites through online meetings and phone calls was highly valued	When the consultant changes, it can disrupt the momentum Consultant isn't available enough to support and guide
 Incentives	Accreditation of Be You module completion for professional learning requirements Sites providing incentives or rewards to participate in surveys or complete modules	Lack of accreditation PL not counting for anything
 Allocated time	Time for educators to engage - complete modules, present information, enhance teaching practice Education Departments providing resources for staff to dedicate time towards promoting student wellbeing	Lack of time to understand it all – there's so much
 An effective Action Team Leader	Having an effective Action Team with strong leadership, that meets regularly and is backed by site leaders Clear communication, inclusive of all members of the community	An Action Team Leader with no team Poor communication and language barriers Not effective at engaging staff buy-in Staff turnover
 Leadership buy-in	Be You aligns with site priorities and system requirements Leadership support of Be You is an important enabler of adopting a whole of learning community approach Endorsement and promotion of Be You by the sector or system	Unsupportive leadership Engagement driven from the bottom up Competing priorities
 An existing culture of MH&W	The commitment of leaders to create a mentally healthy learning community Community readiness to discuss mental health Regular discussion at staff meetings Previous engagement with KidsMatter/MindMatters	Staff in the early stages of readiness that are reactive and resistant to change Reluctance to discuss at meetings A culture that thinks nothing needs to change Disconnected and unengaged parents
 A recognised need for additional MH&W support	Staff keen to access information, knowledge, and support Recognising and identifying areas of need, like providing better support to families and postvention support	Lack of awareness of the issues and areas of need
 Dedicated staff	Whole-site staff engagement Learning together and slowly Discussing and building everyone's readiness to engage and improve	Staff that don't take it seriously Cultural and language barriers
 Networking	Building relationships between sites through webinars and network meetings Sharing strategies & stories Connecting with the profession	Not networking with other Be You communities
 Impact of COVID-19	Has put mental health on the public agenda Prevalence of mental health concerns is reducing stigma and building understanding	COVID exhaustion of staff Site closures, students absent, remote learning, families not welcome

Table C50. Action Teams perceived enablers and barriers to implementation

User Survey	ELS Barriers	ELS Enablers	Schools Barriers	Schools Enablers	Overall Barriers	Overall Enablers
Staff culture - mindset about MH&W	33%	42%	35%	41%	34%	42%
The Be You website	5%	41%	2%	33%	3%	36%
Resources to build staff capacity	12%	36%	17%	32%	15%	34%
The Action Team	5%	12%	6%	34%	6%	27%
Leadership buy-in	9%	8%	22%	36%	17%	27%
Be You structure and content	9%	27%	11%	25%	10%	25%
Accredited professional learning	3%	24%	10%	23%	8%	23%
Consultant support	3%	27%	12%	20%	9%	23%
Whole-of-learning community approach	28%	20%	24%	22%	25%	21%
Time	88%	20%	86%	15%	86%	17%
Networking	14%	25%	11%	7%	12%	13%
Impact of COVID or other extreme events	45%	2%	31%	3%	35%	2%

Whole-site promotion and collective efficacy reported by users

Table C51. Whole-site wellbeing: Current practices in wellbeing promotion reported by users

User Survey	Users that are...	Low activity	High activity	Whole cohort
Whole-Site wellbeing overall		52%	60%	54%
We are actively implementing the Be You Framework across the whole learning community		23%	36%	27%
We are actively implementing another whole learning community framework which includes wellbeing (e.g., EYLF, Australian Student Wellbeing Framework, School Wide Positive Behav).		56%	60%	56%
There is an effective leadership team in our learning community that has responsibility for mental health and wellbeing (this may be one key person in a very small community).		60%	70%	62%
Social, emotional and resilience skills are explicitly taught to all children and young people.		62%	66%	63%
Transition activities involve families to ensure that children are supported and can adjust well when moving from one learning context or grade to the next.		62%	68%	63%

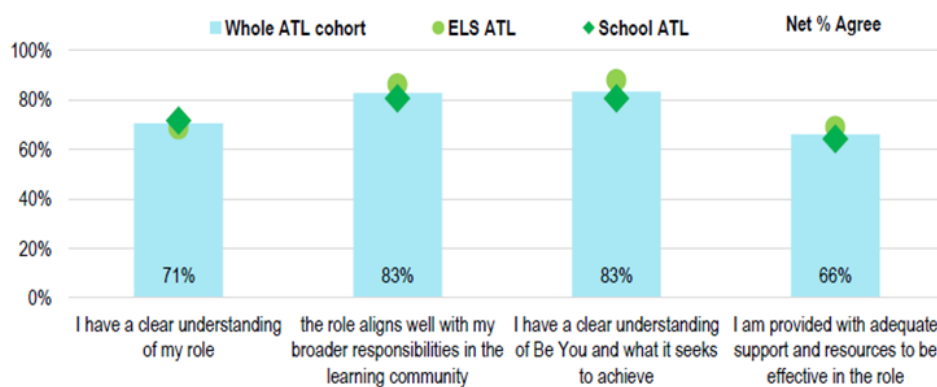
Table C52. Collective efficacy of learning communities to implement an approach to evidence-based mental health promotion and early intervention as reported by users

	Users that are...	Low activity	High activity	Whole cohort
Collective efficacy overall		76%	79%	77%
Information about parenting and how to support children's learning is provided (e.g., at a parent evening)		61%	66%	62%
Information about children's mental health and community services is provided to families (e.g., in newsletters)		64%	69%	64%
Other staff respect and value my beliefs and wishes		75%	79%	77%
Staff actively help families whose children are experiencing social, emotional and behavioural issues		79%	81%	79%
The learning community is a welcoming place for staff, children and families		80%	83%	81%
Staff are respectful and sensitive to children or young people experiencing social, emotional and behavioural issues		82%	82%	82%
Staff are supportive of families who may be experiencing particular challenges in their life		82%	84%	83%
I can see that staff care about each other and the children		82%	85%	83%
Staff consult with families about their child's progress when it is needed		83%	86%	84%

Action Team Leader role and implementation progress

Table C53. Action Team Leaders' views on their role

User Survey	Net Agree	Whole ATL cohort	ELS ATL	School ATL
I have a clear understanding of my role		71%	68%	72%
the role aligns well with my broader responsibilities in the learning community		83%	86%	81%
I have a clear understanding of Be You and what it seeks to achieve		83%	88%	81%
I am provided with adequate support and resources to be effective in the role		66%	69%	64%



Notes: ATL role comprises four items Q78-81 (ATLrole $\alpha = 0.83$) rated on a 5-point scale of strongly disagree to strongly agree. Only ATLs can respond.

Table C54. Learning communities' Domain of focus as identified by Action Team Leaders and Action Team Members (n=177)

User Survey	ELS %	n	School %	n
Mentally Healthy Communities	48%	30	50%	57
Family Partnerships	37%	23	25%	29
Learning Resilience	29%	18	34%	39
Early Support	35%	22	19%	22
Responding Together	25%	16	27%	31
Not focussed on domains yet	25%	16	24%	27
Don't Know or No Response	13%	8	10%	11
Multiple Domains (any combination)	41%	26	49%	56

Table C55. Learning communities' Stage of the Be You Implementation Cycle as identified by Action Team Leaders and Action Team Members (n=177)

User Survey	Stage 1: Lay the foundations for success		Stage 2: Identify your learning community's needs		Stage 3: Develop a plan		Stage 4: Take action		Stage 5: Monitor, review and improve		Don't Know or No Response	
	%	n	%	n	%	n	%	n	%	n	%	n
ELS	30%	19	11%	7	13%	8	13%	8	11%	7	22%	14
School	24%	27	13%	15	18%	20	18%	21	11%	13	16%	18

Resource usage, reported by users

To explore sample bias, the proportions of self-reported use were compared to bLink usage-logs in the last two years. Self-reported use was about 3 to 4 times higher than the logged use. For example, approximately 40% of educators reported using the modules, compared to 10% of users recorded by bLink, and 22% reported having attended a Be You Session or Event, compared to 7% of users logged in bLink. The large discrepancy suggests that the self-reported use of resources may be overestimating the recorded use of resources, but also the extent to which those completing the User Survey represent highly engaged individuals.

Table C56. Use of resources by learning community type

User Survey	ELS (489)	School (1562)	Other (42)	Overall (2093)	ATLs (160)
* Action Team resources					
I have not accessed the resources yet	15%	20%	40%	19%	3%
Started the Be You Professional Learning modules	44%	40%	19%	40%	72%
Accessed and downloaded Be You Fact Sheets	43%	38%	36%	39%	69%
Accessed the Educator Wellbeing resources	39%	23%	21%	27%	54%
Read Be You Handbooks and Guides	27%	21%	17%	22%	51%
Participated in Be You Sessions and Events	25%	21%	14%	22%	50%
Promoted your Be You activities to a wider learning community (e.g., staff meetings, newsletters)*	22%	14%	14%	16%	56%
Used the Suicide Prevention and Response resources	5%	17%	2%	14%	25%
Read the Disability Inclusion Guide	11%	13%	12%	13%	18%
Used the Be You Programs Directory of mental health and wellbeing programs	9%	13%	5%	12%	29%
Formed an Action Team*	10%	7%	0%	8%	49%
Received personalised support from a Be You Consultant from Early Childhood Australia or headspace*	13%	6%	2%	8%	46%
Used the Responding to Natural Disaster resources	6%	6%	10%	6%	11%
Used the Postvention Support Service provided by headspace	2%	7%	0%	6%	11%
Used the Implementation and Reflection Tool*	10%	5%	0%	6%	24%
Used the Action Team Leader Dashboard*	8%	5%	2%	6%	39%
Administered Be You Learning Community Surveys (for Educators, Families, Children, or Young People)*	9%	4%	0%	5%	27%
Created an Action Plan*	6%	5%	0%	5%	26%
Used the Cultural Actions Catalogue to include Aboriginal and Torres Strait Islander perspectives	7%	4%	2%	5%	14%
Completed a Be You Statement of Commitment*	8%	3%	0%	4%	21%

	ELS (489)	School (1562)	Other (42)	Overall (2093)	ATLs (160)
I have not accessed the resources yet	15%	20%	40%	19%	3%
Started the Be You Professional Learning Modules	44%	40%	19%	40%	72%
Accessed and downloaded Be You Fact Sheets	43%	38%	36%	39%	69%
Accessed the Educator Wellbeing resources	39%	23%	21%	27%	54%
Read Be You Handbooks and Guides	27%	21%	17%	22%	51%
Participated in Be You Sessions and Events	25%	21%	14%	22%	50%
Promoted your Be You activities to a wider learning community (e.g. staff meetings, newsletters)*	22%	14%	14%	16%	56%
Used the Suicide Prevention and Response resources	5%	17%	2%	14%	25%
Read the Disability Inclusion Guide	11%	13%	12%	13%	18%
Used the Be You Programs Directory of mental health and wellbeing programs	9%	13%	5%	12%	29%
Formed an Action Team*	10%	7%	0%	8%	49%
Received personalised support from a Be You Consultant from Early Childhood Australia or headspace*	13%	6%	2%	8%	46%
Used the Responding to Natural Disaster resources	6%	6%	10%	6%	11%
Used the Postvention Support Service provided by headspace	2%	7%	0%	6%	11%
Used the Implementation and Reflection Tool*	10%	5%	0%	6%	24%
Used the Action Team Leader Dashboard*	8%	5%	2%	6%	39%
Administered Be You Learning Community Surveys (for Educators, Families, Children, or Young People)*	9%	4%	0%	5%	27%
Created an Action Plan*	6%	5%	0%	5%	26%
Used the Cultural Actions Catalogue to include Aboriginal and Torres Strait Islander perspectives	7%	4%	2%	5%	14%
Completed a Be You Statement of Commitment*	8%	3%	0%	4%	21%

Table C57. Relationship between use of resources and Stage of Implementation Cycle reported by Action Team Leaders and Members in the User Survey (n=163)

User Survey	Learning Community Stage of Implementation Cycle											
	Don't Know		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5	
Resource	n	%	n	%	n	%	n	%	n	%	n	%
I have not accessed the resources yet	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Started the Be You Professional Learning modules	18	100%	32	70%	16	73%	20	71%	28	97%	19	95%
Accessed and downloaded Be You Fact Sheets	12	67%	40	87%	21	95%	25	89%	23	79%	18	90%
Read Be You Handbooks and Guides	5	28%	24	52%	13	59%	18	64%	22	76%	15	75%
Accessed the Educator Wellbeing resources	8	44%	27	59%	17	77%	19	68%	20	69%	16	80%
Used the Responding to Natural Disaster resources	3	17%	5	11%	3	14%	2	7%	7	24%	5	25%
Read the Disability Inclusion Guide	2	11%	9	20%	8	36%	3	11%	6	21%	7	35%
Used the Suicide Prevention and Response resources	5	28%	16	35%	11	50%	11	39%	9	31%	4	20%
Used the Postvention Support Service provided by headspace	1	6%	8	17%	2	9%	4	14%	7	24%	1	5%
Used the Cultural Actions Catalogue to include Aboriginal and Torres Strait Islander perspectives	1	6%	4	9%	5	23%	3	11%	9	31%	7	35%
Received personalised support from a Be You Consultant from Early Childhood Australia or headspace*	3	17%	19	41%	11	50%	16	57%	18	62%	13	65%
Used the Be You Programs Directory of mental health and wellbeing programs	3	17%	14	30%	8	36%	10	36%	14	48%	10	50%
Participated in Be You Sessions and Events	5	28%	27	59%	13	59%	17	61%	23	79%	17	85%
Formed an Action Team*	7	39%	20	43%	12	55%	17	61%	22	76%	15	75%
Completed a Be You Statement of Commitment*	3	17%	8	17%	4	18%	8	29%	11	38%	5	25%
Administered Be You Learning Community Surveys (for Educators, Families, Children, or Young People)*	3	17%	6	13%	5	23%	9	32%	13	45%	10	50%
Created an Action Plan*	5	28%	4	9%	4	18%	8	29%	17	59%	12	60%
Used the Implementation and Reflection Tool*	2	11%	9	20%	8	36%	10	36%	12	41%	9	45%
Used the Action Team Leader Dashboard*	5	28%	14	30%	11	50%	12	43%	15	52%	10	50%
Promoted your Be You activities to a wider learning community (e.g., staff meetings, newsletters)*	6	33%	26	57%	15	68%	19	68%	20	69%	16	80%



Pre-service educator experience reported by users

Table C58. Pre-service educators responses to: “Has learning about Be You been worthwhile?”

Theme	User Survey: Exemplar user quote, context (n=14)
Yes	Yes. Helped to identify and aid students I teach as being in need of assistance guidance and/or help to deal with issues that challenge their ability to lead a happy and productive life.
	Good impact on mental health
	Great at promoting authentic conversation about how we deal with challenges etc at each monthly staff meeting
	Yes great programme for all involved and readily available which is so great and all resources are free. We promote it in the newsletter and through the service especially at induction.
	It has supported my studies very minimally for a single unit which is how I found out about Be You. However it is not integrated or mentioned in any other units when there are opportunities for it to be incorporated.
	It has helped me understand my students and better able to assist when/where needed.
	provided information that has help guide some of my approaches and responses
	It gives me strategies to use with educators children and families
	At times yes. The one on one with Consultant and their support was really beneficial. The recourses they provided were greatly appreciated and used at staff meetings. Unfortunately the bullying has continued and staff are leaving.
	Yes provided a range of resources to implement and support both myself team and students
	I have been in many management roles in the early years sector (Director/ Nominated Supervisor/ education advisor/ Area Manager) prior to resigning to concentrate on my last year of study. I have used as and promoted Be You modules / Fact Sheets
	Definitely supported my studies
No	No it just was too superficial
	Probably not - I haven't really used it since the training



Educator outcomes reported by users

Table C59. Educators' self-reported wellbeing

User Survey: Over the past 2 weeks...	Users that are...	Engaged	High engaged	Whole cohort
Educator wellbeing overall (d=0.21, p<0.01)		57%	61%	58%
I woke up feeling fresh and rested		47%	51%	48%
I have felt active and vigorous		54%	58%	55%
I have felt calm and relaxed		59%	62%	60%
My daily life has been filled with things that interest me		61%	67%	63%
I have felt cheerful and in good spirits		64%	68%	65%

Table C60. Educator Capacity: Users' self-reported mental health knowledge

User Survey: Please select the response that best describes your knowledge about the following.	Users that are...	Engaged	High engaged	Whole cohort
Mental Health Knowledge overall (d=0.31, p<0.001)		88%	93%	89%
I understand our learning community's processes for supporting children who may be experiencing mental health issues		81%	86%	83%
I am aware of the external professional services that are available to support children's mental health		83%	88%	85%
I know how collaborative partnerships with families are developed		85%	91%	87%
I know about the signs of mental health difficulties in children		89%	94%	90%
I know about the importance of prioritising self-care in order to support others effectively		95%	98%	95%
I understand how children's social and emotional skills influence their mental health		96%	99%	97%

Table C61. Educator Capacity: Users' self-reported self-efficacy and mental Health competence

User Survey: These questions refer to your work with children at your learning community	Users that are...	Engaged	High engaged	Whole cohort
Educator self-efficacy overall (d=0.27, p<0.001)		87%	91%	88%
I can help the learning community respond and recover from a critical incident (e.g., death or suicide, natural disasters)		67%	78%	71%
I can follow the processes we have in place when a family needs referral to a mental health service or community professional		82%	86%	83%
I can recognise early signs of children's social, emotional or behavioural issues		90%	95%	92%
I can help staff, families and children feel that they belong to our learning community		91%	93%	92%
I can support and help children to handle challenging situations		93%	97%	94%
I can assist children to establish positive relationships		96%	98%	96%

Table C62. Educator Capacity: Users' perspectives on Be You professional learning

User Survey: The Be You Professional Learning has:	Users that are...	Engaged	High engaged	Whole cohort
Increased educator capacity overall (d=0.51, p<0.001)		60%	79%	65%
increased my resilience to adverse events such as the impact of COVID-19		48%	60%	51%
improved the ways that I interact with children and families		56%	77%	62%
helped me respond to children who are experiencing social, emotional or behavioural issues		62%	80%	67%
helped me to develop strategies that can be applied in the workplace		61%	82%	67%
enhanced my knowledge about children's mental health and wellbeing		65%	85%	71%
provided an opportunity to reflect on my knowledge and capability		66%	89%	73%



APPENDIX D: RECOMMENDATIONS MAPPED ACROSS EVALUATIONS

The recommendations from four other recent Be You evaluation research reports were extracted and aligned to those emerging from the current evaluation, to appreciate how longstanding some of the recommendations were.

ACER 2022: Dix KL, Finighan J, Carslake T, Slade L, & Ahmed K (2022). *Be You Evaluation Final Report: from launch until mid-2021*. Report for Beyond Blue. Australian Council for Educational Research, Melbourne.

PWC 2022: Ponniah S, Goss P, Smith C, Parratt E & Manoharan M (2022). *Be You Beyond 2022: Business Planning. Current & Future State Assessment*. Unpublished internal report to Beyond Blue. Price Waterhouse Coopers.

QMR 2023: QMR (2023b). *Be You Brand Tracking Report*. Internal report prepared for Beyond Blue by Quantum Market Research, Melbourne.

UQ 2021: Smith S, Salom C, Shanon E, Marrington S, Mamun A, Huda MM, Potia AH, Thorpe K, Cross D & Runions K (2021). *Overarching Evaluation of the National Support for Child and Youth Mental Health Program—final report*. Institute for Social Science Research, The University of Queensland.

Table D63. Collation of recommendations from multiple evaluations and consultations with Be You

Current evaluation	Other	Aligned Recommendations from other reports
1. Clarify the purpose, scope and intended deliverables of Be You for all	PWC 2022	Successful implementation at scale of the national initiative will require: - consistent messaging, both internally and externally, regarding the "what" and "why" of the Be You ;
	QMR 2023	The top barriers to use for educators not currently engaged with Be You is a lack of understanding of what the initiative offers , as well as a lack of time for professional learning. This highlights an opportunity to provide more detail around how it works (including its benefits) , as well as dialling up promotion of a number of short professional learning modules to encourage time-poor educators to engage.
2. Clarify the role of Consultants, particularly in relation to scope and purpose	UQ 2021	The Department to review funding to ensure initiatives have sufficient resources (e.g., Consultant workforce) to support the blended delivery model as increasing numbers of early learning settings, schools and organisations to engage with the Program. The Department to work with Be You to: <ul style="list-style-type: none"> • promote benefits of online access • promote role and functionality of Consultants • ensure there is sufficient capacity for Consultant support targeted at areas of higher need. The predominantly online mode of delivery allows for scalability and sustainability of the Program. However, the blended model of delivery (website platform with Consultant support) is appropriate to deepen engagement and address the needs of users who have needs that cannot be sufficiently met by online resources or who have alternative learning preferences. The use of Consultants in some form is needed, particularly at important points of engagement with schools and organisations (e.g., early in engagement or after critical incidents). Awareness of and satisfaction with the current blended delivery model was mixed.
	ACER 2022	Maintain Consultant support As Be You grows in the number of actively implementing learning communities, maintain the ratio of proactive support provided by Consultants. Also consider ways to ensure a smooth handover when Consultants change. Evidence suggests that diminishing or diluting this pivotal role to a reactive call-centre or help-desk would render Be You ineffective. Allow greater access to support All registered users stand to benefit from Consultant expertise. Make them more accessible and visible on the website. Draw on Consultant experience Beyond Blue is several steps removed from the frontline and needs to establish more effective feedback channels. Consultants are well-placed to regularly inform critical areas for improvement.
	PWC 2022	Greater impact may be achieved through deeper engagement with learning communities and provision of more intensive support where required . - Embed differentiated delivery based on organisational needs and maturity and adopt a tiered level of service provision - Strengthen 'whole learning community' approach through increased engagement with broader learning communities (Action Team Members).

Current evaluation	Other	Aligned Recommendations from other reports
3. Define the optimal reach of Be You with regard to breadth and depth	ACER 2022	Count what matters: Taking a top-down approach, redefine the Be You recruitment categories to include all stages along the journey from pre-recruited to a dormant state. Allow sites to cycle in and out of different stages to better reflect actual current states of activeness, based mainly on user updates in their dashboard.
	UQ 2021	The Department to consider: <ul style="list-style-type: none"> • reducing emphasis on recruitment targets and set targets for the level of engagement within participating settings.
	PWC 2022	Evolve performance measurement from the focus on recruitment outputs to an outcomes-focus. T Flexible support may include self-directed/group/facilitated learning; onsite/online; within a learning community or between groups of learning communities. Current Consultant to service/school ratios prohibit deeper engagement. Modelling will be undertaken based on various ratio options
	QMR 2023	Since 2022, there have been significant declines in currently employed educators having used at least one of Be You's resources or tools, having completed a Professional Learning module, having attended an online session / event, or having been embedded throughout their school or service.
	PWC 2022	Be You can continue to support educators navigate a complex system through Consultants who can provide guidance and teach learning communities what to look for in an evidence-informed way. There is an increased demand for local onsite support for planning, implementation, professional development, etc.
4. Clarify the strengths of Be You and return on investment in a flooded market of Social and Emotional Learning (SEL) programs and initiatives	PWC 2022	<ul style="list-style-type: none"> - Strengthened brand awareness; - Increased understanding of unique service offering, particularly the availability of implementation support; - Enhanced strategic partnerships; and - Champions/ambassadors for the Be You brand.
	QMR 2023	There is an opportunity to strengthen Be You's 'brand personality' (e.g., accessible, flexible, supportive) among both school and ELS educators – the initiative is not currently well differentiated compared to other programs.
	QMR 2023	One in three non-users of Be You have engaged with the Be You website (33%) and/or received email communications (35%) in the past 12 months. They are just as likely to have seen advertising online (including social media) compared to active users. Gathering user feedback about the website, communications received, and advertising would uncover strategies to drive further engagement with Be You among non-users.
5. Whole-system redesign of online services to improve user experience, free-up Consultants, and centralise document-sharing	ACER 2022	Harness data intelligence: Ensure that Be You is underpinned by quality digital data management systems and effective unified processes. <ul style="list-style-type: none"> • Develop data intelligence that efficiently consolidates bLink, user posts, Qualtrics, event registration and other operational data against all early learning services, schools, and tertiary institutions in Australia to provide accurate real-time engagement profiles. Monitor all engagement-levels, not just the 'recruited' sites. • Allow data to be more accurately maintained by end-users (e.g., user interactions are automatically logged), mindful that their activity is used to inform the engagement status of a site. This will shift the burden off Consultants.
	PWC 2022	There are several essential improvement in platform and CRM functionality required to enhance interactions with learning communities
• The digital infrastructure	PWC 2022	There is a need to continue to building the technology/digital capability to enhance user experience and enable Consultants to effectively deliver support and planning. There are significant opportunities for improvement across technology, data and analytics to improve the user experience, initiative efficiency and effectiveness, and enable insights and evidence from the initiative to contribute to policy, advocacy and research priorities.
• The collaborative approach	ACER 2022	Standardise the use of bLink: Enhance platform functionality and processes across ECA and headspace (and Beyond Blue) to minimise user discretion, so that differences between early learning and schooling sectors are not masked by differences in team or individual approach.
	ACER 2022	Ensure that Consultants have an accurate, interactive, sortable, and filterable directory of all of their sites, with quick snapshots of progress to readily prioritise where support and action is needed.
• The user experience and navigational approach of the website	PWC 2022	Be You can continue to support educators navigate a complex system through Consultants who can provide guidance and teach learning communities what to look for in an evidence-informed way
	ACER 2022	Overhaul the Be You website: Redesign the navigation, functionality, and structure of the website to ensure users of all types can easily find appropriate resources or progress their implementation journey with minimal or no assistance of a Consultant. The design should allow users to guide themselves along a clear pathway, responsive and tailored to their user-profile, to post updates and request support.
• The resources	PWC 2022	Many learning communities are independently accessing Be You resources. This may be enhanced by increased access to resources via an action team member dashboard (reduced reliance on ATL) and profiles that enable self-directed learning along interactive digital journeys.



Current evaluation	Other	Aligned Recommendations from other reports
6. Continue evolving the Educator Wellbeing resources	PWC 2022	The evidence base for a 'whole learning community' approach remains relevant. The key themes of wellbeing, community and inclusion resonate with educators and learning communities. Maintain the focus on educator wellbeing , noting the role of employers to support those requiring support. There are opportunities within the current scope to strengthen impact through an increased focus on educator wellbeing.
7. Reconsider the benefits of the Learning Communities Survey	ACER 2022	Exploit existing data: To undertake ongoing evaluation that builds the evidence-of-impact, develop, and instate a cost-effective protocol that annually or biennially exploits large existing national datasets. Viable datasets include but are not limited to: NAPLAN, ACER's Social-Emotional Wellbeing Survey, the ACECQA database, and the Be You Learning Community Survey. Also undertake a technical review of the Be You Surveys to ensure they are effective.
8. Identify points of difference and gap in what is needed, to avoid duplicating effort	ACER 2022	This includes ensuring that all monitoring and activity is captured and centralised within the platform and not duplicated or recorded elsewhere. This also means that the platform caters for all Consultants' needs and effectively informs their work-flow.
9. Continue improving relevance and inclusivity of Be You for diverse communities	ACER 2022	Develop more inclusive resources: Revise and expand the suite of Be You resources to make them more usable, scannable, readable, adaptable, interactive, accessible, equitable, targeted, sharable and useful. Review the detailed information presented in the main and supplementary reports to identify where the Be You resources can better meet the needs of diverse communities. Prioritise the modules and ensure they count toward professional learning accreditation and are provided in additional languages.
10. Consider how to ensure other target groups are not overlooked	UQ 2021	Allow greater access to support- All registered users stand to benefit from Consultant expertise. Make them more accessible and visible on the website. Consider expanding the role to include the pre-service sector, the OSHC sector and individual classroom teachers looking for quick advice. Although there is potentially 90% awareness in the university sector amongst lecturers, there continues to be opportunity for Be You to better engage with and support pre-service educators. To do so, it will be important to recognise the short-term, transitional, and complex profile of a 'pre-service' educator – more than half were on-placement or working in early learning or school settings whilst obtaining a qualification that could be completed in as little as 12 months. There is up to 90% awareness in the university sector and 36% in the TAFE sector amongst education lecturers and trainers. Nevertheless, there continues to be opportunity for Be You to build on that awareness to strengthen engagement that supports pre-service educator training.
	ACER 2022	There are opportunities within the current scope to create impact through deeper engagement with the pre-service sector , and with vulnerable and culturally diverse communities through tailoring of content and increased Consultant support. In addition to advocacy for compulsory pre-service curriculum, there are opportunities to support meaningful engagement of pre-service educators. Consider expanding the Consultant role to include the pre-service sector, the OSHC sector and individual classroom teachers looking for quick advice.
11. Better support the training of an Action Team Leader	ACER 2022	Action Teams should also have an effective portal that inputs all key metrics and stages along the journey.
12. Continue to develop and improve monitoring and evaluation measurement	UQ 2021	As the Program matures, increased focus should be given to moving from process and activity-based reporting to outcome-based reporting. Agreed, robust, consistent outcome measures of change in Educator and Practitioner capability are needed. Additionally, agreed, robust, consistent outcome measures of social and emotional wellbeing in children and young people are needed to monitor the overall benefits and impacts of the Program.
	PWC 2022	As Be You moves from implementation to action, the focus is expected to shift from recruitment to impact. This will require consideration of output-based measures that capture the level of maturity and engagement achieved by registered users and learning communities. Increase capacity to embed ongoing evaluation and timely responses to evaluation recommendations. Enhanced performance monitoring will require a CRM system that enables the capture of data relating to meaningful progress at a local/jurisdictional and national level.
	ACER 2022	Identify areas for further investigation: Undertaking further research into how the parent-educator-support dynamic changes with age to strengthen and ensure Be You's offerings are effective at guiding secondary school teachers to work with families and support their students. Within the scope of Be You, investigate emerging population-level wellbeing-related issues to identify new opportunities in which Be You could offer new resources. For example, school detachment, disengagement and persistent absenteeism is a growing crisis and contributes to the 40% of students who never achieve their school leaving certificate. Maximise the learnings: As Be You evolves to better meet need, continue to identify ways in which evaluation findings can be infused and used to inform up-coming Be You projects, including those that involve the development of new resources.



