



Kids Helpline @ High School

North QLD

Impact Evaluation Report

2018- 2019

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Executive Summary

Kids Helpline @ High School North Queensland has been in progress since July 2018 with classroom sessions commencing in October 2018. The program is designed to impact high school students' and teachers' awareness, knowledge and attitudes toward mental health/well-being and help-seeking. Through delivery of web-enabled counsellor facilitated information sessions on topics developed through a co-design process during July-September 2018, the program aims to positively affect the following seven domains of a student's life:

1. Awareness of issues relating to "brain basics"/ mental health and well-being
2. Confidence to deal with life challenges impacting on mental health and well-being
3. Knowledge of strategies to cope with mental health and well-being issues
4. Understanding of resilience
5. Understanding and awareness of help-seeking behaviours
6. Knowledge of available helping resources, including Kids Helpline
7. Attitudes towards help-seeking as an appropriate behaviour

In addition, the program aims to equip teachers with the necessary knowledge to support their students with mental health and well-being issues, and to support students to seek additional help when needed.

The proposed target reach for the Kids Helpline @ High School North Queensland program was 2,000 participating students. The program received bookings for 5,137 students through 100 sessions, however a session cancellation rate of 23% (n= 23 sessions) and teacher over-estimations of expected student numbers in some completed sessions led to the program reaching 3,895 students, 195% of the proposed target.

yourtown has conducted an evaluation of the Kids Helpline @ High School North Queensland sessional impact on students. Post session feedback was collected throughout the year from participating teachers and students, and respondents' perceptions of changes in awareness, knowledge, attitudes and intended behaviours, as outlined in the Kids Helpline @ High School North Queensland Program Evaluation Framework, were subsequently analysed.

The Kids Helpline @ High School North Queensland evaluative study found all impact indicators performed well. Student mean scores for retrospective pre and post metrics demonstrated statistically significant positive changes.

In particular, feedback from both students and teachers was strongly positive in relation to the following success indicators:

- Increased mental health literacy
- Improved knowledge about coping strategies
- Improved knowledge about resilience
- Increased knowledge about Kids Helpline as a helping resource
- Satisfaction with program processes
- Overall satisfaction

Student success results were slightly lower in the following indicators, but mean score increases were still statistically significant:

- Increased confidence to deal with the mental health related issues discussed
- Learning something new about general help-seeking behaviours
- Increased levels of likelihood to seek help from a trusted source if needed
- Increased levels of likelihood to seek help from Kids Helpline if needed

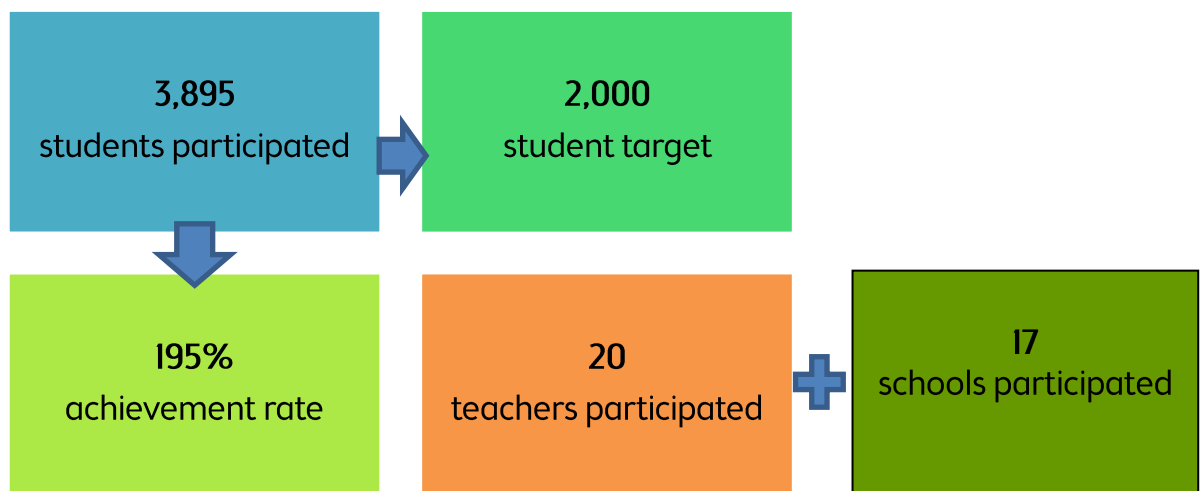
The following pages outline the key outcomes achieved during the 2018-2019 Kids Helpline @ High School North Queensland program. The report layout is designed to enable results to be quickly identified for each indicator of achievement against the Evaluation Framework.

A brief description of the methodology used to conduct the evaluation is included as an appendix to this report.

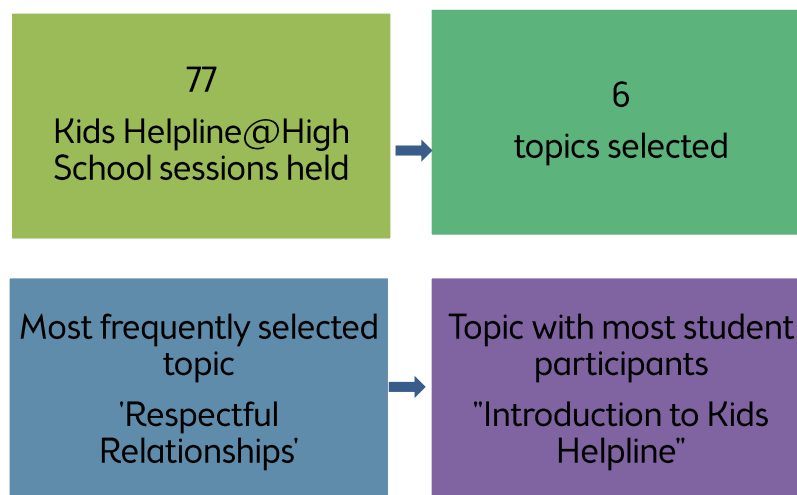
Kids Helpline @ High School North Queensland

July 2018-June 2019

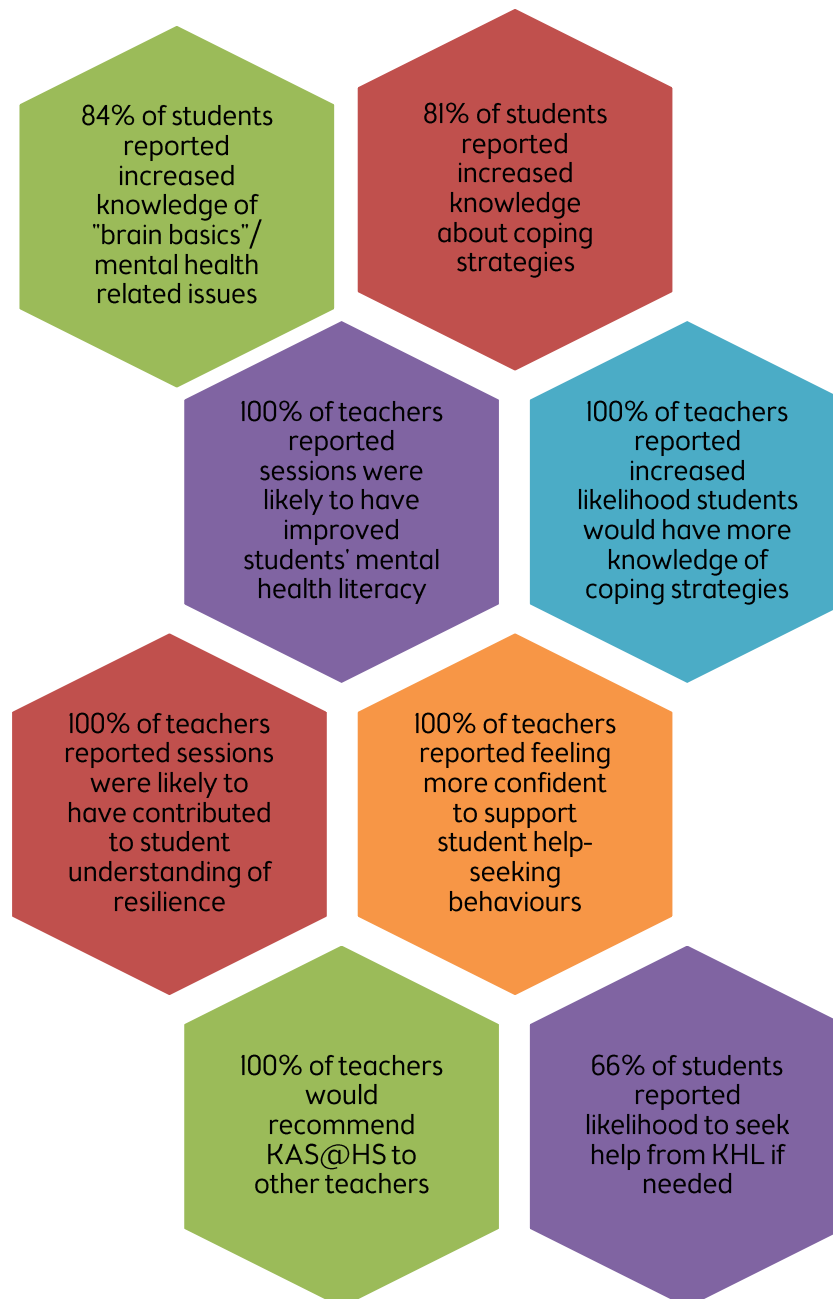
Who was helped?



What was delivered?



With what impact?



Meeting the mental health and well-being information needs of North Queensland high school students

Seventeen schools from North Queensland locations participated in the Kids Helpline @ High School North Queensland program during the 2018-2019 financial year.

Ninety percent of participating schools were Government, 8% were Catholic and 2% Independent.

Figure 1 (below) outlines the breakdown of mental health and well-being related topics discussed in 77 sessions held during the 2018-2019 financial year, and the number and proportion of all students who participated in each topic.

'Respectful Relationships' was the most popular topic selected by teachers (40% of all sessions), and with the second largest number of student participants (814). 'Introduction to Kids Helpline' was the second most frequently selected topic (20% of all sessions held) but with the highest number of students (1,930).

Figure 1: Number and % of Sessions Held and Students Participating x Topic

Topic	Students no's	*% of all students	Sessions held	% of all sessions
Introduction to Kids Helpline	1,930	50%	15	20%
Respectful Relationships	814	21%	31	40%
Emotional Intelligence	500	13%	13	17%
Developing Resilience	453	12%	12	15%
School Transitions	138	4%	3	4%
Cyberbullying/ Online Safety	60	2%	3	4%
Total	3,895	100%	77	100%

% are rounded to the nearest number

Student qualitative feedback

When asked for ideas for program improvement, the majority of qualitative student feedback noted high levels of satisfaction with the program's current activities and processes. One key piece of feedback given repeatedly however, was a request that the Kids Helpline counsellor attend the school in person to provide session content in order to increase engagement and interactivity, and clarify information for students in real time.

"The counsellor was very friendly and gave us great ideas to help in our friendship groups"

*Student
Grade 9*

"I like how the counsellor described the brain in three parts and how now I would call KHL"

Student Grade 8

"I think KHL does an amazing job and is an amazing institution for young Australians in need of help or just someone to talk to"

*Student
Grade 8*

"It helped me learn more about Kids Helpline and how to solve my issues"

*Student
Grade 7*

"It was quite helpful because I felt a little more inclined to talk to a KHL counsellor"

*Student
Grade 7-11*

"Was really informative of how to refer help for mental health"

*Student
Grades 11-12*

Teacher qualitative feedback

Teacher qualitative feedback was also predominantly positive. Only a small number of teachers commented on some difficulties experienced with external videos introduced by the counsellor “glitching” and school audio issues.

“The presenter was excellent. The class dynamic is very different as our students are mostly disengaged students so keeping their attention (especially via video link) is a challenge, so keeping things moving quickly is essential. The students who paid attention engaged well and I am confident the whole cohort of students would have benefited from the session. Thank you”

Teacher Special Assistance School Class

“The session with the counsellor was very engaging. Feedback after the session was that the guys loved the counsellor’s personality and they found her very easy to talk to. The students said that they learnt a few different ways to help manage themselves/their friends communicate better when things were tough”

Teacher Grade 9

“Our students have just experienced the trauma of the Townsville floods and the counsellor was able to give them real strategies to use to build their resilience during the difficult weeks and months ahead”

Teacher Grade 9

“The counsellor came to the school following technical difficulties that could not be resolved. All staff and students reported positively on the session and the counsellor was very flexible in the delivery (including a lockdown)”

Teacher Senior School

As a school we will attempt (in future) to divide the group into girls and boys and further break down into age groups, rather than having all year 7 to 10’s in one group”

Teacher Grades 7-10

“Our presenter was informative, engaging and fun. Year 8 is a tough crowd - she did really well. I think the kids got a lot out of it. I’m so glad we did it. I believe they are much more likely to use the (KHL) service if needed”

Teacher Grade 8

Impact Indicator Results Tables

Increased Mental Health Literacy	Indicator 1	Indicator 2	Indicator 3*
	Teachers reporting likelihood of students improved knowledge of “brain basics”/ mental health related topic	Teachers reporting their own improved or consolidated awareness of the mental health related topic discussed	Students reporting increased knowledge of “brain basics”/ mental health related topics
Number responding positively	21	20	484
Number answering question	21	21	577
% of positive responses	100%	95%	84%

Improved student confidence to tackle challenges impacting their mental health and well-being	Indicator 4*
	Students reporting increased confidence to deal with the issues discussed
Number responding positively	381
Number answering question	573
% of positive responses	66%

Improved student understanding of coping strategies	Indicator 5*	Indicator 6
	Students reporting increased knowledge about strategies to deal with the topic discussed	Teachers reporting increased likelihood students will have more knowledge of coping strategies when mental health/ well-being problems arise
Number responding positively	466	21
Number answering question	575	21
% of positive responses	81%	100%

Improved student understanding of resilience	Indicator 7
	Teachers reporting likelihood of session contributing to student understanding of key factors promoting resilience
Number responding positively	21
Number answering question	21
% of positive responses	100%

Improved awareness of help-seeking behaviours	Indicator 8	Indicator 9
	Teachers reporting sessions were likely to have improved student understanding of importance of help-seeking when needed	Students reporting learning something new about help-seeking behaviours
Number responding positively	21	384
Number answering question	21	575
% of positive responses	100%	67%

Knowledge of Kids Helpline	Indicator 10	Indicator 11
	Students reporting new knowledge of KHL	Teachers reporting their own increased knowledge of KHL
Number responding positively	499	21
Number answering question	574	21
% of positive responses	87%	100%

Improved attitudes towards help-seeking behaviours	Indicator 12	Indicator 13*	Indicator 14*
	Teachers reporting feeling more confident post session to support student help-seeking behaviours	Students reporting increased level of likelihood to seek help from a trusted source if needed	Students reporting increased level of likelihood to seek help from KHL if needed
Number responding positively	20	309	369
Number answering question	21	560	563
% of positive responses	100%	55%	66%

Satisfaction	Indicator 15	Indicator 16
	Teachers who intended to book another session	Teachers who would recommend KAS@HS to other teachers
Number responding positively	20	21
Number answering question	20	21
% of positive responses	100%	100%

Program Process Measures	Indicator 17	Indicator 18	Indicator 19
	Teachers believing the content and resources were appropriate and relevant to their students' needs	Teachers who reported the session met their expectations	Teachers who found the technology platform worked well
Number responding positively	21	21	19
Number answering question	21	21	21
% of positive responses	100%	100%	91%
Program Process Measures	Indicator 20	Indicator 21	
	Teachers who found contact prior to the session helpful	Teachers who believed the content and delivery methods were culturally appropriate for their student demographics	
Number responding positively	21	21	
Number answering question	21	21	
% of positive responses	100%	100%	

Appendix

Evaluation methodology

Participants and Procedures

A total of 592 stakeholders from two groups:- teachers and students, contributed to program impact measurement.

Teachers

Following their session, all participating teachers were emailed a link to an online survey which was open for the full financial year 2018-2019. Survey questions were designed to elicit a mix of process effectiveness, satisfaction and session outcome data, as per the Kids Helpline@High School North Queensland Evaluation Framework. Teacher responses were received from 15 teachers in 10 schools holding 21 sessions. Five of six topics were represented.

Students

Feedback was gathered from students using scaled pre and post session survey questions designed to retrospectively measure perceptions of change over the course of a session in their awareness, knowledge, understanding, attitudes and intended behaviours. Digital data collection methods were not used following consultation with teachers. Instead, paper copies of surveys were mailed out to schools between October 2018 and June 2019 and teachers requested to mail completed paper surveys back in prepaid return envelopes.

Two thousand and thirty five surveys (2,035) were sent out to classes who completed sessions during the sampling period, based on the number of students booked in by teachers.

Responses were subsequently received from 577 students (28% response rate) in 7 schools holding 21 sessions. All six topics were represented.

The table below outlines the numbers of responses from each stakeholder group:

Number of teachers surveyed	Total number of sessions represented in teacher surveys	Number of students surveyed	Total number of sessions represented in student survey results
15	21	577	21

Study Design

Students

Student surveys were designed to collect evidence of changes in the following indicators of program success:

1. Increased knowledge about “brain basics” and mental health and well-being issues
2. Increased knowledge about strategies to deal with the topic discussed
3. Increased confidence to deal with the kinds of issues discussed
4. New knowledge about how to get help if student has a worry or concern

5. New knowledge about Kids Helpline
6. Increased intention to talk to a trusted person if student was feeling sad, worried or had a problem
7. Increased intention to talk to a Kids Helpline counsellor

In addition, students were asked to record any ideas they had about how the program could be improved.

Teachers

Online teacher surveys were predominantly designed to measure the effectiveness of program processes, including technological and professional support prior to and during the Kids Helpline@High School North Queensland program session. The surveys also collected information from teachers relating to their perceptions of both their own and student increased awareness and knowledge about mental health related issues, resilience and coping strategies, and of Kids Helpline as a help-seeking resource. The survey also asked teachers to rate their own increased confidence to support student help-seeking behaviours post session.

Ideas for program improvement were also requested from teachers.

Analysis and Reporting

Students were asked to retrospectively score their pre and post session perceptions of five impact indicators (marked with an asterisk in the Impact Indicator Results Tables above) on a scale of 0 to 10. Paired Samples T-Tests were used to compare mean scores for conditions before and after classroom sessions.

All five student measurements demonstrated results that were statistically significant:

- Indicator 3: Increased Mental Health Literacy
 - There was a significant difference in the scores for post-session knowledge about mental health literacy ($M=6.83$, $SD=2.41$) and pre-session knowledge about mental health literacy ($M=4.15$, $SD=2.485$) conditions; $t(576)=29.33$, $p=0.000$
- Indicator 4: Increased Confidence
 - There was a significant difference in the scores for post-session confidence in tackling challenges impacting on student mental health and well-being ($M=6.82$, $SD=2.81$) and pre-session confidence ($M=4.98$, $SD=2.89$) conditions; $t(572)=18.98$, $p=0.000$
- Indicator 5: Increased Knowledge of Coping Strategies
 - There was a significant difference in the scores for post-session knowledge about coping strategies ($M=6.95$, $SD=2.43$) and pre-session knowledge about coping strategies ($M=4.68$, $SD=2.52$) conditions; $t(574)=26.77$, $p=0.000$
- Indicator 13: Increased Likelihood of Seeking Help from Someone Trusted
 - There was a significant difference in the scores for post-session intentions to seek-help from trusted sources if needed ($M=6.53$, $SD=3.06$) and pre-session intentions ($M=4.95$, $SD=3.19$) conditions; $t(559)=17.01$, $p=0.000$

- Indicator I4: Increased Likelihood of Seeking Help from Kids Helpline
 - There was a significant difference in the scores for post-session intentions to seek help from KHL if needed ($M=4.76$, $SD=3.35$) and pre-session intentions ($M=2.60$, $SD=2.72$) conditions; $t(562)=20.24$, $p=0.000$

Qualitative and quantitative feedback from teachers was extracted on a weekly basis by the Kids Helpline @ High School Program Officer and routinely incorporated into program delivery for quality improvement purposes.

Further qualitative information arising from stakeholder comments collected during this study is available from the **yourtown** Strategy and Research team if required.