



Queensland Health

Statewide Ed-LinQ Program Annual Report 2025

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Government

Statewide Ed-LinQ Program Annual Report 2025

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Acknowledgement of Country

The Queensland Government respectfully acknowledges Aboriginal and Torres Strait Islander people as the Traditional and Cultural Custodians of the lands on which we live and work to deliver health care to all Queenslanders. We recognise the continuation of First Nations people's cultures and connection to the lands, waters, and communities across Queensland.

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- Hospital and Health Services: Mental Health Service Directors/Managers/Team Leaders and Ed-LinQ Coordinators
- Education partners: Department of Education, Queensland Catholic Education Commission, Independent Schools Queensland
- Mental Health Alcohol and Other Drugs (MHAOD) Strategy Planning Branch: Children and Young People MHAOD Strategy and Partnerships Unit
- Children's Health Queensland Hospital and Health Service: CYMHS Specialist Teams Program.

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Executive Summary

The Statewide Ed-LinQ Program continues to strengthen integration between the health and education sectors, enabling earlier identification of mental health concerns and more timely access to care for school-aged children and young people across Queensland. In 2025, the program delivered measurable system-level improvements across all 16 Hospital and Health Services (HHSs), supported by a network of 24 Ed-LinQ Coordinators.

Implementation of the 2025 Statewide Ed-LinQ Work Plan advanced three core priorities: strengthening cross-sector partnerships, enhancing service delivery through consultation liaison and building workforce capability across education and health settings. This work continues to position the Ed-LinQ Program as a key enabler of integrated, prevention-focused mental health support.

Delivering Statewide Impact

In 2025, the Ed-LinQ Program achieved full statewide coverage for the first time, with the establishment of an Ed-LinQ Coordinator position in Central West HHS. This milestone strengthens equity of access and ensures consistent support to schools and services across Queensland.

The program expanded workforce capability through delivery of a coordinated statewide training program, reaching more than 1,400 participants, alongside 813 local training sessions delivered to over 21,000 attendees. These activities are building a more confident and capable workforce, better equipped to respond to the mental health needs of children and young people.

Ed-LinQ Coordinators also strengthened system integration through 1,861 strategic partnership meetings, representing approximately a 14 per cent increase on 2024. These partnerships underpin coordinated service delivery and improved pathways between schools and Child and Youth Mental Health Services (CYMHS).

Improving Access and Early Intervention

Demand for Ed-LinQ consultation liaison continued to grow, with Ed-LinQ Coordinators supporting more than 6,100 school requests in 2025. This sustained increase reflects the ongoing need for early intervention and highlights the program's role in supporting educators to respond effectively to student mental health concerns.

Consultation activity remained consistent with 2024 data across primary and secondary schools, with the highest demand relating to school refusal, trauma, behavioural concerns, and family-related issues. These trends reinforce the importance of accessible, school-based support and coordinated responses across systems.

Targeted initiatives further strengthened early intervention capability. The development of the Together in Learning pilot aims to enhance educator understanding of social and emotional wellbeing during the transition to school, supporting earlier identification and more effective responses.

Strengthening Data, Evaluation and System Insight

High levels of Ed-LinQ Coordinator engagement supported a strong and reliable evidence-base for program monitoring and improvement. In 2025, Ed-LinQ Coordinators submitted 280 data entries, representing a 97 per cent return rate against expected reporting. This dataset provides robust statewide insight into service demand, activity trends, and partnership engagement.

The program also advanced Phase 2 of the Ed-LinQ Service Evaluation Framework, including analysis of data from 2019 to 2024. This work strengthens the program's capacity to demonstrate impact, inform planning, and support evidence-based decision-making.

Enabling a Connected and Capable Workforce

Statewide coordination continues to strengthen program consistency, visibility, and quality. Through leadership, guidance, and facilitation, the program supports a well-connected, well-prepared, and responsive workforce across Queensland.

The 2025 Annual Ed-LinQ Forum brought together Ed-LinQ Coordinators from across the state to share innovation, review service delivery, and align priorities. Ongoing collaboration with key partners, including the Department of Education, CYMHS clinicians, BeYou, and School Based Youth Health Nurses continues to enhance integration and collective impact.

Positioning for Future Impact

In 2025, the Ed-LinQ Program contributed to a broader system shift toward prevention and early intervention. Alignment with statewide initiatives including, the Mental Health in Primary Schools pilot, the Brain Health in Queensland Schools program, the Department of Education's Wellbeing Workforce expansion, and the Queensland Kids Partnership, has strengthened cross-sector capability and created new opportunities for coordinated action.

Together, these initiatives are improving early identification pathways, enhancing workforce capability, and strengthening the ability of schools and services to respond to emerging mental health needs.

Looking Ahead

The Ed-LinQ Program is well positioned to build on this momentum. Continued focus on workforce capability, data informed planning, and strategic partnerships will further strengthen system integration and improve outcomes for children, young people, and families.

Sustaining this trajectory will support a more connected, responsive, and prevention-focused system ensuring that children and young people across Queensland can access the right support, at the right time, in the right place.

Statewide Ed-LinQ Program Annual Report 2025

1. Statewide Ed-LinQ Program

The Statewide Ed-LinQ Program¹ aims to strengthen connections, service integration, and capacity between mental health, education, primary care, and community sectors to support school aged children and young people experiencing, or at risk of mental illness.

Ed-LinQ Coordinators provide child and youth mental health advice to educational service providers and key stakeholders working with children and young people, to support earlier access to mental health care.

Ed-LinQ Coordinators play an important role in supporting referral pathways for at risk children and young people to connect with mental health services. Many students of concern are not existing consumers of CYMHS at the time of an Ed-LinQ consultation, so the Ed-LinQ Program is instrumental in supporting early intervention, connection, and access to appropriate mental health services. Being part of the broader CYMHS continuum of care, Ed-LinQ Coordinators connect mental health service providers, young people, and the education sector to support students' mental health needs.

Emerging mental health initiatives² within Queensland Health and other sectors continue to shape the strategic direction of the Ed-LinQ Program, enhancing its role in building stakeholder capacity and improving access pathways to early mental health interventions for school-aged children and young people.

2. Overview of the 2025 Annual Report

The 2025 Annual Report outlines key deliverables and outcomes achieved under the Ed-LinQ Program including:

- Progress against the 2025 Statewide Ed-LinQ Work Plan,
- Analysis of statewide activity data collected through the Program's REDCap³ survey platform,
- Updates on workforce changes and expansion, and
- Highlights of achievements, trends, and initiatives currently in development.

The Statewide Ed-LinQ Annual Work Plan (see *Appendix A*) provides the strategic framework for annual program planning. It is developed by the Statewide Ed-LinQ Program Management Team, informed by activity data, and supported by local HHS Ed-LinQ Coordinators and stakeholders. In alignment with this framework, Ed-LinQ Coordinators across all 16 HHSs develop local Activity Plans each year, tailored to local service needs and operational contexts, and aligned with priorities identified in the Statewide Annual Work Plan.

The 2025 Statewide Ed-LinQ Work Plan incorporates ongoing and outstanding initiatives from previous planning cycles, as well as new activities aligned to the program's four core service delivery areas: Strategic Partnerships, Consultation Liaison, Enhancing Capacity, and Evaluation and Research.

¹ The Statewide Ed-LinQ program, established in Queensland in 2008, is delivered by 24 Ed-LinQ coordinators across 16 Hospital and Health Services (HHS), supported by the Statewide Ed-LinQ Program Management Team (facilitated by the Statewide Ed-LinQ Program Coordinator role) hosted by Children's Health Queensland (CHQ) HHS in the Division of CYMHS.

² Relevant initiatives include: [Mental Health in Primary Schools \(MHIPS\) – Queensland Pilot](#), [Queensland Kids Partnership Impact Strategy 2025–2030](#), [Brain Building in Education](#) (originally known as Brain Health in Queensland Schools (BHiQS) Initiative), [Putting Queensland Kids First \(PQKF\) – Early Years Plan](#)

³ The Research Electronic Data Capture (REDCap) is a secure web application for building and managing online surveys and databases.

Approximately 45 per cent of planned deliverables were completed within the reporting period (5 out of 11). A further proportion of activities are progressing as continuous or recurring functions, reflecting work that is intentionally sustained over time (such as stakeholder engagement and evaluation initiatives), rather than having a fixed endpoint. One deliverable has been deferred to 2026, ensuring alignment with broader program development. Overall, progress reflects a strong balance between achieved milestones and embedded, ongoing program activities that support long-term outcomes.

Table 1: Progress Update on the 2025 Statewide Ed-LinQ Work Plan

1. Strategic partnerships, planning, and development		
Objective	Deliverable	Status
Support HHSs to deliver services in accordance with the vision and purpose of the Statewide Ed-LinQ Program	Organise regular meetings with Central West HHS to support establishment and orientation of newly established Ed-LinQ Coordinator position	Completed
Support communication and engagement between Ed-LinQ and service partners	Organise quarterly meetings with the Department of Education Statewide Student Wellbeing Team	Scheduled (recurring)
	Facilitate regular meetings with stakeholders in the early years and primary school sector	In progress (continuous)
2. Consultation Liaison		
Objective	Deliverable	Status
Increase service delivery within the primary school sector	Increased engagement from educators about primary school aged children as evidenced in data collection processes (including REDCap data)	Completed (recurring)
Develop consistent statewide data parameters for Consultation Liaison (CL) activities	Develop a document defining CL for Ed-LinQ Coordinators and embed in orientation document	Rolled over to 2026
3. Enhancing Capacity		
Objective	Deliverable	Status
Ensure a collaborative and responsive approach to professional learning	Review Statewide Training Calendar with view to standardised training offerings.	Completed
	Partner with Queensland Hospital Education Programs (QHEP) to co-deliver the Teacher Talk series	Completed
Enhance collaboration between Ed-LinQ Coordinators	Establish a working group to support the coordination of the Statewide Ed-LinQ Annual Forum	Completed
4. Evaluation and Research		
Objective	Deliverable	Status
Progress Phase 2 of Service Evaluation Framework	Commence evaluation of data collected through REDCap from 2020 to 2024	In progress (continuous)
	Commence a Statewide Ed-LinQ Service Description paper	In progress (continuous)
Partner with universities to progress research opportunities	Develop a project to increase primary school educators' understanding of social and emotional wellbeing of students from Prep-Grade 2.	In progress (continuous)

3. Statewide Ed-LinQ Data Summary

3.1 Data Platform

The Research Electronic Data Capture (REDCap) platform⁴ is used to capture, store and report Ed-LinQ activity data supported through a structured Data Dictionary and linked surveys. All Ed-LinQ Coordinators enter data across the core service areas of Strategic Partnerships, Consultation Liaison, and Enhancing Capacity. Monthly and quarterly summaries are compiled by the Statewide Ed-LinQ Coordinator, with relevant extracts provided to each HHS to inform local planning and service delivery.

In 2025, Ed-LinQ Coordinators submitted 280 of 288 possible monthly datasets, achieving a 97 per cent⁵ return rate. This high level of data completeness provides a robust and reliable evidence base for program evaluation and planning. Strong data reliability continues to distinguish the Ed-LinQ Program from many comparable service areas and underpins accountability, performance monitoring and future resourcing discussions.

This Annual Report presents 12 months of activity collected using the updated REDCap Version 2 (V2) database, implemented in August 2023. Comprehensive data analysis and review of V2 were undertaken during 2025, culminating in the implementation of Version 3 (V3) in January 2026.

3.2 Statewide Strategic Partnerships

Ed-LinQ Coordinators play a key role in developing strategic relationships and fostering cross-sector collaboration to support mental health initiatives for students. In 2025, there was an approximately 14 per cent increase in recorded strategic partnership meetings compared with 2024, reflecting growing demand on the Ed-LinQ workforce. These activities include participation in HHS level Ed-LinQ management committees and advisory groups; engagement with schools and partner agencies to discuss high level service responses; and contributions to local cross-sector working groups developing initiatives such as suicide prevention plans and mental health promotion events.

Ed-LinQ Coordinators reported the highest levels of strategic partner engagement with the Department of Education, followed by CYMHS clinicians, headspace, Catholic Education, School Based Youth Health Nurses, Independent Schools, Primary Health Networks, Consumer/Carer Representatives, Private Practice Representatives and Paediatricians.

Key points:

- One thousand eight hundred and sixty one (1861) strategic partnership meetings were recorded by Ed-LinQ Coordinators in 2025. This is an increase of 14 per cent compared to strategic partnership meetings recorded in 2024 (1638), and a similar per cent to 2023 data (1880).
- Stakeholders engaged varied from a range of Government and non-government agencies with Department of Education (18 per cent), CYMHS clinicians (15 per cent) other health professionals (13 per cent) and headspace (10 per cent) the most common strategic partners engaged.

⁴ Supported by CHQ digital infrastructure supports data collection and management in research, quality assurance, improvement initiatives, and operational projects.

⁵ Percentage data is reported to nearest whole number.

- Of the strategic partnership meetings, 44 per cent (837) resulted in brief information⁶ being shared and 40 per cent (773) led to direct actions⁷ (see *Figure 1*).
- The Ed-LinQ Program is experiencing increasing pressure while continuing to play a vital role in cross-sector service coordination, particularly with the Department of Education and CYMHS.



Figure 1. Actions from strategic partnership meetings during 2025.

3.3 Statewide Consultation Liaison

Ed-LinQ Coordinators provide specialist mental health advice for students experiencing, or at risk of, mental illness, and support schools to navigate appropriate referral pathways for children and young people requiring mental health intervention. In 2025, there were 7239 total instances of consultation liaison, with 6122 consultation liaison requests specifically from the education sector. This represents a 5 per cent increase from total instances of consultation liaison in 2024, and a 9 per cent increase from requests in 2023. The primary mental health concerns reported for seeking consultation liaison were School Refusal, Trauma, Behaviour and Family Issues. These are the same main concerns as recorded in 2024.

Of Ed-LinQ consultations, 39 per cent were provided to educators in primary schools and 61 per cent to educators in high schools. This is consistent with consultations in 2024 across primary (39 per cent) and secondary (61 per cent) school levels. Given that primary schools constitute approximately 65 per cent of Queensland schools⁸, the demand for consultation liaison from primary settings reflects both the scale of this sector and the ongoing need for specialist mental health support within early and middle childhood learning environments.

Key points:

- Ed-LinQ Coordinators provided 7,239 instances of consultation liaison in 2025, consistent with the level of activity recorded in 2024 (7,306 instances).
- When reviewing consultation liaison requests received from schools, Ed-LinQ Coordinators responded to 6122 primary and secondary school requests for consultations in 2025. This is an increase in requests from schools of 5 per cent compared to requests in 2024 (5808), and a 9 per cent increase from requests in 2023 (5572).
 - Consultation Liaison (CL) activity (7,239 instances) exceeds the total number of school requests (6,122), as a single request may generate multiple episodes of consultation, including follow-up, multidisciplinary engagement, and ongoing support, and may also include consultations originating outside primary or secondary school settings.

⁶ Brief information pertains to meetings that are useful and meaningful, though they may or may not have resulted in direct actionable outcomes

⁷ Direct actions are very useful and meaningful meetings resulting in direct actions to support consumers to be followed up by attendees.

⁸ [Australian Curriculum, Assessment and Reporting Authority, 2024](#)

- Regarding type of consultation liaison, 37 per cent were general consultations (i.e., consultation not related to an individual young person), 32 per cent were clinical consultations regarding a specific young person, 26 per cent were clinical consultations related to a child accessing CYMHS, and four per cent were direct clinical contact with a young person offering mental health support.
- Ed-LinQ Coordinators were directly involved in 70 critical incident responses⁹ within school communities. These figures may include some duplication where multiple Ed-LinQ Coordinators were involved in a single incident within a Hospital and Health Service (HHS).
- Of the 2354 requests for consultation liaison from primary schools, most requests (88 per cent) came from Government schools (see *Figure 2*).
- Of the 3768 requests for consultation liaison from secondary schools, most requests (77 per cent) came from Government schools (see *Figure 3*).
- The highest number of consultations were received from Guidance Officers (30 per cent), followed by CYMHS clinicians (27 per cent) and executive staff within Education (8 per cent). These are very similar numbers to 2024.
- Ed-LinQ consultations in 2025 were primarily delivered to secondary school educators (approximately 62 per cent), with approximately 39 per cent provided to primary school educators. This mirrors the 2024 distribution (primary: 39 per cent; secondary: 61 per cent). Despite this stability, consultation engagement with primary schools remains proportionally lower, given that primary schools comprise approximately 65 per cent of Queensland schools.
- The most recorded reasons for seeking consultation liaisons in 2025 can be separated into clinical and non-clinical concerns. School Refusal (8 per cent), Trauma (7 per cent) and Behaviour (6 per cent) were the most recorded reasons for seeking consultations for clinical concerns as outlined in *Figure 4*.
- Non-clinical consultation liaisons included seeking support to coordinate care (12 per cent), support with referral pathways (11 per cent), requests for resources (6 per cent) and requests for mental health presentations (5 per cent) as outlined in *Figure 4*.
- Ed-LinQ Coordinators were involved in case conferences for 9680 young people in 2025. These case conferences primarily occurred within a CYMHS setting (71 per cent) but also occurred across Education (23 per cent), School Based Youth Health (3 per cent) and non-government organisations (1 per cent).

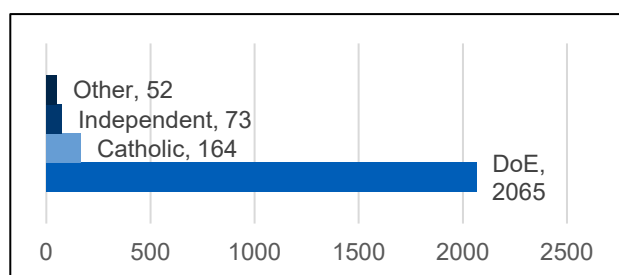


Figure 2. Number of consultation / liaison requests from primary schools by type of school in 2025

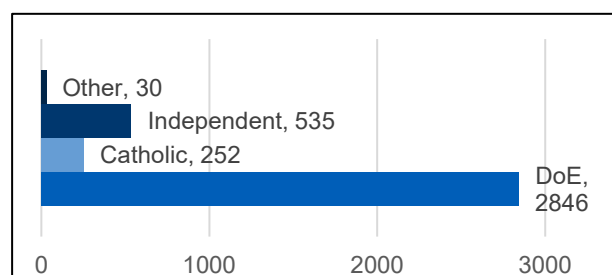


Figure 3. Number of consultation / liaison requests from secondary schools by type of school in 2025

⁹ For reporting purposes, a critical incident is defined as an event requiring Ed-LinQ involvement, including (but not limited to) violent incidents, death by suicide, and significant school-based events where follow-up support was provided.

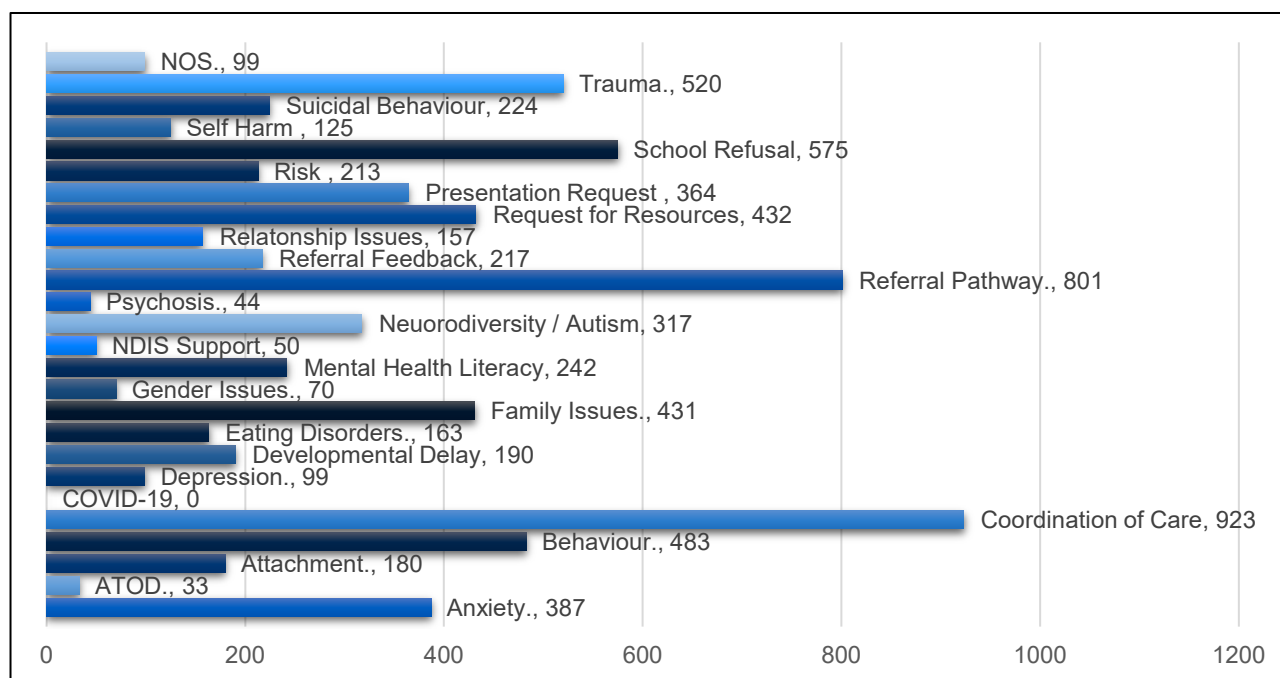


Figure 4. Primary reason for requesting consultation/liaison during January to December 2025¹⁰

Considerations for future planning:

- Demand for consultation liaison is climbing steadily, with a notable rise in risk-related and crisis-related school concerns. This highlights the ongoing need for early intervention pathways and capacity building.
- The Statewide Ed-LinQ Work Plan 2026 will continue to focus on increasing service delivery in primary schools. Data on consultation liaisons across primary and secondary schools will continue to be reviewed with additional data collection details introduced through REDCap V3 from January 2026.
- Pathways for seeking consultation liaison vary depending on local HHS and education sector policy and processes. The 2026 Work Plan will explore how consultation liaison is defined and operationalised to support consistency in Program implementation.
- Peer support mechanisms will be explored in 2026, to better support the Ed-LinQ Coordinator workforce navigating complex care for students. This process will be trialled during the Together in Learning Pilot and expanded to the wider Ed-LinQ Coordinator group following evaluation and reflection.

¹⁰ In Figure 4: NOS = Not Otherwise Specified; NDIS = National Disability Insurance Scheme; COVID-1 = captures issues linked to the pandemic and was introduced in 2020; ATOD = Alcohol, Tobacco and Other Drugs

3.4 Enhancing Capacity

Ed-LinQ Coordinators increase knowledge and skills in stakeholders through the provision of resources, collaborative learning opportunities, and training regarding mental health problems in children and young people. This capacity building aims to support earlier recognition and intervention by educators, in turn enabling them to support students to connect with and access mental health services.

Feedback received by Department of Education Guidance Officer

We sincerely appreciate you visiting and taking the time to speak with us about trauma and its impact on children. The informal session was incredibly insightful and truly valuable for our team.

Your depth of knowledge in this area is amazing, and it's reassuring to know that...schools have access to such experienced professionals to guide and support school teams in their work with students affected by trauma.

A total of 813 training sessions were recorded in 2025. This is an approximately 17 per cent increase in training compared to training delivered in 2024 (698), with the highest delivery of training in the middle to end part of the year (May to November) and a decrease in the September holiday period (see *Figure 5*).

The most recorded reasons for educators seeking consultations were for advice and support on school refusal, trauma and behaviour. Responding to these areas of concern, Ed-LinQ Coordinators provided training on understanding the Ed-LinQ program, Trauma, General Mental Health, Youth Mental Health First Aid (YMHFA), Attachment, Self Care, School Refusal, and Risk/Suicide (see *Figures 6*). Training topics are selected based on local HHS and statewide data trends and feedback.

During the 2025 reporting period, 79 training topics were recorded under the “other” category, representing nine per cent of all training topics. This proportion is consistent with 2024 reporting. The sustained use of the “other” category over recent years highlighted the need to review and refine existing data capture categories. In response, significant work was undertaken in 2025 in partnership with CHQ CYMHS Academic Research Unit as part of Phase 2 work on the Statewide Ed-LinQ Evaluation Framework during 2019–2024 data collection. This work focused particularly on training activity previously classified as “other” due to limitations in REDCap category options. Comprehensive data analysis was conducted throughout 2025 to inform system enhancements, with V3 of REDCap scheduled for release in January 2026. These improvements are expected to substantially reduce reliance on the “other” category in the 2026 reporting period.

Key points:

- Eight hundred and thirteen training sessions were recorded in 2025. This is an approximately 17 per cent increase in training compared to training delivered in 2024 (698).
- Understanding the Ed-LinQ program (19 per cent), Trauma (17 per cent), General Mental Health (10 per cent), YMHFA (8 per cent), Attachment (6 per cent), Self Care (5 per cent), School Refusal (5 per cent) and Risk/Suicide (4 per cent) were the most delivered training topics in 2025 (see *Figure 6*).
- There were 21,157 attendees across the 813 training sessions.
- Regarding service representation at training, Department of Education staff represented the highest number of attendees across trainings (29 per cent), followed by CYMHS (16 per cent), Independent Schools Queensland (13 per cent), and Catholic Education (11 per cent). These percentages are very consistent with attendance representation in 2024.

Considerations for future planning:

- *Figure 6* indicates that 79 training topics (10 per cent) were recorded under the “other” category. Review of this qualitative data as part of the Phase 2 Service Evaluation (2019-2024) will clarify the topics being recorded under this category and aim to reduce this number as part of REDCap V3 launch in January 2026.
- With ongoing implementation of the Statewide Training Calendar in 2025, data on the number of trainings delivered and the number of attendees will continue to be reviewed with the intention of improving efficiency and access, and reducing duplication in training across HHS.
- Workforce capability building is scaling significantly, indicating huge appetite from schools and health partners for mental health literacy and practical support.

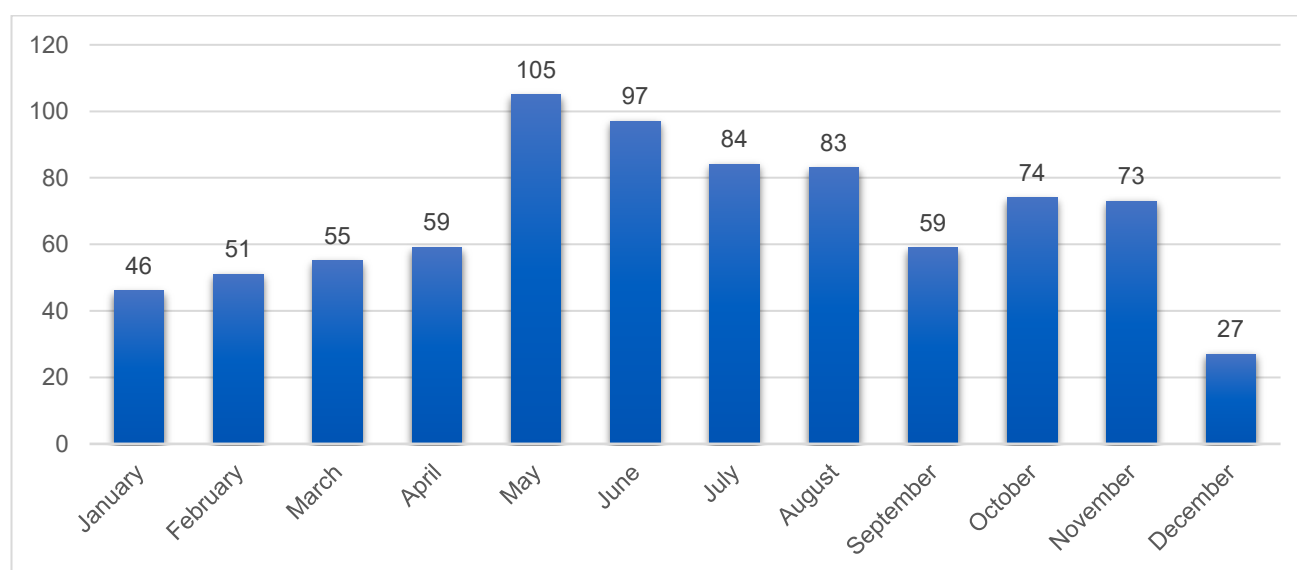


Figure 5. Total number of training sessions delivered each month from January to December 2025.

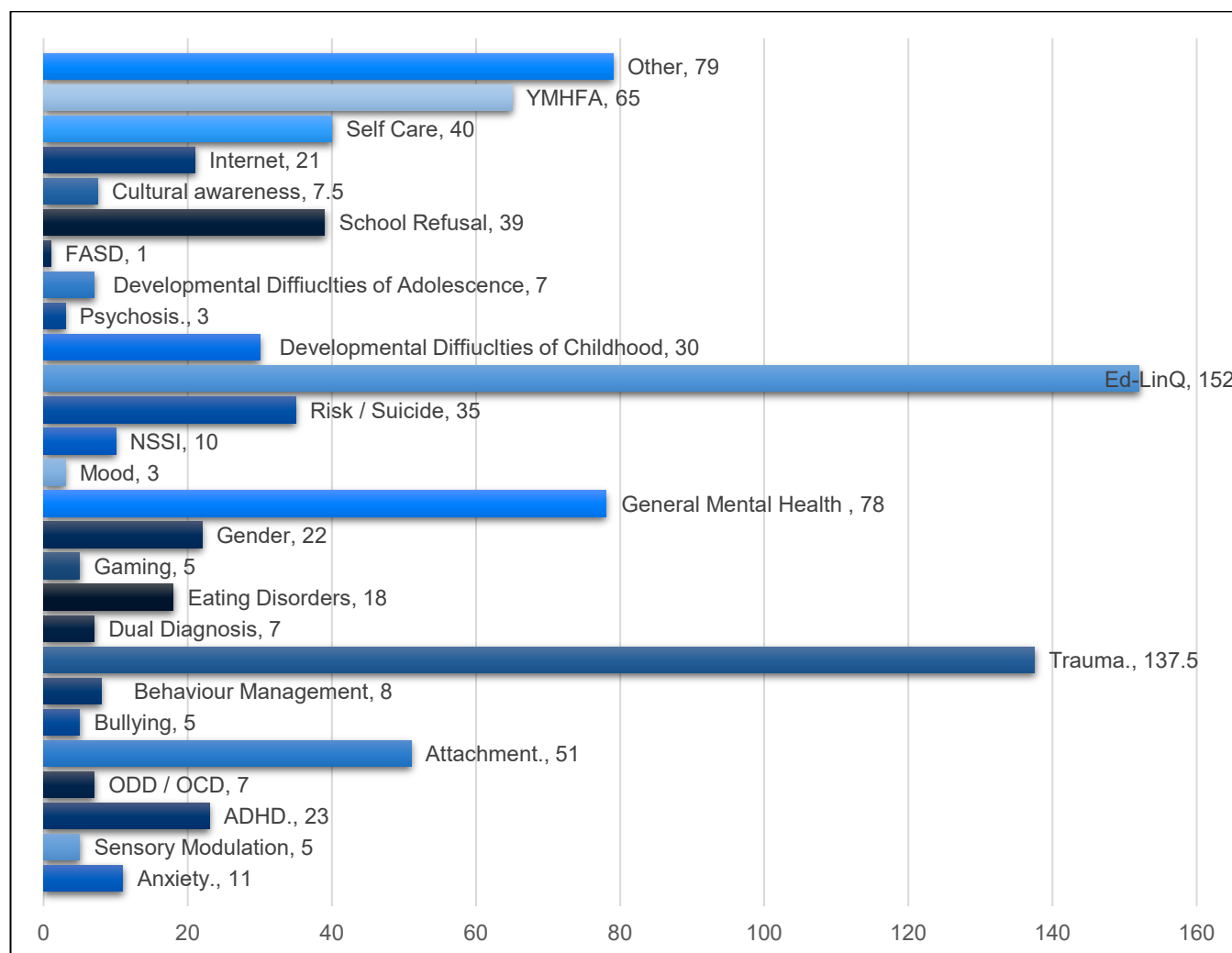


Figure 6. Total number of workshops by training topic delivered from January to December 2025¹¹

3.5 Statewide Training

Consolidation of the Statewide Training Calendar occurred in 2025, with 8 professional learning sessions delivered in 2025. Whilst some of this data is reflected under 3.4 Enhancing Capacity (i.e., for those trainings delivered by Ed-LinQ Coordinators), several guest presenters provided training which is not included in the above data. The available data is presented below. The primary school sector had the largest number of attendees at the Statewide Training, which aligns with the Programs focus of increasing service delivery to the primary school sector.

Feedback received from Statewide Trauma Workshop

"Thanks so much for leading the session on understanding trauma. Your insights and compassion made a real impact, and I truly appreciate the time and effort you put into creating a meaningful space for learning and reflection. The session provided valuable perspectives that I will carry forward."

Teacher – Department of Education

¹¹ In Figure 6: FASD = Fetal Alcohol Syndrome Disorder; NSSI = Nonsuicidal Self-Injury; ODD / OCD = Oppositional Defiant Disorder / Obsessive Compulsive Disorder; ADHD = Attention Deficit Hyperactivity Disorder

Key points:

- The Statewide Training Calendar received 3062 registrations, with 1418 attendees (46 per cent attendance rate which is considered average attendance according to industry trends for live online training events).
- Participants primarily represented Department of Education (60 per cent), followed by Catholic Education (14 per cent), Independent Schools Queensland (12 per cent) and Queensland Health (9 per cent), with smaller proportions from community, health and other agencies.
- Engagement was primarily from primary school settings (46 per cent), followed by P-12 (22 per cent) and secondary settings (19 per cent), with 8 per cent of respondents working in non-school-based roles.
- Most participants were teachers/teacher aides (28 per cent) and guidance officers/counsellors (24 per cent), followed by school-based psychologists / social workers (17 per cent).

Considerations for future planning:

- Analysis of training requests shows strongest demand for Trauma-informed practice, Neurodiversity, Anxiety, and School Refusal, with a strong emphasis on practical strategies, classroom application and family engagement. This will be factored into planning for the 2026 Statewide Training Calendar.
- These findings highlight a clear need for applied, school-based professional learning that addresses complex presentations, supports early intervention, and strengthens cross-system collaboration.

4. Statewide Ed-LinQ Workforce Update

From January to December 2025, changes occurred within the Ed-LinQ workforce reflective of Ed-LinQ Coordinators accepting employment contracts in other service areas in Queensland Health (secondments), taking long service leave, reducing work hours, or resigning. This is consistent with movements and observations of previous years. Additionally, given clinical demands experienced by CYMHS teams, and ongoing workforce challenges, several Ed-LinQ Coordinators have spent time out of the Ed-LinQ role supporting the clinical needs of the local team. This resulted in approximately 27 Ed-LinQ days collectively lost to coordinators being pulled back into CYMHS clinical duties. Workforce stability remains a vulnerability with the Ed-LinQ function diluted when CYMHS clinical pressures divert Coordinators to other roles.

Recruitment has resulted in successful permanent and temporary appointment to six Ed-LinQ Coordinator positions over 2025. As of December 2025, one HHS had not successfully filled an Ed-LinQ Coordinator role over the course of the year.

Throughout 2025, the Statewide Ed-LinQ Coordinator provided consistent support across recruitment, onboarding and management processes, including facilitating recruitment activity, coordinating structured onboarding for new Ed-LinQ Coordinators, and offering ongoing operational and professional support to promote consistency, capability and workforce stability across the program.

An over-establishment arrangement of 0.2 FTE for the Statewide Ed-LinQ Coordinator was approved for the majority of 2025, enabling a 1.2 FTE job-share for the role. This additional capacity strengthened delivery of priority projects, including Together in Learning and Phase 2 of the Data Evaluation (2019–2024), before concluding in December 2025.

5. Achievements

For the reporting period January to December 2025, the Statewide Ed-LinQ Program made strong progress against most key deliverables identified in the Statewide Ed-LinQ Work Plan 2025, including:

- Strengthened equity of access to Ed-LinQ support across Queensland, including rural and remote regions.
 - Establishment and onboarding of a new Ed-LinQ Coordinator position in Central West HHS progressed in 2025, completing full statewide coverage with Ed-LinQ Coordinators funded across all HHSs.
- Improved cross-sector alignment and shared understanding between education, health and community partners.
 - Regular engagement with the Department of Education Statewide Student Wellbeing Team was embedded through planned term-based meetings.
 - Partnerships were strengthened with early years and primary-focused stakeholders, including Queensland Centre for Perinatal and Infant Mental Health (QCPIMH), education systems and community organisations.
 - Opportunities for collaboration with Head to Health Kids (H2HK) and other initiatives were progressed.
- Strengthened focus on early-intervention and responsiveness to primary school needs.
 - Targeted strategies to increase service delivery within the primary school sector were progressed, including:
 - Development of primary-specific psychoeducational resources.
 - Development of the Together in Learning Pilot project including partnerships and groundwork for research ethics, program content and evaluation.
 - Delivery of targeted statewide training sessions for primary school educators.
- Enhanced workforce capability through coordinated, responsive and scalable professional learning.
 - The Statewide Training Calendar was reviewed to strengthen consistency, relevance and evidence-based content.
 - Priority topics for standardised training packages were identified, including anxiety in the classroom (primary and secondary), Trauma, Gender and Sexuality Diverse young people, School attendance problems, and Gaming and Screen use.
 - Partnerships were progressed to co-deliver training, including continued collaboration with Queensland Hospital Education Programs through the Teacher Talk series.
- Improved workforce cohesion, leadership development and statewide planning.
 - A working group was established to support coordination of the Statewide Ed-LinQ Annual Forum, ensuring agenda development was informed by Ed-LinQ coordinators and evaluation feedback (see Appendix B for Statewide Ed-LinQ Program Annual Forum 2025 Evaluation Report).
 - Ongoing statewide forums and teleconferences supported peer networking and shared learning.
- Strengthened evidence base to support evaluation, accountability and future program development.
 - Phase 2 of the Service Evaluation Framework progressed, including initiation of data collation and analysis for activity collected between 2019–2024.
 - Development of a Statewide Ed-LinQ Service Description paper commenced to strengthen program visibility and understanding.

6.Future Directions

Informed by data analysis, stakeholder and Ed-LinQ Coordinator feedback, emerging sector needs, and program performance outcomes, the following deliverables have been prioritised for the Statewide Ed-LinQ Program Work Plan in 2026. These future directions will support ongoing improvement and sustained impact across the program.

- Develop and launch a new Statewide Ed-LinQ Program Website hosted on health.qld.gov.au.
- Explore Partnership with Queensland Kids Partnership¹² (QKP)/ Australian Research Alliance for Children and Youth (ARACY) for Childhood Builders Capability Champion.
- Access to and informed use of Queensland Health endorsed Artificial Intelligence tools to support Statewide Ed-LinQ outputs.
- Activate peer support mechanisms for HHS Ed-LinQ Coordinators navigating complex care for students.
- Develop through consultation and feedback mechanisms, a document outlining the parameters and processes of consultation liaison within the Ed-LinQ Program.
- Develop a practice guide for Ed-LinQ Coordinators to support delivery of embedding knowledge with education staff post-training.
- Partner with Child Development and eSafety to develop and deliver two new topics on the training calendar in 2026.
- Establish a working group to develop a training package on “supporting the transition to high school”.
- Implement and evaluate Together in Learning Pilot Project.
- Successfully launch and embed V3 REDCap survey and enhanced reporting feedback processes.
- Publish the Statewide Ed-LinQ Program Evaluation: Phase 2 Data 2019-2024.
- Present at the Public Health Association of Australia (PHAA) Preventative Mental Health Conference (March 2026) with Queensland Centre for Mental Health Research / University of Queensland research partner.
- Publish Service Description Paper in identified journal.
- Consider partnership with MHiPS through participation on the Trial Policy Advisory Group.

¹² QKP are seeking to support organisations and networks (or teams within and across agencies) to become neuro-informed Capability Champions to drive systemic change through policy and practice innovation

Appendix A: Statewide Ed-LinQ Program Work Plan 2025

Queensland Health

Statewide Ed-LinQ Program Work Plan 2025

Statewide Ed-LinQ Work Plan 2025

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued/ delivered by
Domain 1: Strategic partnerships, planning and development						
1.1 Support Hospital and Health Services (HHS) to deliver services in accordance with the vision and purpose of the Statewide Ed-LinQ Program						
<i>Key Deliverable: Organise regular meetings with CW HHS to support establishment and orientation of new Ed-LinQ Coordinator position</i>						
Term 1 2025	- Statewide Ed-LinQ Coordinator - CW HHS management - CW HHS Coordinator	Appropriate onboarding processes are integral to ensure effective service delivery aligned with the Program Description. Supporting new staff to orientate to the Program will support workforce sustainability.	Statewide CW HHS	- Regular liaison with CW HHS CYMHS Team Leader (TL) to support role development and recruitment. - Invite CW HHS CYMHS TL to attend Mental Health Management Forum each quarter. - Once successful incumbent identified, support coordinator and CW HHS to develop the role aligned with the Program Description and local level needs. Orientation and ongoing support provided in-person or online. - Invite CW HHS to attend 6 weekly coordinator teleconferences.	- Statewide Ed-LinQ Coordinator - CW HHS CYMHS Management	- Statewide Ed-LinQ Coordinator - CW HHS CYMHS Management
1.2 Support communication and engagement between Ed-LinQ and other stakeholders						
<i>Key deliverable: Organise quarterly meetings with the Department of Education (DoE) Statewide Student Wellbeing Team</i>						
One meeting each term across 2025	- Statewide Ed-LinQ Coordinator - DoE Statewide Student Wellbeing Team	Opportunities will be explored to partner with the DoE Wellbeing Workforce across Queensland.	Statewide	- Organise four meetings in 2025 with DoE Statewide Manager & Senior Clinician - Encourage local Ed-LinQ coordinators to connect with region Wellbeing Workforce. - Explore possibilities for partnership and co-delivery of services within schools.	- Statewide Ed-LinQ Coordinator - DoE Student Wellbeing Team	Statewide Ed-LinQ Coordinator

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
Key Deliverable: Facilitate regular meetings with stakeholders in the early years and primary school sector						
Ongoing during 2025	- Statewide Ed-LinQ Coordinator - Queensland Centre for Perinatal and Infant Mental Health (QCPIMH) - Statewide Ed-LinQ Reference Group (SERG) - Education and community representatives	Aligned with the Program's early intervention focus, an increase in supporting primary school students was a target in 2024. Seeking collaborative partnerships will be key to effective service delivery.	Statewide	- Regular meetings with QCPIMH - Seek opportunities to establish partnerships with stakeholders invested in supporting early years and primary school sector. This could include: - DoE Starting Strong Team - DoE Student Wellbeing Team - DoE regional representatives - Independent Schools Queensland (ISQ) Student Services - Queensland Catholic Education Commission (QCEC) - Community organisations (e.g., Be You, headspace, Mental Health First Aid-Australia, Black Dog Institute) - Research institutes (e.g., Thompson Institute) - Head to Health-Kids (H2H-K) - Develop partnership agreements as required. - Consider need for establishment of Statewide Community of Practice to support this work. - Seek opportunities to expand Program knowledge via participation in professional development.	- Statewide Ed-LinQ Coordinator - Specialist Teams Program Manager - QCPIMH, including Program Management	Statewide Ed-LinQ Coordinator

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
Domain 2: Program initiatives including Consultation Liaison						
2.1 Increase service delivery within primary school sector						
<i>Key deliverable: Increased engagement from educators about primary school-aged children as evidenced in REDCap data and other data collection processes</i>						
Ongoing in 2025. Reviews of data each quarter.	• HHS Ed-LinQ Coordinators • Primary School Sector • SERG • HHS CYMHS Management	The need to increase service provision to primary schools was recognised at the Ed-LinQ Annual Forum 2021. Ed-LinQ program data will be used to monitor for increase in consultation/liaison requests from primary schools.	Statewide	• Identify primary school targets for 2025 HHS Activity Planning. • Facilitate Primary Schools Working Group with Ed-LinQ Coordinators to deliver: ○ Primary school psychoeducation resources ○ Proposal for intervention options targeting Prep-Gr 2 teachers ○ Four training sessions targeting primary school educators via the Statewide Training Calendar • Continue to seek information on psycho-educational models that support managing suicide risk and non-suicidal self-injury in primary students. • Organise Statewide education for Ed-LinQ Coordinators to enable increased confidence in supporting primary sector. • Review current data collated on REDCap and other data collection processes such as statewide training engagement.	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ coordinators	• Statewide Ed-LinQ Coordinator

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
2.2 Define statewide parameters of Consultation Liaison (CL)						
<i>Key deliverable: Develop a document defining CL for coordinators and embed in orientation document</i>						
Term 1 & 2, 2025	• HHS Ed-LinQ Coordinators • Statewide Ed-LinQ Coordinator • SERG • Education stakeholders	The definition of Consultation Liaison within the Statewide Ed-LinQ Program will assist HHS coordinators and Stakeholders to have a clear parameter as to what CL involves, and what it doesn't. A guiding document to support coordinator orientation and to share with Education may support this process.	Statewide	• Review 2024 Annual Forum feedback operationalising the three program areas. • Review existing resources developed by local Ed-LinQ Coordinators. • Consultation with HHS Ed-LinQ Coordinators, HHS managers, & SERG to better define a Statewide understanding of CL and how it operates safely across the state; incorporating the requirement for HHSs to maintain clinical governance over the space at a local level.	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators • HHS CYMHS Management	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
Domain 3: Enhancing capacity through workforce development						
3.1 Ensure a collaborative and responsive approach to professional learning						
<i>Key deliverable: Review Statewide Training Calendar with view to standardised training offerings.</i>						
Ongoing during 2025	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators • SERG • Education and community Stakeholders	The Statewide Training Calendar was implemented in 2023 and expanded in 2024. Given this is a new initiative, a review is required to ensure it remains relevant and to standardise training packages to improve ease of delivery for coordinators and ensure evidence-based information is being delivered.	Statewide	• Review Statewide Training Calendar and existing training available to education. • Consider development of a working group to review current training and develop standardised training packages on key topics: ○ Anxiety in the classroom (primary & secondary) ○ Trauma ○ Gender- and sexuality-diverse young people ○ School attendance problems ○ Gaming and screen use • Consult with stakeholders and content-experts to review training content. • Consultation with Aboriginal and Torres Strait Islander, multicultural mental health, and lived experience workforce. • Review current training evaluation and develop standardised evaluation processes to support review and future training development. • Identify coordinators to hold and lead portfolios on specific training topics, including regular reviews of training packages to ensure content remains contemporary and up to date.	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators	• Statewide Ed-LinQ Coordinator

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued/ delivered by
Key deliverable: Partner with Queensland Hospital Education Programs (QHEP) to co-deliver the Teacher Talk series						
Ongoing during 2025	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators - QHEP staff - Education and community Stakeholders	The QHEP led by Queensland Children's Hospital School (QCHS) have established the "Teacher Talk" series to educate teachers on how to best support students with mental health concerns. Ed-LinQ Coordinators have been invited to present mental health content and QCHS provide education on strategies for the classroom.	Statewide	- Organise regular meetings with series coordinators to plan dates and topics for 2025 - Support development and refinement of existing training packages for this purpose. - Review coordinator and teacher feedback to support effective delivery of training.	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators - QCH School staff	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators - QCH School staff
3.2 Enhance collaboration between Ed-LinQ coordinators						
Key deliverable: Establish a working group to support the coordination of the Statewide Ed-LinQ Annual Forum						
January to June 2025 Review August 2025	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators - SERG - Education and community Stakeholders	Annual Forum provides opportunity for Ed-LinQ Coordinators to develop networks, contribute to Statewide planning, and engage in professional development aligned with Program goals, Queensland Health strategic directions, and Ed-LinQ activity data. Whilst post-Forum evaluation is obtained to support future Forum planning, embedding a process that ensures the Forum is driven by coordinator needs	Statewide	- Regular meetings with working group to develop Forum agenda. - Review 2024 Forum feedback & consider opportunities for refining 2025 Forum.	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators	- Statewide Ed-LinQ Coordinator - HHS Ed-LinQ Coordinators

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
		optimises this opportunity.				
Domain 4: Evaluation and research						
4.1 Progress Phase 2 of Service Evaluation Framework						
<i>Key Deliverable: Commence data evaluation of the data collected via REDCap between 2020-2024</i>						
Concept work-up in 2024 Progress project in 2025	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators • SERG • HHS CYMHS Management	In 2019, the Service Evaluation Framework established REDCap survey as the platform for data collection. As the Evaluation Framework prepares to enter Phase 2 this will be a focus moving into 2025.	Statewide	• Seek research partnerships to support Phase 2 including data evaluation. • Initiate ethics and research proposal processes. • Commence collation and analysis of data collected in REDCap during 2020-2024.	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators	• Statewide Ed-LinQ Coordinator
<i>Key deliverable: Commence a Statewide Ed-LinQ Service Description paper</i>						
Ongoing during 2025	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators	Publishing a paper to describe the Statewide Ed-LinQ Program will support Program understanding and visibility.	Statewide	• Seek out partnerships and opportunities for funding to support development of a service description paper	• Statewide Ed-LinQ Coordinator	• Statewide Ed-LinQ Coordinator

When	Audience	Key messages	Site	Communications tactic	Responsibility	Issued / delivered by
4.2 Partner with universities to progress research opportunities						
<i>Key deliverable: Develop a project to increase primary school educators' understanding of social and emotional wellbeing of students from Prep-Grade 2.</i>						
Ongoing during 2025	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators • QCPIMH • SERG • HHS CYMHS Management • Education and community Stakeholders	During initial scoping in 2024, the need to support the successful transition from early education to formal schooling was identified as an intervention target by SERG representatives & coordinators. A successful pilot occurred at the Sunshine Coast HHS, which will inform project planning and development within Statewide Ed-LinQ.	Statewide	• Partner with QCPIMH as the content-experts to co-develop a project to support the social and emotional wellbeing needs of students in the transition and adjustment to formal schooling. • Regular meetings with key stakeholders, including consultation with DoE and lived experience workforce. • Seek to formalise partnership with Thompson Institute via collaborative research agreement to support the project evaluation and subsequent publication of findings. • Develop research proposal. • Initiate discussions with HHS CYMHS Management and coordinators to identify project pilot sites.	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators • QCPIMH • Thompson Institute	• Statewide Ed-LinQ Coordinator • HHS Ed-LinQ Coordinators

Appendix B: Statewide Ed-LinQ Program Annual Forum 2025 Evaluation Report



Queensland Health

Statewide Ed-LinQ Program Annual Forum Evaluation Report 2025



Introduction

The Statewide Ed-LinQ Program Annual Forum, held from 16th to 18th June 2025, was coordinated by the Statewide Ed-LinQ Program Coordinators and hosted by Children's Health Queensland (CHQ) Hospital and Health Service (HHS). The Forum continues to be viewed as a valued opportunity for HHS Ed-LinQ Coordinators to connect, engage in strategic planning, embed new initiatives, and collaborate on priority areas for the Ed-LinQ Program moving forward.

The 2025 Forum was attended by 23 Ed-LinQ Coordinators from 15 HHSs¹³. The Forum was opened by Tim Davidson, CHQ HHS A/Program Manager CYMHS Specialist Teams, followed by updates from the Child and Youth Mental Health Alcohol and Other Drugs Strategy and Planning Branch (MHAOD SPB) Child and Youth Team (See **Appendix 1** for the Forum agenda).

Forum Evaluation

Each HHS Ed-LinQ Coordinator was invited to provide feedback via an anonymous evaluation form after their attendance at the Forum. Feedback information assists the Statewide Ed-LinQ Coordinators to identify HHS Ed-LinQ Coordinator learning needs, ideas for further development, and assist with future Forum planning. The HHS Ed-LinQ Coordinators rated the utility of each session on a 7-point Likert scale (1 = "not at all useful" to 7 = "very useful"). Additional comments were added at the discretion of attendees. The below data outlines scores on "usefulness" across each session over the three days of the Forum.

Day 1

Child and Youth Initiatives with Cross-Collaboration Opportunities with Ed-LinQ

- *Deborah Hinchsliff and Sharna Mathieu; MHAOD SPB.*

This session focused on outlining the investment in infants, children, young people and families under [Better Care Together: A plan for Queensland's state-funded mental health, alcohol and other drug services to 2027](#) with specific focus on updates on new models and services that intersect with the Ed-LinQ Program. This included updates about the Head to Health Kids program, Acute Response Teams, Early Psychosis Teams, Headspace clinical in-reach and consultation liaison model and the Q-MOST pilot in Queensland.

- Average rating for the session: 5.23

Ed-LinQ Program Annual Report and Work Plan

- *Clea Headley.*

This session addressed key achievements and activities detailed in the Statewide Ed-LinQ Annual Report 2024 with reference to deliverables outlined in the 2024 Statewide Ed-LinQ Program Work Plan. Annual Program data¹⁴ was presented in relation to the three focus areas of the Ed-LinQ Program (Consultation Liaison, Enhancing Capacity, and Strategic Partnerships), highlighting progress on deliverables in the 2025 Statewide Ed-LinQ Program Work Plan. As part of this session, data, updates, and reflections on the Statewide Training Calendar were also provided.

- Average rating for the session: 5.86

¹³ The North West HHS Ed-LinQ coordinator position is currently vacant.

¹⁴ Collected via REDCap (Research Electronic Data Capture) and REDCap Version 2 released in August 2023 - REDCap is a secure web application for building and managing online surveys and databases. HHS Ed-LinQ coordinators use this purpose-built database for efficient data collection.

Empowering Schools: Supporting Whole School Approaches (WSA) to Mental Health

- *Jessica Pike and Justine Looney (Gold Coast Ed-LinQ Coordinators); Emily Townsend (Hillcrest Christian College) and Amanda Goodsir (Gold Coast Primary Health Network).*

Pre-forum feedback from the statewide HHS Ed-LinQ Coordinator group meetings indicated that the HHS Ed-LinQ Coordinators wanted to know more about working strategically with schools and supporting the implementation of whole school approaches. The Statewide Ed-LinQ Coordinators subsequently identified a successful example of a whole school approach, implemented across Health, Education and Primary Health Network (PHN) sectors on the Gold Coast over the last seven years. Jess, Justine, Emily and Amanda spoke of their collaborative approach including the planning, implementing and growing of the wellbeing support within an independent school setting. The session presented the reflective experiences of Ed-LinQ, Education and the PHN. A breakout session was held to review the “Mentally Healthy Schools” WSA document compiled by Gold Coast HHS, which will be adapted for statewide use.

- Average rating for the session: 6.77

Day 1 Summary and Reflections

- *HHS Ed-LinQ Coordinators.*

In this session, HHS Ed-LinQ Coordinators had an opportunity to reflect on their day, including key learnings and messages they will take away from Day 1.

- Average rating for the session: 5.73

Day 1 Feedback Highlights

“Would love to grow the relationship with Better Care Together and how Ed-LinQ can provide local knowledge of strategic partnerships”

Day 2

Service Partners Panel

- Cross-sectorial representatives relevant to Ed-LinQ Program.

This year, the service partners panel had representatives from across sectors including Inga Clancy (Nurse Manager, Statewide School Based Youth Health Nursing); Hayley McDonald (Education Services Officer, Student Wellbeing, Independent Schools Queensland); Peta Maguire (Statewide Senior Clinician, Student Wellbeing, Department of Education); Hannah Orchard (Education Officer, Queensland Catholic Education Commission); Jessie Hickey and Dev Kaphle (Clinical Lead and Senior Consultant, Headspace in Schools, Be You).

Representatives were asked to speak about key updates, changes, and challenges in their sector, and to identify new opportunities for collaboration or ways in which existing partnerships could be strengthened. Aligning with the 2025 Statewide Ed-LinQ Program Work Plan, ideas to partner were explored at a statewide level and HHS Ed-LinQ Coordinators asked about local level initiatives in their HHS by submitting questions to the panel (via the Statewide Ed-LinQ Coordinators) ahead of the Forum.

- Average rating for the session: 5.68



Image 1: Coordinators engaged in the Service Partners Panel on Day 2.

Rural and Remote

– Angie Gorry (South West HHS); Annette Woodrow (SGO, Department of Education) and Toma Hartley (Cairns and Hinterland HHS).

The importance of presenting a rural and remote perspective on the Ed-LinQ program has been identified in previous Forums, and coordinator requests. It is noted that there are nuances in the delivery of the Ed-LinQ Program, particularly when working in the rural and remote space. Toma presented on “Glimmers in the Dust” and the importance of community, ecosystems, partnerships, and connection. Angie and Annette presented on “The Parallel Story of Relationship and Connection to Community”. They reflected on their recent experiences of working together in response to a major flood event in a remote community.

- Average rating for the session: 6.45

Transitions to Primary School

- Judy Jasinski and Amy Mason; Corrie Connors (Kuluin State School Principal) and Clea Headley.

This session was divided into three sections:

1. School Partnership in Action: Sunshine Coast The Early Attachment Prevention and Intervention (TEAPI) Program
2. Together in Learning (TiL) pilot project
3. Strategy Toolkit.

The overall session focus was on transitions into primary school. It provided a principal’s perspective of hosting TEAPI program on the Sunshine Coast; an update and content review for the TiL Program (pilot planned 2026); and an interactive session to collate and share transition strategies for primary teachers in the classroom, to build the coordinators’ toolkits. This session aligns with one of the 2025 Statewide Ed-LinQ Program Work Plan deliverables; to increase engagement from educators about primary school aged children.

- Average rating for the session: 6.45

Gender and Sexuality Diverse Young People Update

- Dallas Pitt, CHQ HHS Queensland Children’s Gender Service (QCGS)

On the 28 January 2025, the Queensland Health Director-General issued a Health Service Directive (*Treatment of gender dysphoria in children and adolescents under 18 years of age with puberty blockers and gender affirming hormone treatment*) that specifies a restriction on the provision of stage 1 (puberty blocking hormone) treatment and stage 2 (gender affirming hormone) treatment to children and adolescents under 18 years of age with Gender Dysphoria whereby no new patients are to commence these treatments, and current patients continue to receive these treatments as clinically indicated. Additionally, the Queensland Government has also commissioned an independent broad review of the evidence for stage 1 and stage 2 hormone therapies for children in Queensland with a report due by 30 November 2025.

This Q&A session allowed HHS Ed-LinQ Coordinators to clarify and ask questions to ensure their understanding on what the Health Service Directive means for the current treatment and care of children and young people with diverse gender experiences¹⁵.

¹⁵ In 2019, in response to the significant increasing numbers of young people with gender diverse experiences seeking care (consistent with national and international trends), the Statewide Ed-LinQ Program in conjunction with the QCGS, developed a training package on supporting gender and sexuality-diverse young people which had been available for delivery by HHS Ed-LinQ coordinators.

- Average rating for the session: 4.77

REDCap Phase 2 Data Project

- Kannan Kallapiran and Elena Swift, Child and Youth Mental Health Service (CYMHS) Academic Research Unit, CHQ HHS

The Statewide Ed-LinQ Program is currently undertaking a review of its Evaluation Framework. This is being done in conjunction with the CYMHS Academic Research Unit (CHQ HHS), who are reviewing historical REDCap data collected in the Statewide Ed-LinQ program during 2020-2024. Elena presented the data in a descriptive and meaningful manner and gathered live feedback from HHS Ed-LinQ Coordinators during the session using Mentimeter platform to collate what the data and reporting meant to the HHS Ed-LinQ Coordinators and their work.

- Average rating for the session: 6.14

Day 2 Summary and Reflections

– HHS Ed-LinQ Coordinators

In this session, HHS Ed-LinQ Coordinators had an opportunity to reflect on their day, including key learnings and messages they will take away from Day 2.

- Average rating for the session: 5.77

Day 2 Feedback Highlights

“I have definitely enjoyed hearing from our internal people”

“Great to see the data and how it can be interpreted and communicate our program.”

Day 3

Embedding Trauma Informed Practice Working Group

– *Jessica Sugarman and Peta Ann Burns*

During this session, Jessica and Peta provided updates on the established Embedding Trauma Informed Practice working group that relate to deliverables identified in the 2025 Statewide Ed-LinQ Program Work Plan. The session also provided space to reflect on reflective practice and what this means for the Statewide Ed-LinQ Program.

- Average rating for the session: 6.32

Problem Solving Partnerships in Action: Breakout discussion

- *Hannah Richards*

This session followed on from the previous session and allowed the HHS Ed-LinQ Coordinators time to discuss how they may implement reflective practice in their HHS; identify any barriers and how these barriers may be overcome.

- Average rating for the session: 6.14

2025 and Beyond: Activity Plans and Work Plan

– *Statewide Ed-LinQ Coordinators and HHS Ed-LinQ Coordinators*

HHS Activity Plans were introduced in 2023 and embedded in the Ed-LinQ Program in 2024. With an ongoing focus on supporting local and statewide strategic planning, HHS Ed-LinQ Coordinators were invited to think ahead and contribute ideas for their local HHS Activity Plans and the Statewide Ed-LinQ Work Plan for 2026. HHS Ed-LinQ Coordinators broke into groups and contributed ideas for both plans related to the four strategic focus areas of the Work Plan and were then invited to share their ideas with the larger group. This information will be compiled by the Statewide Ed-LinQ Coordinators, fed back to the group, and incorporated into the development of Activity and Work Plans for 2026.

- Average rating for the session: 6.18

Day 3 Reflections and Forward Planning

- *Ed-LinQ Coordinators*

The final session of the Forum focused on summarising key messages and learnings from the three days and gave opportunity for individual HHS Ed-LinQ Coordinators to reflect on what they will take away and apply within their role in each HHS.

- Average rating for the session: 6.05

Day 3 Feedback Highlights

"Thank you for all your hard work, much appreciated."

"Thank you for looking inward and having our coordinators share their work. There was no neglect of having external people, but by focusing on coordinators, I have learnt so much very applicable work."

"Continuing to reflect on our program and contribute to developing our core business is so important."

"Great forum, loved it"

"Would love to unpack the trauma informed and reflective practice more during statewide meetings or extra meetings or to set up peer supervision."



Image 2: HHS Ed-LinQ Coordinators created links as a concluding activity on Day 3.

Overall Feedback

Overall, how beneficial was the Forum for your role as Ed-LinQ Coordinator?

- Overall average rating: 6.73

How valuable was the opportunity for connection with others at the Forum?

- Overall average rating 6.91

As evident from these ratings, HHS Ed-LinQ Coordinators continue to find the Annual Forum incredibly beneficial to their role and value the opportunity to connect with other HHS Ed-LinQ Coordinators from across the state.

Some of the key takeaways from this year's Forum that HHS Ed-LinQ Coordinators identified, and will incorporate back into their role, are outlined in the figure below.

2025 Forum Key Takeaway Messages

"The power of collaboration, relationships and embedding practices into school culture"

"Collaboration and connection with one another as coordinators, we can utilise the knowledge, wisdom and ideas within the whole statewide team to adjust to our own local settings."

"The importance of following up with schools, remaining connected, closing the loop."

"The knowledge and passion within my Ed-LinQ colleagues is my fuel for my work - the primary schools project work is my next focus...and incorporating the trauma PDs and reflection."

"Whole School Approach, not DO-ing but LINKing"

Summary

As a Statewide Program, HHS Ed-LinQ Coordinators value the opportunity to come together, connect, engage in strategic thinking, planning, and collaborate in developing new initiatives and partnerships they can integrate within their role in each HHS. The 2025 Forum provided a platform for HHS Ed-LinQ Coordinators to feel inspired, energised and re-engaged with the core elements of the Ed-LinQ Program.

Several priority areas emerged from the 2025 Annual Forum, including:

- Consideration of how the Ed-LinQ Program can continue to connect with initiatives under [*Better Care Together: A plan for Queensland's state-funded mental health, alcohol and other drug services to 2027*](#), as well as strengthening existing partnerships with valued stakeholders e.g., Be You Queensland, Wellbeing Workforce, SBYHN program.
- Support to the HHS Ed-LinQ Coordinator workforce to implement Whole of School Approaches
- Ed-LinQ Program focus to continue in the Trauma Informed Care area
- Support to implement the TiL pilot project across three pilot sites in 2026
- Research and evaluation of the Ed-LinQ Program
- Phase 2 of the Evaluation Framework, including a review and update of REDCap V2.
- Ongoing embedding of the Activity Plans for each HHS.
- Review of the Statewide Ed-LinQ Program Work Plan for 2025 and planning for 2026.

Future Planning

In forward planning for the 2026 Forum, it would be valuable to:

- Maintain a focus on sessions facilitated by the HHS Ed-LinQ Coordinators. These sessions allowed successful work to be showcased across the statewide HHS Ed-LinQ Coordinator group, resources to be shared and challenges to be workshopped and discussed.
- Continue opportunities for small working groups with the HHS Ed-LinQ Coordinators. These are valuable for cross pollination of ideas, gathering in cluster areas (where populations and differences may be similar in nature) supporting efficient implementation of the Ed-LinQ Program across the state.
- Maintaining a balance between learning and reflecting, like this year's agenda, would also be important to continue.
- Continue to offer a rural and remote session to highlight the work being done and showcase the nuances of the Ed-LinQ Program in these spaces.
- Continue to review and consider the format of the Service Partners Panel to ensure varied geographical representation; involve coordinators in the planning of this session by asking for questions well before the Forum occurs.
- Form a Statewide Ed-LinQ Forum Working group in the lead up to the 2026 event. This working group was instrumental in planning, consulting, reviewing, and driving the agenda for the 2025 Forum. This made the Forum a collaborative event which was very well received by the coordinator group. Special thanks to Amy Mason (Sunshine Coast HHS), Jess Pike (Gold Coast HHS), Courtney Walker (CHQ HHS), Hannah Richards (CHQ HHS) and Wendy Mills (CHQ HHS).

Some final HHS Ed-LinQ coordinators' thoughts and reflections

"Loved learning from everyone!"

"It was great having presenters from within team. So much amazing knowledge! And quite inspiring."

"Maybe a session on networking and getting to know more about what we all do in our respective areas- what challenges we might experience; how to support each other and develop this as part of strategic partnership and statewide planning."

"More of the knowledge within."



Image 3: Group photo of Ed-LinQ Coordinators on Day 2 of the 2025 Annual Forum.

For more information about this report, please contact **Claire Fairley or Clea Headley** –
Statewide Ed-LinQ Program Coordinators at StatewideEd-LinQ@health.qld.gov.au

Statewide Ed-LinQ Program Annual Forum 2025 Agenda

Monday 16th June 2025		
12.00 – 12.30 pm	Welcome Lunch	
12.30 – 12.45 pm	Acknowledgement of Country	Zac Vains Ed-LinQ Coordinator, Darling Downs HHS
12.45 – 1.00 pm	Forum opening	Tim Davidson A/Program Manager Specialist CYMHS Teams, CHQ HHS
1.00 – 1.30 pm	Welcome & introductions	Claire Fairley & Clea Headley Statewide Ed-LinQ Coordinators Hannah Richards (Icebreaker) Ed-LinQ Coordinator, Children's Health Queensland HHS
1.30 – 2.00 pm	Child and Youth Initiatives: Cross collaboration opportunities with Ed-LinQ	Deborah Hinchsliff Principal Policy Officer, Child Team, MHAOD SPB
2.00 – 2:30 pm	Statewide Ed-LinQ Program Annual Report 2024 & Work Plan 2025	Clea Headley & Claire Fairley Statewide Ed-LinQ Coordinators
2.30 – 2.45 pm	Afternoon tea	
2:45 – 4.15 pm	Empowering Schools: Supporting Whole School Approaches (WSA) to Mental Health	Jess Pike & Justine Looney Ed-LinQ Coordinators, Gold Coast HHS
	School Partnership in Action	Emily Townsend Wellbeing support Coordinator, Hillcrest Christian College
4.15 – 4.30 pm	Summary & reflections	Ed-LinQ Coordinators

Tuesday 17th June 2025

8.45 am	Arrival	
9.00 – 10.30 am	Service Partners' Panel	Peta Maguire Statewide Senior Clinician - Student Wellbeing, Department of Education Jessie Hickey & Dev Kaphle Clinical Lead & Senior Consultant, Be You QLD Hayley McDonald Education Services Officer - Student Wellbeing, Independent Schools Queensland Hannah Orchard Education Officer, Queensland Catholic Education Commission Inga Clancy Nurse Manager, Statewide School Based Youth Health
10.30 – 10.45 am	Morning tea	
10.45 – 12.00pm	Glimmers in the Dust From Theory to Practice - Parallel story of Relationship and Connection to Community	Toma Hartley Ed-LinQ Coordinator, Cairns & Hinterland HHS Angie Gorry Ed-LinQ Coordinator South West HHS & Annette Woodrow Senior Guidance Officer, Department of Education- South West Region
12.00 – 12.45pm	Lunch	
12.45 – 3.15pm	School Partnership in Action Sunshine Coast TEAPI Program Together in Learning (TiL) Project Strategy Toolkit	Judy Jasinski Ed-LinQ Coordinator, Sunshine Coast HHS Corrie Connors Principal, Kuluin State School Clea Headley Statewide Ed-LinQ Coordinator Judy Jasinski & Amy Mason Ed-LinQ Coordinators, Sunshine Coast HHS
3.15 – 3.30 pm	Afternoon tea	
3.30 – 3.50 pm	Gender- and sexually diverse young people: training update and Q&A	Dallas Pitt (Psychologist) A/Coordinator, Queensland Children's Gender Service, CHQ HHS
3.50 - 4.20 pm	Phase 2 Evaluation REDCap	Kannan Kallapiran and Elena Swift Staff Specialist Psychiatrist & Research Officer, CHQ CYMHS Research
4.20 – 4.30 pm	Summary and reflections	Ed-LinQ Coordinators Statewide Ed-LinQ Coordinators

Wednesday 18th June 2025

8.45 am	Arrival	
9.00 – 10.15 am	Embedding Trauma Informed Practice Working Group Update Reflections on Reflective Practice Process Problem Solving Partnerships in Action: Break out discussion.	Jessica Sugarman Ed-LinQ Coordinator, Metro South HHS Pete Burns & Courtney Walker Ed-LinQ Coordinators, CHQ & Metro South HHS Hannah Richards Ed-LinQ Coordinator, CHQ HHS
10.15 – 10.30 am	Morning tea	
10.30 – 11.30 am	2025 and Beyond Activity Plans & Work Plan	Ed-LinQ Coordinators Statewide Ed-LinQ Coordinators
11.30 – 12.00 pm	Reflections and Forward Planning	Ed-LinQ Coordinators Statewide Ed-LinQ Coordinators
12.00 pm	Forum closure and lunch	

Attendees		
1.	Clea Headley	A/Statewide Ed-LinQ Coordinator
2.	Claire Fairley	Statewide Ed-LinQ Coordinator
3.	Courtney Walker	Children's Health Queensland HHS
4.	Hannah Richards	Children's Health Queensland HHS
5.	Wendy Mills	Children's Health Queensland HHS
6.	Rebecca Atkinson	Metro North HHS
7.	Curt Singleton	Metro North HHS
8.	Peta-Anne Burns	Metro South HHS
9.	Jessica Sugarman	Metro South HHS
10.	Jodi Clayton	West Moreton HHS
11.	Anita Smith	Darling Downs HHS
12.	Zac Vains	Darling Downs HHS
13.	Justine Looney	Gold Coast HHS
14.	Jessica Pike	Gold Coast HHS
15.	Judy Jasinski	Sunshine Coast HHS
16.	Amy Mason	Sunshine Coast HHS
17.	Claire Williams	Wide Bay HHS
18.	Allison Farrow	Central QLD HHS - Gladstone
19.	Josie Bridgeman	Central QLD HHS - Emerald
20.	Harriet Sands	Central West HHS
21.	Jessica Vella	Mackay HHS
22.	Angie Gorry	South West HHS
23.	Nicholas Madgwick	Torres & Cape HHS
24.	Lee Town	Townsville HHS
25.	Toma Hartley	Cairns & Hinterland HHS