

## ANNUAL REPORT 2013-2014





Helping to keep young people safer

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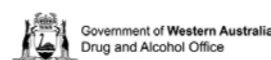
## READING THE REPORT

This 2013 - 2014 Annual Report outlines activities conducted by SDERA, the drug education service outcomes, and the road safety education initiatives.

## DATA CONSIDERATIONS

When interpreting data represented in the tables and figures, please note the following:

- Comparisons between 2012/13 and 2013/14 data will be influenced by school closures and registration of new schools.
- AISWA and 'Other' school data will reflect the fact that not all Independent schools are registered with AISWA.
- 'Other' may also refer to a school such as Community Kindergarten that is governed by the Department of Education.
- 'Unspecified' reflects that the participant or school did not indicate their association to the education system and sectors, or an agency.



## SNAP SHOT OF ACHIEVEMENTS 2013-2014

An **Ambassadors program** has been implemented to increase the reach of SDERA in the education sector and the value of the organisation to stakeholders.

A comprehensive survey of educators was undertaken called **‘Informing SDERA’s Customer Strategy’** to help improve service delivery and guide future strategic planning.

A **new strategic event program** was launched to fulfil specific educational needs to niche audiences and engage a wider range of stakeholders.

**Keys for Life celebrated its 10 Year Anniversary.** Since the program’s inception in 2004 more than 120,000 students and 4,000 teachers have received road safety messages. A record 192 schools delivered the program in 2013-2014.

**Online directories, Connect and Road Map** were released to help schools locate services that can complement and support their resilience, drug and road safety education programs.

**Students Driving to School: Guidelines for Managing Student Drivers and Their Passengers** was completed. The online resource can be used by Principals to help develop policies or guidelines relating to students driving to school and transporting other students during school hours.

There was a significant **increase in schools involved in Keys for Life: Pre-driver education program** and subsequently the *Keys for Life* workshop for parents and young people. 57% of schools who delivered the *Keys for Life* program also ran a parent workshop.

A **Keys for Life Leadership Group** was established utilising the experience of 14 teachers with the aim of promoting *Keys for Life* to disengaged metropolitan schools. The group has recruited new schools into *Keys for Life* implementation.

SDERA was the **winner of the Constable Care Child Safety Awards** 2013 ‘Government and Agency’ category. SDERA won this category for making an outstanding contribution to child safety through the *Challenges and Choices* education resources.

*Keys for Life* Coordinator Deb Zine’s received a **Certificate of Appreciation from the Road Safety Council of Western Australia** for the development of the *Keys4Life Online* resource.

Peel Regional Consultant, Tania Gigg was a **finalist in the Premier’s Australia Day Active Citizenship Awards** and received a certificate of recognition and medallion at the Australia Day celebrations for her dedication to road safety in the region.

**10 new schools were recruited into the Changing Health Acting Together** initiative with 45 schools working on Bronze level, 52 working on Silver level and five schools working on Gold level.

## MANAGER’S REPORT



Bruno Faletti

### Drug and Alcohol Office Funding

Every organisation needs the confidence that it has access to the resources it requires to undertake its core business and provide services to its clients now and in the future. SDERA is no different. We need to know that we have the resource capacity to support schools through the provision of quality professional learning, access to contemporary curriculum resources and an on demand consultancy service.

In late 2013 SDERA had the opportunity to respond to a ‘Request for School Alcohol and Other Drug Education Services’, proposed by the State Government through the Drug and Alcohol Office, by submitting a tender for the provision of alcohol and drug education services to the school systems and sectors. I am pleased to report that SDERA was successful in winning the tender thereby obtaining a surety of funding for a period of three years with the possibility of two, one year extensions.

This provides SDERA with great confidence, in moving forward strategically, to support schools throughout WA to provide quality alcohol and drug education for their students.

### Ambassadors

A recommendation of our Stakeholder Engagement and Marketing Plan was to engage a person or persons who would speak on behalf of SDERA in the course of their work and be a guest or keynote presenter at special events conducted by SDERA. Many organisations have a patron, however SDERA has chosen to appoint four Ambassadors.

The Ambassadors will provide SDERA with a profile in areas that traditionally have been challenging for SDERA to gain a foothold. We are most pleased that all Ambassadors accepted with enthusiasm and welcome Professor Donna Cross (Winthrop Professor, Telethon Kids); Kylie Catto (President WA Council for State School Organisations); Gary Adshead (radio, TV and print media personality); and Brad Hogg (national cricket representative). SDERA looks forward to working with the Ambassadors to promote the health and wellbeing of young people in WA.

### Survey Analysis: Informing SDERA's Customer Strategy

Over the years SDERA has engaged external research agencies to undertake evaluations of our work. The reports from those evaluations have consistently confirmed that SDERA's services and resources are rated highly by our customers.

Already knowing why school staff use SDERA services and resources, this year we went a step further and commissioned the Metrix Consulting Group to delve into the classroom setting by surveying teachers about 'what' happens after they attend our professional learning.

An overview of the survey findings are described later in this report (refer to page 67) but of note are the findings that 75% of the schools surveyed used SDERA resources, and that nine out of ten teachers that attended SDERA professional learning have recommended it to their colleagues. A key feature of the survey was the recommendations which SDERA can now work on to improve our support to schools. However overall, the survey returned solid affirmation that SDERA is on the right track with its key strategies.

### Curriculum Resources Production

Maintaining a contemporary suite of curriculum resources for school staff to support their teaching of resilience, drug and road safety education has been, and continues to be, a key deliverable for SDERA. SDERA is known for producing quality resources that align with contemporary curriculum thereby helping school staff achieve systemic curriculum health outcomes through the teaching of resilience, drug and road safety education.

This was evidenced with the release of the revised *Challenges and Choices* curriculum resources for Foundation (Kindergarten) to Year 6 in 2013 which align with the Health and Physical Education Australian Curriculum. This second edition has received high commendation from school staff since its release.

It was our intention to have a revised edition of *Challenges and Choices* for Years 7 to 10 available for release in 2014. Unfortunately SDERA has not been in a position to achieve this due to the process of 'adapt and adopt' of the Health and Physical Education Australian Curriculum by the WA School Curriculum and Standards Authority; a process still in train.

SDERA is committed to working with the Authority to provide school staff with contemporary and connected curriculum resources. Updates on progress will be issued via SDERA's electronic and print media.

### SDERA Management Committee

The support of the SDERA Management Committee is essential to the operation of our organisation. The Management Committee is SDERA's link to funders and the systems and sectors of education, thereby providing an invaluable perspective about the broader education and health environment that helps guide our work. This year Peter Jones has relinquished his membership on the Committee and his role has been filled by Karen Webster, Director of Curriculum and Student Services Support for the Department of Education. Karen will be the Deputy Road Safety Council Education Representative (on behalf of Lindsay Hale) on the Committee. We welcome Karen to the Committee.

Peter Jones will be missed for his dedication to the role he adopted at the Road Safety Council table where he championed the importance of SDERA in the provision of best practice road safety education and further promoted the role road safety education plays in the broader State road safety strategy. We wish Peter well as he continues with his work in the Department of Education.

*Bruno Zaletti*





## OVERVIEW OF SCHOOL DRUG EDUCATION AND ROAD AWARE

**SDERA is the State Government's primary drug education and road safety education strategy for young people. SDERA works with schools and the wider community to provide prevention education aimed at keeping young people safer by preventing road related injuries and the harms from drug use.**

SDERA is a collaborative initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education Office (CEO) and the Department of Education (DOE), and is funded by the Department of Health through the Drug and Alcohol Office (DAO) and the Road Safety Council through the Road Trauma Trust Account (RTTA).

The organisation empowers school based staff, parents and community agencies, through professional learning and evidence-based resources, to develop effective resilience, drug and road safety education programs within their schools and communities.

SDERA utilises strategies that ensure all early childhood service providers and school communities have access to quality resilience, drug and road safety education, including:

- Development and distribution of curriculum support materials.
- Provision of professional learning through face-to-face workshop and online modules.
- Support in the development of school guidelines for drug education and road safety education.

- Support to engage parents and the wider community.
- Access to grant schemes.
- Evaluation and monitoring of the implementation of SDERA outcomes.
- Local, State and National conference and event representation.
- Metropolitan and regional consultancy support.



## STRATEGIC FRAMEWORK

With input from stakeholders, funding groups, the SDERA Management Committee and the SDERA team, a strategic framework is applied over the many resilience, drug and road safety education initiatives and programs SDERA is responsible for.

The Framework incorporates a *Purpose* statement; *Mission*; *Organisational values* that underpin organisational processes, practices and programs; and Strategic Focus Areas.

### Purpose

To prevent road related injuries and the harms from drug use.

### Mission

To provide road safety and drug education to keep young people safer.

### Values

- **Health:** We seek to improve the health and wellbeing of young people through their participation in education.
- **Excellence:** We strive to be the leaders in our field through innovative and evidence-based work practices.
- **Equity:** We accommodate diversity and provide safe and fair environments for learning and growth for our client base and staff.
- **Partnerships:** We commit to the development of collaborative partnerships and teamwork.

### Plans for the future

SDERA is committed to remaining engaged in a strategic thinking mode that allows it to constantly review its work and endeavours to anticipate future trends in education, drug use prevention and road safety.

The Framework as shown on the following page (Table 1) guides SDERA into the future and will be reviewed in the next financial year.

Table 1: SDERA Strategic Framework

STRATEGIC FOCUS AREAS	ELABORATION
<b>1. A COMPREHENSIVE APPROACH</b> SDERA supports schools and the wider community to implement a comprehensive whole-school approach to drug and road safety education.	<b>1.1</b> Provide a range of professional learning opportunities. <b>1.2</b> Develop drug and road safety education resources. <b>1.3</b> Provide funding, support and advice to schools and the wider community. <b>1.4</b> Support meaningful and student centred interactive curriculum. <b>1.5</b> Foster engagement/partnerships with parents and community. <b>1.6</b> Promote a safe, supportive and inclusive ethos and environment.
<b>2. PROMOTION AND ADVOCACY</b> SDERA communicates to a wide audience the importance of drug and road safety education and confirms its leadership role as a key player in this area.	<b>2.1</b> SDERA is guided by a planned communication strategy. <b>2.2</b> A recognisable corporate image is promoted. <b>2.3</b> SDERA identifies and targets communication to a range of audiences. <b>2.4</b> Communication is used to influence opinion.
<b>3. LEADERSHIP</b> SDERA is a key player in decision making, policy influence and coordination in drug and road safety education.	<b>3.1</b> Recognised as the eminent/primary agency in the field. <b>3.2</b> SDERA Management Committee provides a vehicle to influence decision making and policy. <b>3.3</b> SDERA influences local, state and national strategy. <b>3.4</b> SDERA adopts a leadership role in coordination.
<b>4. ORGANISATIONAL EFFECTIVENESS</b> SDERA's organisational culture supports accountable, effective and fair practices.	<b>4.1</b> Effective governance structure in place. <b>4.2</b> HR practices align with CEO. <b>4.3</b> A strategic plan guides SDERA's direction. <b>4.4</b> Effective financial management practices undertaken. <b>4.5</b> Operational planning ensures on task workforce. <b>4.6</b> Outputs achieved within timeframes. <b>4.7</b> Administration practices support SDERA's core business. <b>4.8</b> Operational processes ensure consistency and sustainability of core business. <b>4.9</b> SDERA's overall strategy determines its organisational structure. <b>4.10</b> Organisational practices reflect concern for all aspects of staff growth and wellbeing. <b>4.11</b> Staff work in a healthy environment.
<b>5. EVALUATION</b> SDERA is guided by an evidence based, best practice approach to drug and road safety education.	<b>5.1</b> Knowledge gathered from State and National forums informs practice. <b>5.2</b> External and internal evaluation employed. <b>5.3</b> Ongoing learning and research guides organisational practice. <b>5.4</b> Best practice informs planning and implementation.

# ORGANISATIONAL STRUCTURE

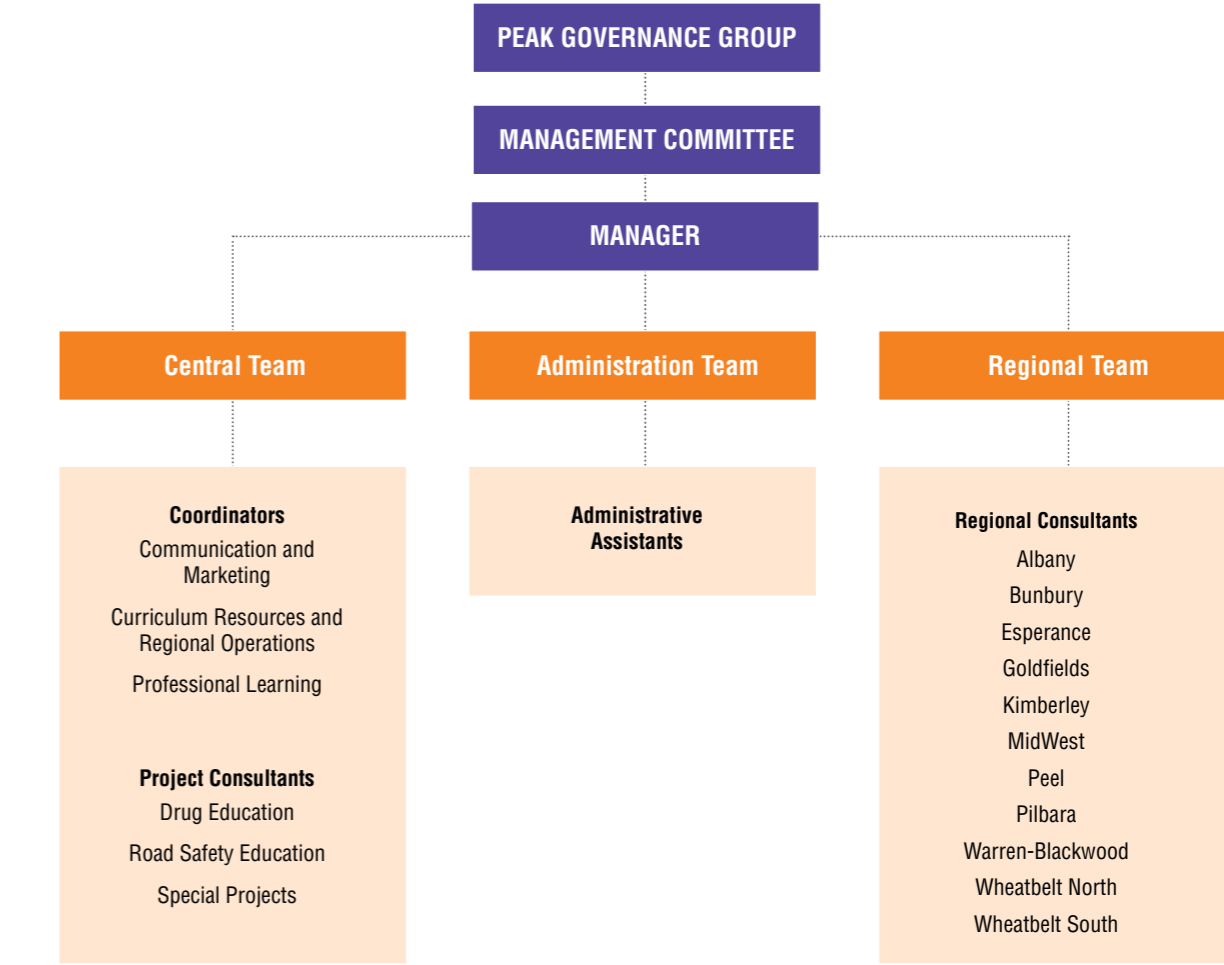


Figure 1: The structure and reporting lines of SDERA, as at 30 June 2014.



MANAGEMENT COMMITTEE

The SDERA Management Committee has representation from both funding bodies and each of the education systems and sectors. The position of Chair is currently held by Diana Alteri (Catholic Education Office).

Purpose of the Committee

The purpose of the Management Committee is to undertake the following:

- Provide strategic advice in relation to the work of SDERA.
- Monitor and report on progress.
- Establish governance mechanisms and, if required, take steps to ensure functions are carried out.
- Provide high level advocacy for SDERA work.

Objectives of the Committee

- Provide policy and strategy advice – the Committee will provide high level policy advice that allows SDERA to operate and plan within the policy frameworks of DOE, AISWA and CEO and the current state drug and road safety strategies.
- Oversight of governance – the Committee will monitor and guide the management of SDERA to ensure ethical, transparent and accountable operational processes are in place.
- Coordinate the development of the vision, purpose and strategic plan.
- Oversight of evaluation, monitoring and reporting – the Committee will ensure that appropriate evaluation processes are implemented to monitor and measure the impact of SDERA work. The Committee will liaise with the SDERA Manager to facilitate timely delivery of reports to funding groups and education systems and sectors.

- Provide a forum for communication and decision making about drug and road safety education issues related to young people.
- Advocate and champion the work of SDERA – provide a vehicle to promote the work undertaken by SDERA in the school and community settings.

Management Committee members

Members of the SDERA Management Committee are nominated by their host organisation from the three systems and sectors of education and the State funding agencies. The SDERA Manager is an ex-officio member of the Committee.

Each organisation is represented by one member who is positioned in their organisation at a level that enables them to provide an organisational policy perspective and be influential at that level in terms of their decision making capacity.

Key deliverables to a comprehensive approach include:

- Provide a range of professional learning opportunities.
- Develop drug and road safety education resources.
- Provide funding, support and advice to schools and the wider community.
- Support meaningful and student centred interactive curriculum.
- Foster engagement/partnerships with parents and community.
- Promote a safe, supportive and inclusive ethos and environment.

SDERA Management Committee members L-R: Craig D’Cruz, Peter Jones, Grant Akesson, Richard Lobb and Diana Alteri.





## COMPREHENSIVE APPROACH

**SDERA has an ongoing commitment to embed a more comprehensive approach to resilience, drug and road safety education in WA schools and is continuing to achieve this through a best practice approach based on the Principles for School Drug Education and Road Safety Education. SDERA provides a comprehensive model of practice that is school centred. This enables schools to review their resilience, drug and road safety initiatives and then to identify needs, develop actions and implement changes that are seen as a priority for their school community.**

### PROFESSIONAL LEARNING

SDERA's professional learning for school staff and community agencies, alongside our learning seminars for parents, has been reviewed during this reporting period. A focus on our suite of professional learning has been applied to ensure that our workshops match our latest resources and that the research behind these is both up-to-date and relevant to the needs of our participants. A planned and coordinated approach to professional learning across the metropolitan area ensures that they are well attended.

A Professional Learning Journey for educators and agency representatives was introduced during this reporting period. This provides a clear pathway for those wishing to participate in SDERA's professional learning as well as a guide for resource and workshop development into the future. As a direct result a number of new professional learning workshop opportunities have been developed for introduction in the next reporting period.

A coordinated approach to ensuring professional learning workshops across the metropolitan area are well marketed has resulted in an

overall increase of about 25% in schools and agencies represented at our workshops during this reporting period.

Participant numbers are down by approximately 18% on the previous reporting period. This may be due to: the increasing financial pressure on schools and agencies, with more schools and agencies each sending fewer representatives to face-to-face professional learning; an increased focus in education on numeracy and literacy; and the uncertainty around the changes to Health and Physical Education for Western Australia may contribute to teachers' delay in seeking professional learning in this area.

As a result of these pressures, a departure from our usual modes of professional learning is indicated. Beyond the face-to-face professional learning currently on offer, SDERA is investigating alternatives such as online learning modules; presenting directly to whole of school staff more frequently; and engaging professional learning through organisations such as Network Teach and principal associations. SDERA will continue to review and develop its suite of professional learning options to ensure clients' needs are met.

Achieved

- The *Smart Steps* workshop was improved to reflect the ongoing needs of early years educators, ensuring the participation of school based educators as well as early childhood service providers.
- The *Keys for Life: Pre-driver education* workshop has recently been revamped, to reflect the structure of the third edition of the *Keys for Life* resource.
- The *Safer Kids: Challenges and Choices* workshops for school staff working with children in Kindergarten to Year 6 have been developed and presented to complement the new *Challenges and Choices* resources.
- *Resilient Teens*: Building resilience through drug and road safety education is a new workshop that has been developed to meet secondary staff requests.
- A new Professional Learning brochure for schools has been published. The brochure aims to guide participants through a Professional Learning Journey that meets their needs now and in the future.

Workshop Content	Participants 2013-14	Participants 2012-13
Drug education	110	342
Road safety education	553	669
Resilience, Drug education, Road safety education	1354	1458
<b>Total</b>	<b>2017</b>	<b>2469</b>

Table 2: Number of Participants attended Professional Learning by Workshop Content in 2013/2014 as compared to 2012/2013

School/Agency	Participation 2013-14	Participation 2012-13*
AISWA	52	24
CEO	70	29
DOE	308	249
Other	5	10
Agency	105	75
<b>Total</b>	<b>540</b>	<b>387</b>

\*These figures do not include schools running Keys for Life.

Table 3: Number of Schools or Agencies attended Professional Learning by System/ Sector

“The day was thoroughly enjoyable. The presenters were energetic, knowledgeable and professional. The information was imparted with humour and a variety of classroom friendly activities. The new *Challenges and Choices* provide teachers and schools with a practical and highly useable resource to teach drug, resilience and road safety to children. Thank you – fabulous professional learning.”

Gaye Dumbrell and Louise Cranley, St Joseph’s Primary School in Busselton.



Across all year levels, the SDERA evidence based best practice resources support and integrate extremely well with our other resources. The *Challenges and Choices* resources are up-to-date and provide the latest research on road safety, resiliency and drug education. Teachers find the SDERA resources invaluable in supporting their teaching and learning programs.”

CURRICULUM AND RESOURCES

The above testimonial from Franka Dillon, Deputy Principal Bunbury Primary School, echoes many similar comments from school principals and staff around the state about our curriculum resources. SDERA’s comprehensive suite of age appropriate, evidence based and Australian Curriculum linked resources continue to inspire school staff who may have edged away from including programs about alcohol and other drugs, and road safety education for students in their care.

SDERA has a stringent process when developing resources that target children and young people in early childhood, primary and secondary education settings, and their parents and carers. This process ensures that new directions in curriculum implementation, current research and statistics, and best practice along with innovative strategies to reach all target groups, are considered during the development process.



“As a pre-service teacher it can be daunting when we begin the task of planning in the delicate area of Health Education. The issues that we as a teacher must raise are very real and relevant for students within our care, and while we may bring with us background understanding of the skills and curriculum requirements needing to be taught, it is essential that we are also equipped with a stable platform from which to start. This stable platform comes in the form of highly structured and well thought out resources.”

The *Challenges and Choices* program provides teachers with a complete package that can be used across all year levels. It covers all the sensitive issues that need to be addressed as defined in the Australian Curriculum in a way that caters for student engagement and age-appropriateness. By using the *Challenges and Choices* program, teachers are provided with a range of structured and scaffolded learning opportunities that bring confidence and support within the classroom setting.

“Before attending the free professional learning workshop that SDERA provides I was reluctant to, and somewhat hesitant in my approach to drug and road safety education. I now am able to move forward with confidence having these fantastic resources added to my teaching toolkit. This is a resource that I will use for the remainder of my teaching profession and will not hesitate to recommend this program to my colleagues and school community.”

Nicki Baker, pre-service teacher.

## Achieved

### KEYS4LIFE ONLINE

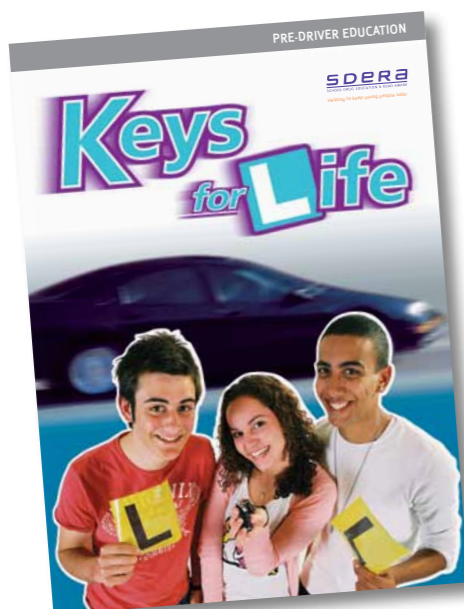
A new resource *Keys4Life Online*, which is connected to the *Keys for Life: Pre-driver education* program, exemplifies how SDERA has met the needs of disengaged and unemployed young people in remote communities. After receiving training from SDERA to help staff implement *Keys for Life* and *Keys4Life Online* resources, the Wunan Foundation in Halls Creek has helped 23 young people to gain their Learner's Permit and eight have progressed to P-plates. In Noonkanbah, the Yunggora Association have assisted 33 young people to get their driver's licence and 14 to gain a Learner's Permit.

"I am the football coach, so with my licence I can drive the boys to our matches and get there on time because I don't have to look for a driver anymore. I also work in the community now and drive a ute to do maintenance work. It's good to have driver's licence because we can visit family in Fitzroy too."

Noel Muller, the Noonkanbah Blues Football Coach and community member.

### KEYS FOR LIFE: PRE-DRIVER EDUCATION

Deb Zines, *Keys for Life* Consultant and Anne Miller, Curriculum Resource Coordinator have completed a review of the *Keys for Life* school-based resource during this reporting period. A new edition, that links to the Australian Curriculum, is due for release in August 2014.



### CONNECT AND ROAD MAP

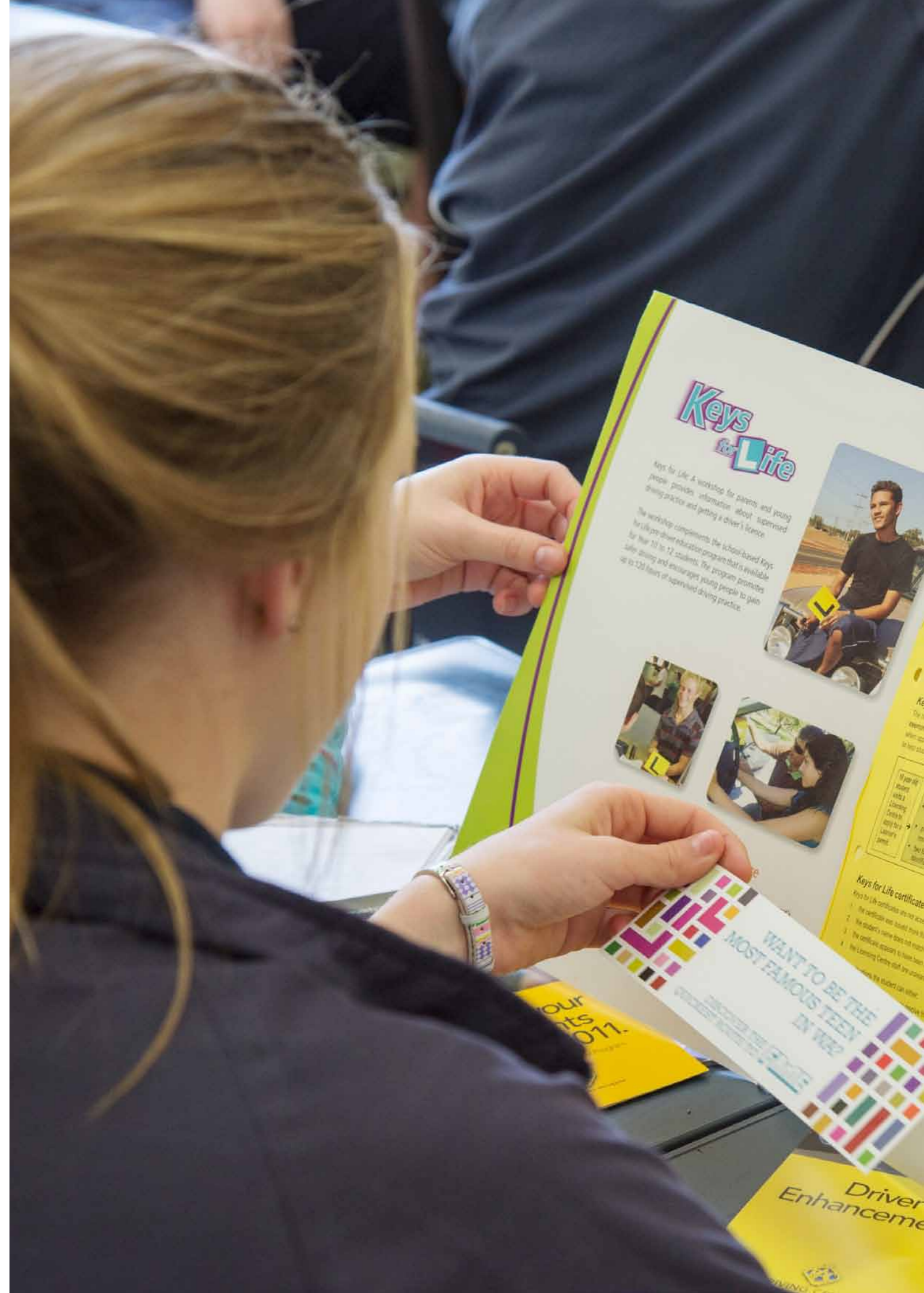
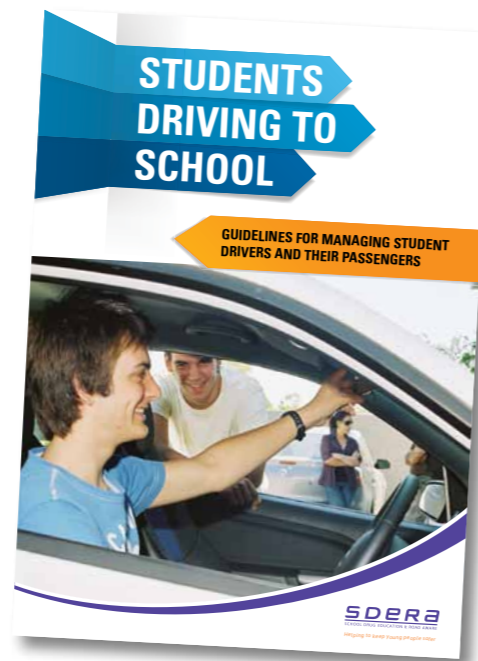
Knowing that school budgets are often stretched, SDERA uploads all support resources on their website, making information and learning activities easy for school staff to access. Two online resources, *Connect* and *Road Map* aimed at helping schools to locate agencies and services who can complement and support their resilience, drug and road safety programs, were updated and launched in May 2014.

"I love being able to access SDERA resources online. It makes my life so much easier!"

Heather Galbraith, Coogee PS teacher.

### GUIDELINES TO MANAGE STUDENT DRIVERS

*Students Driving to School: Guidelines for managing student drivers and their passengers* was completed in June 2014. This online resource can be used by principals to disseminate advice about young driver safety to their school community, and also develop policies or guidelines that outline expectations around students driving to school and transporting other students during school hours.





## Over 120,000 students

and 4,000 teachers have received road safety messages since the program's inception in 2004 with a record 192 schools delivering the program in 2013.

## 22 non-school sites

implemented the program using a combination of school resources and the new *Keys4Life Online* kit developed by Evolve CDT (with support from SDERA and funding from the Australian Government Department of Innovation Science and Research).



## 28,000 'Keys for Life' students

received WACE graduation points between 2008 and 2014.

### 2013 – 2014 SNAP SHOT

Over 12,000 students involved in <i>Keys for Life</i> program
192 schools implemented <i>Keys for Life</i>
457 teachers trained by SDERA to implement <i>Keys for Life</i>
28 <i>Keys for Life</i> professional learning workshops conducted by SDERA
5,500 students achieved graduation points with <i>Keys for Life</i>
9,743 (81%) students passed the Learner's Permit Test at school, an increase of 0.2% compared to 2012 - 2013 results
11,757 students sat the Learner's Permit Test, which is an increase of 0.8% compared to 2012 - 2013 results
171 schools and agencies conducted the Learner's Permit Test
<i>Keys4Life Online</i> , featuring animated and literacy-based activities targeting young people in non-educational and community-based settings, was rolled out by 30 agencies including Intework, Mercy Care, Bridging the Gap, Windan Aboriginal Corporation and SMYL (South Metropolitan Youth Link).

## KEYS FOR LIFE: PRE-DRIVER EDUCATION

2013-2014 was a year of great achievement for the *Keys for Life: Pre-driver education* program.

Reaching a 10 year anniversary in 2014 was particularly significant, with major developments and celebrations occurring throughout the State. New resources and partnerships were developed, the program was re-endorsed with primary stakeholders, and there was a new emphasis on research and acknowledging the hard work of teachers and schools.

*Keys for Life* has become so embedded in WA schools that it is now well and truly part of the vernacular. It is the unique combination of evidence based resources, tangible outcomes, school ethos, professional learning and targeted regional implementation, that has created this robust injury prevention program for all WA schools.

Part of the success of *Keys for Life* is a unique process where those delivering the program must participate in compulsory professional learning and enter into an agreement with SDERA. Facilitators are up-skilled in the key competencies, record keeping and administration of the Learner's Permit Test.

### Achieved

- Finalist in the 2014 Constable Care Child Safety Foundation Awards, Employee Award category.
- A *Keys for Life* Leadership Group was established in November 2013 harnessing the expertise and voluntary service of 14 experienced teachers. The aim of the group is to promote *Keys for Life* to disengaged metropolitan schools. A success rate of 25% school engagement has demonstrated this to be a cost effective and worthwhile strategy.
- For the first time in the history of the program, schools can now implement a whole-school approach to pre-driver education. This has been achieved with the production of *Students Driving to School Guidelines* (SDERA, 2014). These Guidelines used alongside curriculum and parent initiatives, create an effective Health Promoting School Framework.
- *Keys for Life Bulletin* was distributed to more than 1,300 *Keys for Life* teachers keeping them up-to-date with licensing reforms, road safety statistics and program protocols.
- Several events were held or were being planned to mark the tenth anniversary of *Keys for Life*, with a particular emphasis on supporting and recognising teachers.
- Karratha, August 2013: A *Keys for Life* expo attended by secondary students.
- Northam, May 2014: A celebration including a 'Wheatbelt launch' of *Keys4Life Online*.

### Statistics

- Between 2004 and 2014, the *Keys for Life* program has achieved continuous and significant growth. Much of this is due to the dedication of teachers that recognise it as a best practice, relevant and important life skills program. Other features that ensure *Keys for Life* is a permanent fixture on the timetable at 192 schools are the outstanding resources and access to licensing credits, graduation points and statewide professional learning.

### Partnerships

- The Department of Transport renegotiated the Terms of Agreement with SDERA and agreed to provide all *Keys for Life* students with a free copy of the *Drive Safe* handbook.
- Eastern Goldfields Regional Prison (EGRP) entered into an agreement with SDERA enabling the film *Deadly Driving* (developed by Angela Leech, EGRP and the Laverton Leonora Cross Cultural Association) to be included in the new *Keys for Life* DVD.
- VicRoads entered into an agreement with SDERA to co-brand research about good practice road safety education, and include this in the *Keys for Life* resource (3rd edition).
- Curtin University Monash Accident Research Centre (C-MARC) accepted affiliate membership with the WA Road Safety Education Committee to support best practice road safety education and the *Keys for Life* program.
- The Paraplegic Benefit Fund (PBF) extended its partnership with SDERA enabling the film *Three* to be included in the new *Keys for Life* resource.
- The Australian Government accepted a trademark application by SDERA for the *Keys for Life: Pre-driver education* program.
- A significant change and improvement to the *Keys for Life* Certificate was achieved with the Department of Transport accepting a two year validity period for each Certificate (previously 12 months) and recognising it as a form of identity when applying for a Learner's Permit. The Certificate continues to provide an exemption for the Computerised Theory Test and the associated \$18.50 fee at all Driver and Vehicle Services centres. This suite of 'licensing credits' is a highly motivating factor for participating students and families.
- *Keys for Life* received recognition and endorsement from the School Curriculum and Standards Authority (SCSA) by endorsing *Keys for Life* for five graduation points, commencing in 2015. As one of the most popular and relevant endorsed programs, *Keys for Life* was one of only a handful of previously endorsed programs to be re-endorsed.

## FEEDBACK FROM KEYS FOR LIFE SCHOOLS

### Governor Stirling Senior High School

We have sadly lost some students through poor choices and events and this was the mandate through which we saw the need to introduce the *Keys for Life* program in 2003. As a school with a large group of country students boarding at Swanleigh Hostel, the staff at Governor Stirling Senior High School also recognised that crash events anywhere in the State could potentially impact our students. Each year all Year 10 students participate and eagerly await this program as a 'rite of passage'. *Keys for Life* forms a major stepping stone for Year 10 students and increases their understanding of the licensing system. The program is complemented with RAC and Paraplegic Benefit Fund guest presentations and a *Keys for Life* Parent Information session. Congratulations to SDERA for their excellent work keeping schools informed and up-to-date with resources.

### John Wollaston Anglican Community School

*Keys for Life* is a fantastic initiative and will remain a part of our Health program indefinitely. We started delivering the *Keys for Life* program at John Wollaston AGS a few years ago as part of the Health Education program.

The students enjoy the practical activities and hands-on nature of the program. In 2014, 95 students passed their test.

### Albany Secondary Education Support Centre

An important focus of the education program at Albany Secondary Education Support Centre is for students to be involved in our local community. Because of this, *Keys for Life* provides students with a good start to their post-school life. It assists them to be independent and develop higher order thinking about real life situations that they might find themselves in with their peers and friends. Our students' abilities are varied, therefore conducting the engaging, practical and hands-on *Keys for Life* program in the classroom enables our students to engage in the activities while developing a thorough understanding of the road safety content.

### Harvey Senior High School

Harvey Senior High School strives to educate and reduce the risks associated with young novice country drivers. Our *Keys for Life* program provides learning through interactive activities and we encourage our students to be courteous and cautious road users. It has been a great program that has benefited the students and the community over the last ten years.

### Aranmore Catholic College

At Aranmore Catholic College, *Keys for Life* is delivered as a two day program at the end of Term 4 for all Year 10 students. They look forward to being able to get their Certificate and ultimately their L-plates. They thoroughly enjoy the activities that the teachers deliver. It's very useful for our multicultural student group, who, without *Keys for Life*, would find it very difficult to gain relevant and practical driver awareness education and training.

### North Lake Senior Campus

The aim of the Intensive English Centre (IEC) program at North Lake Senior Campus is to enable students to move between cultures and help them communicate effectively for personal, social, study and vocational purposes. The *Keys for Life: Pre-driver education* program suits our students and has been offered to classes that will graduate into the mainstream of North Lake Senior Campus since 2007.



# CHANGING HEALTH ACTING TOGETHER

SDERA has an ongoing commitment to embed a more comprehensive approach to resilience, drug and road safety education in WA schools and is continuing to work to achieve this through the *Changing Health Acting Together* initiative (CHAT).

Through CHAT, SDERA provides a comprehensive model of practice that is school centred. This enables schools to review their resilience, drug and road safety initiatives and then to identify needs, develop actions and implement changes that are seen as a priority for their school community.

The CHAT Model is one that recognises the close association between the good health of individuals and positive educational outcomes, and works through the three key areas of the Health Promoting Schools Framework – Curriculum, Ethos and Environment, and Parents and Community. By this means, the initiatives that schools develop are inclusive and add value to each other, extending the commitment to resilience, drug and road safety education from the classroom to the broader school community.



Figure 2: CHAT model

All schools start the process at Bronze level, setting a CHAT target for each area of the CHAT Model. When the Bronze targets have been met, the school will re-audit and move to Silver level, setting a further three targets. At Gold level, schools will extend into new initiatives and consolidate those that are working, as well as meeting specific criteria identified with SDERA as necessary to meet this level and to assist them to sustain their efforts.

Some targets will take longer to implement than others and it is anticipated that each level will require at least one academic year to complete. During this reporting period, 45 schools have been working at the Bronze level, 52 working at Silver level and 5 schools have commenced Gold level status.

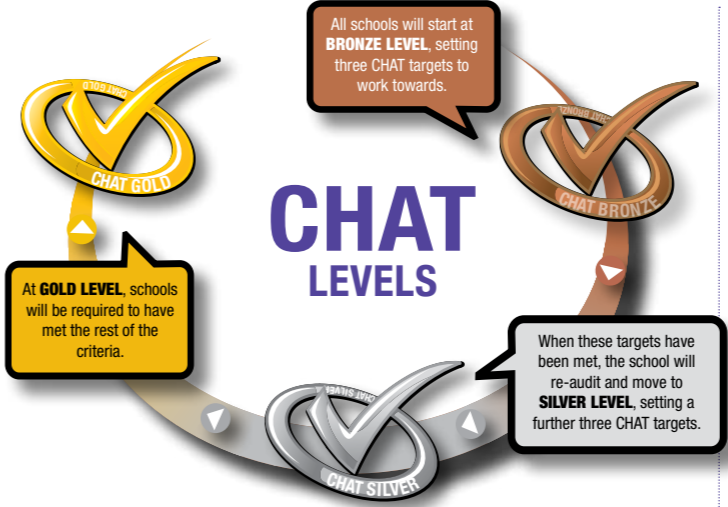


Figure 3: CHAT Levels

## Achieved

- 102 schools have been engaged in CHAT (refer to Figure 4) and include metropolitan and regional locations (refer to Figure 5). All schools have accessed CHAT resources enabling them to conceptualise and implement whole-school approaches. The schools have also had opportunities to be involved in CHAT professional learning through whole-staff workshops and/or intensive in-school support, and a range of professional learning focusing on resilience, drug and road safety education. One of the real strengths of CHAT to date, has been the opportunity for these schools to network and collaborate, pool resources and ideas, and explore strategies to work through barriers to enable a whole-school approach.

All schools engaged in CHAT are working hard to ensure that learning occurs not only through the formal curriculum but also through students' daily experience of life in the school and beyond. These schools have developed and reviewed the formal curriculum to include a scope and sequence for resilience, drug and road safety education.

- 80 CHAT schools have developed *School Drug Education Guidelines* including Procedures for Incident Management and Intervention Support. CHAT schools have also been targeted to assist their staff in developing increased awareness, confidence and competence in working within these procedures to provide appropriate, role-based support for students where drug use issues have been identified. For this, staff from CHAT schools have attended SDERA's early intervention focused professional learning workshop, *Keeping in Touch*, to evolve approaches to pastoral care and thus promote student wellbeing.
- 59 schools have developed *School Road Safety Guidelines*, as shown in Figure 6. The focus areas identified by CHAT schools are also shown in Figure 7.

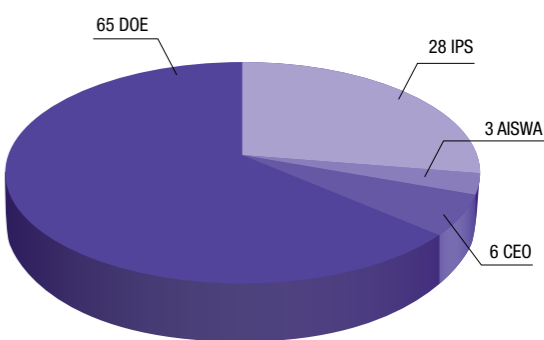


Figure 4: CHAT Engagement by Systems/Sectors to June 2014

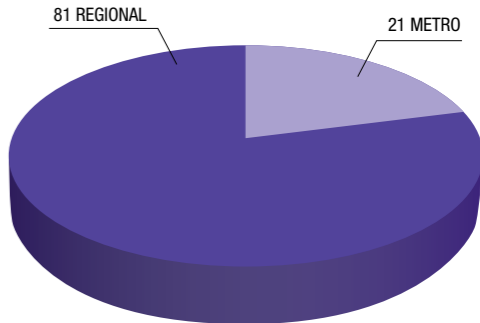


Figure 5: CHAT Engagement of Metropolitan and Regional Schools to June 2014

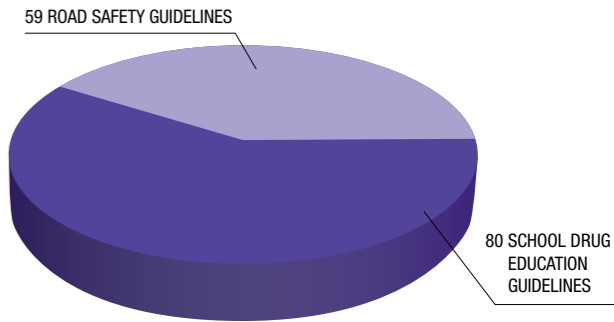


Figure 6: Guideline Development for CHAT Schools to June 2014

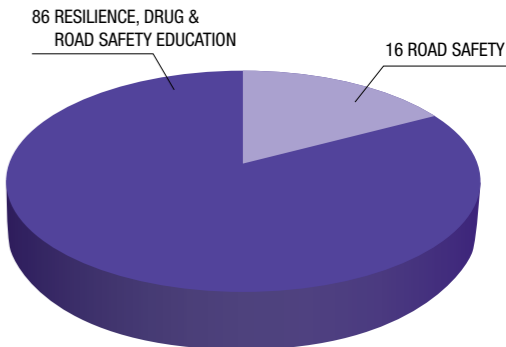


Figure 7: Focus Areas for CHAT Schools to June 2014

### Evaluation

As discussed previously, CHAT is a developmental process with three levels, Bronze, Silver and Gold. This year a number of schools engaged have achieved Silver level, and consequently these are the first schools in Western Australia to progress to Gold level. To coincide with schools attaining Gold level, SDERA has commissioned the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University to evaluate CHAT. CHPRC is well placed to conduct this evaluation given its extensive track record in designing, implementing and evaluating health promotion programs in Western Australian schools. It comprises a multi-disciplinary research team that is regionally, nationally and internationally recognised for its applied school and community based research. The evaluation aims to look closely at the CHAT implementation process and how school capacity for implementation can be strengthened. The evaluation is further described on page 69.

### Plans for the future

SDERA Consultants will continue to work with, and support, the 102 schools currently engaged with CHAT over the next two to three years. Areas of focus already identified will continue, and schools moving through Silver and Gold levels will be encouraged to develop Procedures for Incident Management and Intervention Support as part of their *School Drug Education Guidelines*.

### REGIONAL SUPPORT FOR SCHOOL COMMUNITIES

One of the greatest strengths of SDERA is its team of Regional Consultants. It is well known that country drivers are over represented in crash statistics so preventative education is all the more important. Equally, drug and resilience education are vital for healthy and vibrant communities, particularly those with poor access to support services.

Regional Consultants not only provide excellent services to their local educational institutions, they often mobilise, coordinate, instigate and inspire a variety of community based activities which focus on harm minimisation and injury prevention.

It is the role of each Consultant to develop a Strategic Business Plan that addresses local area needs in resilience, drug and road safety education for schools, early childhood services and relevant government and non-government agencies.

Developing and maintaining partnerships and positive relationships with local and state agencies is a key focus for each consultant. Examples of some of these agencies include Community Drug Services, Local Drug Action Groups, WALGA RoadWise, Public Health Units, RAC, Local Councils and WA Police.

### SHELLEY'S CHAT SUCCESS

Students at Shelley Primary School have produced a suite of decorative posters to reinforce their resilience learning. The posters have helped boost the confidence of students, improve their team work and contribute to the positive culture being lead at the school.

In 2012 Shelley Primary jumped at the chance to be part of the CHAT process which takes a whole-school approach. Deputy Principal, Chis Leeuwangh says, "Although we are one of the 'leafy green' schools, the community recognised the importance of developing resiliency. Like many schools, we have a very diverse cultural mix and wanted to create a cohesive culture, while still allowing each student to express their individuality."

The school began by forming a Pastoral Care Committee, with staff, parent representatives, the school psychologist and chaplain and the members of the local community. They researched a number of educational programs and products and CHAT emerged as the most comprehensive and user friendly.

Since beginning CHAT the school has:

- Developed School Resilience and Drug Education Guidelines.
- Created a Vision that includes the belief that, 'resilience and drug education is integral to the wellbeing of our students.'
- Implemented classroom programs which focus on developing students' knowledge and understanding, attitudes and values, and promotes help-seeking behaviour.
- Extended classroom learning to promote parent support of resilience and drug education programs.

- A whole-school Resiliency Day was held during Term 4, 2013. The school admired what has been achieved at Wagin District High School and decided to follow a similar theme. Students from Pre-primary to Year 7 were placed into groups that rotated through numerous activities based on developing, enhancing and practising their resiliency skills.

Chris believes, "The process not only keeps us on track with our teaching, but creates guidelines to help us negotiate challenging pastoral care obstacles. It is definitely a long term investment in our kids, but has paid dividends to the school immediately."



**Shelley has recently developed Silver targets having received their CHAT Bronze Awards in May 2013.**



Sanuja, Tahne, Kayla, Anthony, Ella and Yovita display their winning posters created as a focus promoting the development of resilience within the school community.



## REGIONAL REPORTS

### ALBANY

The Albany Consultant works in a part time capacity (0.5 FTE). There are 40 schools in the region of which seven are currently CHAT schools.

During the past financial year the Consultant engaged with 18 schools and had a total of 118 professional learning participants.

At the Albany Amazing Race held in April 2014 the Consultant ran a 'Driver Distraction Challenge' station with WALGA RoadWise. This was a successful event in which teams of young people completed a number of challenges across three stages which focused on healthy lifestyles, alcohol and other drugs, driver awareness, and staying mentally fit.

The Consultant continues to build interagency capacity through involvement with a number of regional groups including:

- WALGA RoadWise
- WA Police
- Southern Aboriginal Corporation
- Lower Great Southern Alcohol Management Group
- P.A.R.T.Y (Prevent Alcohol and Risk Related Trauma in Youth), Denmark Pilot Program- support /school liaison for Coordinator Carl Heslop
- Paraplegic Benefit Fund
- Great Southern Employment Development Committee
- KidSafe WA.

### Borden's Bounceback Bear

Enthusiasm is growing in the Great Southern and this is best expressed through a story from the frontline, a local school, with a teacher dedicated to the health and wellbeing of her students.

It all started with a bear and a word starting with 'R' that the students had trouble getting their tongues around.

*"Do you mean 'wrestling'?" was often asked. It was amazing how quickly the students became comfortable with 'Bounceback Bear' (BB) and the weird sounding word, 'resilience'.*

*After designing and displaying special sunglasses for BB, sending home a parent information sheet, and following a few lessons from the Challenges and Choices classroom resource I was surprised at how quickly the students were hooked. I knew they were hooked because I had several mothers come into the classroom saying how much their children were enjoying the sessions. They also thought the parent information sheets were great. The advice was just what they needed to help their children deal with situations that were arising socially. The parents were very happy to be on the same 'page' as the school.*

*It certainly was a positive start to using SDERA's resources.*

**Karen O'Shea, Borden Primary School.**



### BUNBURY

The Bunbury Consultant works in a part time capacity (0.5 FTE). There are 55 schools in the region of which eight are currently CHAT schools.

During the past financial year the Consultant engaged with 21 schools and had a total of 208 professional learning participants.

The Consultant continues to be engaged with a number of key agencies within the Bunbury region. These include:

- Bunbury WALGA RoadWise
- South West Youth Coordination Network
- Enable South West
- Family Services
- Waratah Support Centre
- Mission Australia-Face
- Jobs South West
- South West Vetlink
- Investing In Our Youth
- Population Health South West.

Other initiatives achieved in the region include the coordination of RAC regional visits; membership on the Collie Alcohol Management Plan Committee; an active Bunbury RoadWise Committee member; and involvement in the Future Possibilities Youth Conference where the Consultant held a *Keys for Life* Parent Information display.

### Parkfield Primary embrace CHAT

Parkfield Primary School is one of eight CHAT schools in the Bunbury region and has a current enrolment of over 700 students. The school has been accessing SDERA's professional learning and resources for more than six years to help develop appropriate programs to improve students' road safety knowledge and skills. By engaging in the CHAT process, the school's Health Committee have ensured that a whole-school approach to resilience, drug and road safety education has

been developed and implemented. Like many schools across the region, Parkfield Primary have utilised the CHAT funding and processes to help them develop and implement effective *School Road Safety Education Guidelines* and *School Drug Education Guidelines*.

*"Our involvement as a CHAT school has enabled us to identify current and future Health Education targets and work in a systematic way to achieve them. We will remain dedicated to continuing the important work of Health Education and will continue to embrace the opportunities to make a real difference to the health and wellbeing of our students."*

**Rachael Harper, Year 7 Teacher.**

In their online CHAT audit the school identified the road safety environment as an area of concern. Over the past three years the committee have worked intensively with the local shire to establish a School RoadWise Committee which brings together local agencies to help address many of the issues in the school's environment. Using the *Challenges and Choices* resources and professional learning presented by the Consultant, Parkfield Primary has implemented comprehensive road safety lessons across the school. Comprehensive work packages have been developed that support the implementation of the road safety scope and sequence documents.

By utilising SDERA's resources the Health Committee have also developed and implemented scope and sequence documents in drug and resilience education. Through the use of these documents, and attendance at professional learning sessions such as *Smart Steps*, *Safer Kids* and *Resilient Kids*, the school is continuing to embrace best practice health education for all students.

*"From the beginning of our journey in Health Education in 2009, SDERA and later CHAT became the vehicle to support and implement a whole-school approach towards health. Our involvement provided us with a system for auditing and identifying our school needs, a focused curriculum and highly respected professional learning based on the Challenges and Choices resources."* **Maree Quinn, Teacher.**



## ESPERANCE

The Esperance Consultant works in a part time capacity (0.5 FTE). There are 19 schools in the region of which three are currently CHAT schools.

During the past financial year the Consultant engaged with 12 schools and had a total of 44 professional learning participants.

The Consultant experienced a range of successes within the region, including:

- Engaging Esperance Senior High School with CHAT and assisting the school to build resilience teaching strategies across their curriculum is a major achievement. ESHS staff took the challenge on board. It is rewarding to witness resilience education in a high school setting being woven into maths, society and environment, design and technology and other learning areas typically less orientated to an explicit approach to building resilience in their students.
- Membership on WALGA RoadWise and the Esperance Local Drug Action Group. This group of people continue to strive to reduce harms around drug use in Esperance. ELDAG was recognised by the McCusker Centre for Action on Alcohol and Youth as a finalist in the 2013 Awards. Following this recognition, ELDAG made a group presentation to Esperance Shire Councillors which was found to be informative and the councillors were genuinely grateful for such a proactive group to be operating in Esperance.
- Using the full range of SDERA resources available to assist Esperance Primary School to manage road safety issues created through their relocation into a rebuilt school.
- Delivering demonstration lessons in primary school classes has been a useful way to update teachers, familiar with the *Challenges and Choices* resources, who have not had the capacity to get to professional learning days.
- The Consultant organised a WALGA RoadWise bike safety activity at the biennial Esperance Kids Fun Day Out. The activity included creating an obstacle course using 12 bikes borrowed from Condingup Primary School. The bikes were obtained through participating in CHAT and with funds secured through a grant from the RAC. It was deemed the 'best activity' in the whole event as per feedback from attendees.

## Esperance Primary partners with SDERA

Road safety became a critical factor for Esperance Primary School when the school underwent a rebuilding program altering the entry and exit points to the school. This change created significant road safety challenges around traffic flow, parking, pedestrian safety, and parent and carer road user behaviour.

The school's management of road safety has been assisted greatly by SDERA through this process. The combination of SDERA input through its Consultant's role and links on the local WALGA RoadWise Committee together with SDERA's CHAT process have all combined to improve road safety outcomes for the school community. Road safety education resources have also provided valuable material for teachers, students, parents and carers.

*"The SDERA Consultant was a significant resource throughout the process. Jill Fitzpatrick supported the school in being proactive, especially during the planning process, through raising awareness of potential issues and providing links to agencies and resources that could support the school in achieving intended outcomes."*

*Alongside planned action for improving the risk management of student exit and entry, Jill supported the CHAT Committee and staff to review the school's road safety curriculum and provide timely learning opportunities for students, parents and carers."*

*The SDERA professional learning accessed by our staff ensures the intentional teaching of concepts to suit the local needs of our community."*

*Esperance PS appreciates our partnership with SDERA and the value the Consultant adds to achieving a safe, supportive and inclusive learning environment for our more informed school community."*

**Lisa Helenius Principal, Esperance Primary School.**



## GOLDFIELDS

The Goldfields Consultant works in a full time capacity. There are 44 schools in the region. During this financial year SDERA was without a Consultant for a substantial period of time and this is reflected in the report.

The Goldfields has three schools engaged in the CHAT initiative, Boulder Primary School, East Kalgoorlie Primary School and Goldfield's Baptist College. These schools have accessed CHAT resources enabling them to conceptualise and implement whole-school approaches. They have also had opportunities to be involved in whole-school workshops, intensive in-school support and a range of professional learning focusing on resilience, drug and road safety education.

As a result of attending professional learning workshops these schools have developed *School Drug Education Guidelines* including Procedures for Incident Management and Intervention Support and *School Road Safety Education Guidelines*.

The schools have also developed a scope and sequence for resilience, drug and road safety education across all year levels. The scope and sequence is used to obtain consistent teaching strategies and relevant content across the school, and to promote sound practices within the schools and the wider communities.

The schools are on target to attain the CHAT Bronze Level Award by the end of 2014.



Boulder PS students enjoying a visit from Izzy.

## Ngaanyatiarra Lands Schools getting on track

Aboriginal teenagers in the remote Ngaanyatjarra Lands Schools will soon be able to sit for their Learner's Permit at school, and begin the first steps towards getting their drivers licence, by taking part in the *Keys for Life*: Pre-driver education program.

Teachers from several remote Aboriginal communities were trained as *Keys for Life* coordinators by attending a professional learning workshop in Warburton. These teachers will now be able to conduct the program in their own communities and increase student engagement by providing a course more in-line with their interests and needs.

Students who may have difficulty understanding the questions in the Learner's Permit Test will have the support of their teachers, as trained *Keys for Life* teachers can conduct the test within the confines of the school classroom.

"It's not about kids sitting at a desk and listening to a teacher preach to them about road safety. It's about involving them in activities where they get up out of their seats and take part in a range of activities from the *Keys for Life* resources."

After looking at some of the crash statistics regarding young people, participants discover why they are more at risk of having a crash or being seriously injured on roads. They get to talk about how they feel and what they think about a situation, they get to explore different situations they could be placed in, and then they learn how to make the best decisions to keep themselves and others safe.

"We all know the statistics about Aboriginal incarceration and that the majority of Aboriginal people in our prisons are there for driving offences. This is why *Keys for Life* is so important to our Aboriginal population and in particular our young people. It's about giving them an opportunity to get their licence and in a supportive environment," said the Consultant.

## KIMBERLEY

The Kimberley Consultant works in a full time capacity. There are 41 schools in the region of which one school is currently a CHAT school.

During the past financial year the Consultant engaged with 19 schools and had a total of 200 professional learning participants.

The Consultant continues to be engaged with a number of key agencies within the Kimberley region. These include:

- Broome, Derby and Fitzroy Valley Alcohol and Other Drugs Committees
- Broome Local Drug Action Group
- Broome WALGA RoadWise Committee.

Through attending these meetings and contributing to actions where appropriate the Consultant has had numerous opportunities to provide input into media releases and radio interviews in the region.

### Keys for Life across the Kimberley

In a region as vast and rugged as the Kimberley, value adding to strategies based in remote towns and communities is an important part of what we do. An example of this is collaboration between SDERA and the Department of Transport's Driver Training and Licensing Funding Scheme, which resulted in over 50 people living in remote locations obtaining their Driver's Licence.

Chris Loessl, based in Halls Creek, and Rosemarie Colosi, based in Yakanarra Community, supported local people to firstly obtain their Learner's Permit and then their full Driver's Licence. Both Chris and Rosemarie used SDERA's *Keys for Life* program to prepare their clients to pass the Learner's Permit Test and to be safe when they were behind the wheel.

Those who have completed the training say it's more than a piece of paper, but an opportunity to create a more positive life. Community member Lindsay Forrest says, "To me, having a licence, is a great feeling and I like going to work more now. It's a different and good feeling. I work at the store and it's busy but I help lots of people every day."

*Keys for Life* is utilised by many agencies across the Kimberley including Wunan Foundation, Life Without Barriers, Kimberley Training Institute, Clontarf Foundation, Role Models and Leaders Australia, Juvenile Justice, and the Department of Corrections.



Thanks to the *Keys for Life* program, Lindsay Forrest is able to drive himself to and from work.



After gaining his licence through *Keys for Life*, Malcolm Laurel secured fulltime employment as a waste management Officer driving the truck.

## MIDWEST

The MidWest Consultant works in a full time capacity. There are 77 schools in the region of which 12 are currently CHAT schools.

During the past financial year the Consultant engaged with 22 schools and had a total of 144 professional learning participants.

SDERA, as part of the Midwest Party Safe Alliance, was acknowledged in the Regional Community Action category for the McCusker Action on Alcohol and Youth Awards in late 2013.

As a volunteer of the Geraldton Midnight Basketball Project, the Consultant shared in the group award which recognised the most outstanding group of volunteers for the Geraldton Community Volunteers 2013 Awards.

Other achievements include being asked to chair an action group and provide consultancy and support for the Year 9 school engagement program SHINE, which targets at risk young women in this year group. The action group was developed to formalise extra curriculum being offered to this group of students, by improving documentations and records.

The Consultant continues to build interagency capacity through involvement with a number of regional groups including:

- Chairperson of the Geraldton Local Drug Action Group
- MidWest Community Action Plan for Alcohol and Other Drugs
- WALGA RoadWise Committees including the City of Greater Geraldton, Irwin, Dandarigan and Kalbarri
- Coordinator of Midwest Party Safe Alliance
- Treasurer of the Community Mobilisation for the Prevention of Alcohol Related Injuries (COMPARI)
- Workshop coordinator for Midnight Basketball Program.

Recently SDERA became a sponsor of the MidWest Connect the Dots Conference. The conference catered for educators, child care workers and parents in the region. The conference was the fruition of a strategic planning session for the MidWest Early Years Network Group which aims to address below average data from the Australian Early Development Index in this region. SDERA provided a trade stall and two professional learning sessions for 100 delegates. During this time the Consultant also participated in the Injury Prevention Conference and was a co-presenter with health promotions office from WACHS.

The Consultant also participated in a number of other events including:

- WA College of Agriculture Open Day display supervised driving
- Children's Week 2013 Parent, Child and Community
- Mingenew Expo
- Mullewa Bike Week Event and Bike Helmet Project.

Geraldton Midnight Basketball Project.

### Mocktails in the MidWest

Alcohol and other drugs were identified as one of the possible risks for young people attending the Geraldton Flexi Learning Centre. This is an educational program provided by Edmund Rice Education Australia and Youth Plus.

Youth workers contacted MidWest Community Drug Service requesting support. The staff had sound knowledge in this area but did not feel confident enough to teach to it. "We have some in-head knowledge, and we know our students need help in this area, but we just don't know where to start," explained one of the youth workers.

The Consultant organised attendance for three staff at an *Alcohol, Cannabis and Other Drugs* professional learning workshop. Staff then developed and delivered a program to their students. Whilst delivering the sessions, staff discovered the young people knew little about the systems and support in place for those needing help in this area. One of the youth workers remarked, "Our kids are really unsure of where to get help when they need it and we think it would make them more confident if we could show them as part of this program".

Collaboratively the MidWest Community Drug Service team (MWCDST), SDERA and the program staff organised a mystery tour for students which had the secondary purpose of encouraging attendance. Each week, for four weeks, the students had a different destination which included the needle exchange rooms and a peep at the drug sample board at the MWCDST, the hospital emergency room, the Sobering Up Centre and finished with SDERA presenting a 'hands-on' standard drinks activity. Students and staff formed teams to compete in a mocktail making competition, where the principal was invited to judge the most delicious drink.

There were many fantastic outcomes of this initiative. Two that stand out are the empowerment of staff with more knowledge and skills in the area of drug education, and secondly the positive engagement of students. One of the female youth workers said, "Once we started talking to the kids, the questions they asked and the things they wanted to know were amazing. The students were really focused on the days we ran these sessions". This initiative has been such a success that SDERA and partners have been invited to take part in future events.



## PEEL

The Peel Consultant works in a part time capacity (0.7 FTE). There are 75 schools in the region (this includes the Rockingham area). There are currently nine CHAT schools in the region.

During the past financial year the Consultant engaged with 12 schools and had a total of 244 professional learning participants.

The Consultant continues to build interagency capacity through involvement with a number of regional groups. In the past financial year the Consultant became a member of three new agencies including the Youth Alcohol Stakeholder Group, Crime Prevention and Diversity Police Mandurah Committee, and the City of Mandurah Crime Prevention and Safety Team.

Over the last twelve months the Consultant attended a number of meetings and community events which amassed substantial media coverage for the region. These included:

- Blessing of the Roads Mandurah, Waroona and Murray Shire 2014
- CLAN Family Fun day
- Arrive Alive Christmas Campaign Mandurah
- Mandurah Christmas Pageant
- NAIDOC celebrations Mandurah
- Rockingham Kwinana Local Drug Action Group Year 7 Drug Awareness, Settlers Primary School
- KidSafe Safety Day, St Josephs' Primary School Waroona
- John Tonkin College Health Expo Day and Big Day In
- Charthouse Primary School Fete
- Murray Shire - 'The Ride'
- Phil Edman meeting - synthetic drug concern Rockingham
- S.A.Y Project Comet Bay College.

The Consultant took part in two award ceremonies during the past year; the S.A.Y Project Award, and the Premier's Australia Day Active Citizenship Awards 2014.

In 2013, the Consultant worked in partnership with WA Police, Murdoch University and Comet Bay College with the inaugural Students Advising Youth (S.A.Y) Project in the Peel region. The project's focus was illicit drugs. Students were asked to create advertisements to warn young people of the negative impacts of drug use. The advertisements were put on YouTube and social media for community awareness and education. The S.A.Y Project won a 'Best Idea' award from the Crime Prevention Through Environmental Design organisation and in 2014 the project has expanded to become statewide.

In 2014 the Peel Consultant Tania Gigg was a finalist in the Peel region for the Premier's Australia Day Active Citizenship Awards and received a Certificate of Recognition and medallion at the Australia Day celebrations for her dedication to road safety. The awards foster, recognise and celebrate significant contributions to community life, and active citizenship in all local government areas of Western Australia.

## CHAT in the Peel region

A whole-school approach to resilience, drug and road safety education can be difficult to achieve especially with a vast range of experience, ideas and expertise to consolidate within a school. However, nine schools in the Peel region have tackled this issue head on and are moving towards a comprehensive whole-school approach. The CHAT process has allowed these schools to refine their teaching practices, develop school guidelines and involve the school community, including parents and community agencies, in school programs and initiatives.

*"Student learning has benefited from a more consistent approach and parents have a greater understanding and appreciation of the messages their children are receiving through CHAT. The purchase of additional SDERA resources plus the access to online resources have given teachers stimulus and support for their classroom programs. Teacher relief for staff to attend meetings and professional learning has been invaluable as our professional learning budget is quite small and opportunities fairly limited. SDERA assistance with planning has enabled the school to have a realistic and easy for staff to adopt, school-wide approach to the areas of health and safety."*  
**Michael Day, Carcoola Primary School.**

*"John Tonkin College began implementing CHAT in 2012 and has seen a vast improvement in the attitudes and behaviours of students. One of the key achievements has been to get teachers, parents and students on the same page. The changes which have been implemented have and will see students better equipped to handle the challenges ahead of them. It has improved the safety of our school and seen a dramatic change in road safety on site. The college recently achieved Bronze status and are working on their Silver targets. CHAT has also given staff the extra confidence to deliver a well-balanced and effective curriculum with the resources to maintain this. As a result, our school is improving the health and wellbeing of everyone in our school and community."*

**Che Heeley, CHAT Coordinator, John Tonkin College.**



Photo courtesy Jon Hewson, Mandurah Coastal Times

*"Thanks for all your support with CHAT within our school. Whilst we are still in the early stages it has given us a clearer direction with health and wellbeing which is one of our priority areas. As an Education Support Centre and a new school we are developing, refining and adjusting planning and monitoring in the four elements of self-awareness, self-management, social awareness and social management. Your support to develop the scope and sequence, and incorporate these areas into the program have been invaluable."*

**Janette Hindmarsh, Teacher, Meadow Springs Education Support Centre.**

## PILBARA

The Pilbara Consultant works in a full time capacity. There are 38 schools in the region of which one is a CHAT school. During the past financial year the Consultant engaged with 30 schools and had a total of 87 professional learning participants.

The Consultant was invited to speak at the Injury Control Council of WA (Inc) Port Hedland Conference and presented 'Road Safety Issues in the Pilbara'.

Over the past twelve months the Consultant continued to build interagency capacity through involvement with a number of regional groups including:

- ABC Radio, Pilbara News, Spirit Radio
- Constable Care
- Department of Transport
- Department of Corrective Services Youth Justice
- IBN Aboriginal Corporation
- Karratha Community House (KCH)
- Karratha Early Years Group
- Local Information Network Karratha (LINK)
- Paraplegic Benefit Fund
- Pilbara Defence Transition Mentor
- Pilbara Education Regional Office Aboriginal Education Team
- Population Health
- Regional Youth Co-ordinators Network Karratha
- Rio Tinto Rail
- WALGA RoadWise
- Shire of Roebourne Cleansweep Taskforce
- Smith Family
- West Pilbara Alcohol Management Group
- Woodside North West Shelf Venture.

The Consultant is also an active member of the LINK Teddy Bears Picnic Committee, the West Pilbara Alcohol Management Group, Local Information Network Karratha, Regional Youth Coordinators Network, and Early Years Group Shire of Roebourne.

During the past financial year promotional opportunities in the Pilbara region included:

- Karratha Teddy Bears Picnic
- Pilbara Play Day
- Nameless Festival Tom Price
- Keys for Life Road Safety Expo Karratha
- Walk Safe to School Week
- Cycle to School Day Baynton West Primary School
- Bike Week Community Event Port Hedland.

## Keys for Life in Jigalong

The *Keys for Life: Pre-driver education* program is playing an important role in many small communities in the Pilbara. Indigenous youth are being assisted in obtaining and valuing their Learner's Permit where previously driving without a licence has been the norm.

Located 170 kilometres east of Newman, Jigalong is on the edge of the Great Sandy Desert. An Aboriginal Community of Martu people, the people speak Martu Wangka as a first language and continue traditional cultural practices. With an enrolment of 75 primary and 21 secondary students, transiency is a factor of the school population with considerable movement of the local people between Jigalong, Nullagine, Newman, Punmu, Parngurr and Kunawarritji (Canning Stock Route).

Greg Grant, Jigalong Remote Community School teacher, has had some inspiring results using *Keys for Life*.

"I wanted to inform you that I just had a Year 11 boy obtain his Learner's Permit and he is the first student at Jigalong to obtain his L's. This is a huge achievement for this student as in Term 1 he went through men's business and was away from school for six weeks. In the eyes of the community he is now considered a man and is not expected to attend school. He has not missed a day of school since he has come back."

Despite already passing their Learner's Permits, students are continuing with the *Keys for Life* program focusing on skills such as being responsible when driving and at parties. The students have also started setting goals beyond school towards gaining employment and buying their own vehicle.

"I have already taken him on two lessons and he's enjoying that so much he has come to me wanting to get a job so he can buy his own car," said Greg.

The students participating in the *Keys for Life* program are positive role models amongst their peers in the community.



Jigalong students happy to have received their L-plates through the *Keys for Life* program.

## WARREN BLACKWOOD

The Warren Blackwood Consultant works in a part time capacity (0.8 FTE). There are 39 schools in the region of which seven are currently CHAT schools.

During the past financial year the Consultant engaged with 20 schools and had a total of 205 professional learning participants.

The Consultant continues to build interagency capacity through involvement with regional groups and attends a number of meetings including:

- Naturaliste WALGA RoadWise
- South West Human Alliance
- Manjimup Alcohol Management Plan meetings.

Several initiatives were achieved during the past financial year in the region including a *Keys for Life* presentation to students and staff at the Future Possibilities Youth Conference 2013, and involvement in the Kids Fest in Bunbury in 2013. This day was to promote road safety to young children and their parents through SDERA's *Smart Steps* program.

### Margaret River builds positive partnerships

The seven schools involved in the CHAT initiative have all been making fantastic progress with their Gold, Silver and Bronze level targets as they implement engaging, innovative and inspiring programs and initiatives into their school communities that will enable their students to become successful lifelong learners.

Margaret River Primary School has a strong focus on building positive partnerships with the wider community and encourages its staff to work collaboratively and participate in effective professional learning. It is one school enthusiastically embracing CHAT.

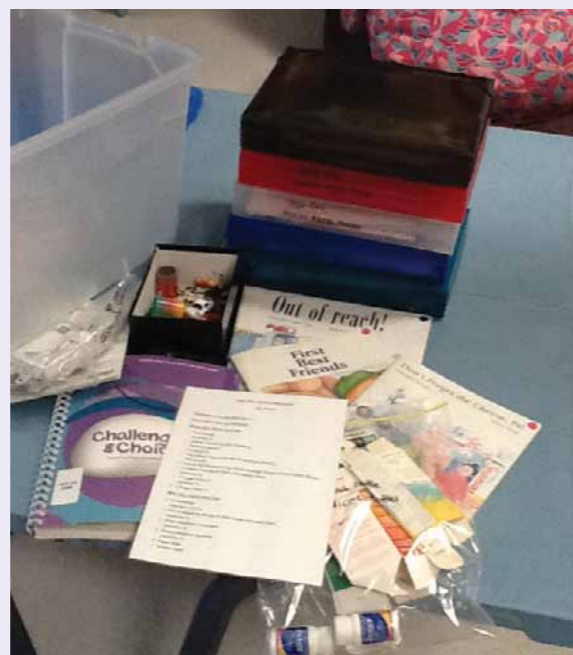
Deputy Principal Craig Mainard said, "With the financial support, professional learning and support from the SDERA Consultant our staff were able to set sustainable goals to improve better outcomes for our students.

Through her knowledge, skills and enthusiasm, Libby Winchcombe (the Consultant) was able to engage our staff and demonstrate how CHAT can complement our existing school programs, and further extend it by involving our whole-school community in building resilience and developing effective road safety and drug education.

Libby's passion inspired our staff to create a CHAT Committee that consisted of 16 members, including teaching and non-teaching staff, parents and the school chaplain."

CHAT has assisted the school to review their current road safety and drug education practices and as a result of this review, 'Challenges and Choices Kits' for each year level were developed. These kits have the resources and materials listed in each focus area of the resource and have been integral to the implementation of a revised health program in 2014.

Teacher Lorraine Macaulay said, "The contents of the kits are well organised and easily maintained and each topic includes several options so that teachers can be selective and flexible when covering concepts. Some teachers follow the activities in a weekly 30-40 minute set time, whilst others integrate it across other learning areas or a combination of both."



Margaret River PS 'Challenges and Choices Kits'.

## WHEATBELT NORTH

The Wheatbelt North Consultant works in a part time capacity (0.8 FTE). There are 50 schools in the region of which four are currently CHAT schools.

During the past financial year the Consultant engaged with 49 schools and had a total of 109 professional learning participants.

The Consultant continues to be engaged with a number of key agencies as well as an advocate for SDERA through membership on local committees and through participating in a number of activities. These include:

- Local Drug Action Group Treasurer
- WALGA RoadWise Chairperson
- Chairman of Committee of Council - Northam Safer Community Committee
- Written media for WALGA RoadWise Committee and LDAG including print and radio
- CHAT Awards Celebration May 2014
- Dowerin Field day - Izzy skit, Walk Trail for schools
- Avon Decent - parade promoting child restraints
- Moora Early Learners Expo - promotion of *Smart Steps* to parents and community
- Applying for an Office of Road Safety Grant for Northam Senior High School.

### Wongan Hills road safety audit

Wongan Hills District High School formed a Road Safety Committee after a student was knocked off his bike on the way to school. The Consultant was contacted and met with the Committee. The school community's concerns and goals evolved into a commitment from

the school to engage with CHAT. SDERA facilitated a meeting with key stakeholders and formed a partnership with the local council and Department of Education to conduct an independent road safety audit of the traffic around and within the school.

The school and Shire Council have been working towards the nine recommendations that were identified over a period of 12 months. The local Men's Shed has also been approached and assisted with some of the implementations. The staff undertook a focused professional learning journey on teaching road safety and held two after school workshops, facilitated by SDERA, to develop a whole-school road safety curriculum.

The CHAT Committee developed *School Road Safety Education Guidelines* using SDERA's *Getting it Together* resource. The Guidelines, which include traffic management plans and curriculum information for school staff, was endorsed by the School Council and P&C. The Guidelines are included in both student and staff induction packages, adding sustainability to road safety initiatives.

Since committing to CHAT the school has made Walk to School Day and Bike to School Day a focus. Students are encouraged to be on the CHAT Committee and have even been seen self-policing poor road safety behaviour around the school. School staff were also trained to deliver the *Keys for Life: Pre-driver education* program which is now part of the regular school curriculum.

Wongan Hills DHS will continue their journey as a CHAT School and have recently completed their *School Drug Education Guidelines*. The school is also further developing their school curriculum which reflects a focus on teaching resilience skills and drug education. Their efforts were recognised by reaching finalist stage in the 2014 Constable Care Safety Awards which is a great achievement.



## WHEATBELT SOUTH

The Wheatbelt South Consultant works in a part time capacity (0.5 FTE). There are 32 schools in the region of which 22 are currently CHAT schools.

During the past financial year the Consultant engaged with 32 schools and had a total of 192 professional learning participants.

The Consultant has been actively involved with CHAT schools and their celebrations which included the Lake Grace District High School road safety day, Wagin District High School road safety day, Williams Primary School resilience and emotional health day, Tambellup Primary School drug education expo, and the St Matthew's Primary School resiliency day. These school events also involved of a number of community organisations such as St John Ambulance, Fire and Emergency Service and Primary Health. The Consultant supported Kidsafe with Izzy at the Wagin Woolorama, an agricultural event with approximately 15,000 in attendance. Izzy also visited local schools with relevant road safety messages.

The Consultant continues to build interagency capacity through involvement with a number of regional groups including:

- Primary Health with a focus on the *Smart Steps* program, car restraint checks and the Healthy Schools Project
- Katanning Action on Drug and Alcohol Committee which is a new proactive group aiming to reduce and prevent alcohol and other drug-related harm in the Katanning area
- Rural Community Support Service
- RAC and PBF regional school visits.

### A SDERA Champion

East Narrogin Primary School is a true 'champion' for SDERA. The school has a population of 273 students with nearly 21% being of Aboriginal background.

Their journey began in 2007 when the school undertook to be part of the Drug Education Forums (DEF) which were managed by SDERA on behalf of the Australian Government. The school successfully procured funding from SDERA to showcase the teaching of drug education across the school. An eye-catching informative, whole-school display at the Narrogin Agricultural Show showcased many facets of the students' drug education program.

In 2008, the school sourced further funding from SDERA and their journey continued with initiatives targeting road safety.

A very successful Resiliency and Leadership Program for Year 7 students was initiated in 2009 from funds sourced from the remaining DEF funding. This Resiliency and Leadership Program has been successful for the past five years and is perceived to be an integral part of student development.

When SDERA's CHAT initiative was launched in 2010, East Narrogin was to the fore. The school engaged the whole staff and under the direction of a committee developed scope and sequence programs for all year levels using SDERA's *Challenges and Choices* resources.



Since 2010, the school has embraced celebration days to showcase the students' learning, with support from various partnerships including police, ambulance, emergency services, WALGA RoadWise and Primary Health. In 2013, the Resiliency and Leadership Program was extended to Year 5 students in preparation for their intake into secondary school in 2015.

The school has successfully embedded SDERA's resilience, drug and road safety education programs and CHAT into the Pastoral Care component of the school's Operational Plan. This whole-school approach enables explicit teaching of values and resiliency through a health context related to road safety and drug education and other important health topics.

*"All staff have embraced the CHAT initiative and the opportunity to develop whole-school programs has ensured all staff are working towards a common goal. Students within the school are confidently able to display aspects of resiliency eg. resolving playground issues."* Classroom Teacher ENPS.

*"At ENPS we strongly believe that every child has the potential to be a leader given the right set of circumstances and environment. Our aim is to explicitly teach the Year 6/7 student cohort for a session a week in order to expand the students' knowledge on what leadership is about and to help them focus on the qualities of an effective leader. Our leadership team is also encouraged to practise their leadership skills in our local community where they have the opportunity to speak at Rotary meetings about their leadership and volunteer in worthwhile community projects."* Jo Hayes, Deputy Principal.

*"All students have the opportunity to take part in the leadership program and it isn't an exclusive group. I believe I will be able to continue my journey of leadership in high school and beyond. I was recently able to practise my leadership skills in the 'Principal for a Day' program where I was able to speak on the ABC radio, our local radio, organise a staff versus student sport activity, participate in a meeting with the School Board whereby I was able to have input into the process of selecting graduation shirts. The leadership program has improved my communication skills and I feel more confident in organising events within the school."* Sarah Coetzer, Year 7 student leader.



## ENGAGEMENT AND PARTNERSHIPS WITH PARENTS AND COMMUNITY

SDERA has maintained and continues to grow the network of key stakeholders in resilience, drug and road safety education arenas at local, state and national levels. To enhance communication, SDERA has maintained active membership of standing reference groups, taskforces, committees and funding groups in drug education and road safety.

Further to this, relevant agencies and groups have been engaged to provide input on several operational areas including professional learning and curriculum and resource development.

### KEYS FOR LIFE WORKSHOP FOR PARENTS AND YOUNG PEOPLE

Teaching a young person to drive can be a very anxious time for parents. To help alleviate stress and make this important process safer, SDERA coordinates the delivery of the *Keys for Life* workshop for parents and young people as a component of the *Keys for Life: Pre-driver education* program. This workshop also reinforces the message that the more time learner drivers spend under supervised conditions, the safer they can become.



#### Achieved

- 59 Metropolitan workshops were held with a total of 4,487 parents and young people attending.
- 10 Regional workshops were held with a total of 452 parents and young people attending.
- Due to the increased number of schools participating in the *Keys for Life* program, demand for parent workshops continues to increase. 57% of schools who delivered the *Keys for Life* program also ran a parent workshop.
- After attending a workshop, 68% of parents indicated their intent to supervise their learner driver for more hours than the required 50 hours of supervised driving.

Increased participant numbers may also be attributed to more schools making attendance at the workshop a compulsory requirement of completing the *Keys for Life* program.

#### Plans for the future

The *Keys for Life* workshop for parents and young people is currently being modified to include information related to the risks associated with drink/drug driving and mobile phone use.

The introduction of the *Keys4Life Online* resource has helped provide best practice road safety education for learner driver's that is easily understood by a wide range of cultures including those with learning difficulties. Agencies engaged in *Keys4Life Online* can also host a modified version of the *Keys for Life* workshop for parents and young people.

"This workshop has provided me with an opportunity to clarify my knowledge of the road rules, and better understand the steps needed in teaching someone to drive. I feel more confident and less stressed before I start teaching my daughter to drive. Thank you."

Parent comment.

#### SMART STEPS

It is critical that parents, carers, early childhood teachers and community agencies are able to deliver clear and consistent road safety messages to young children. *Smart Steps* is a road safety education program that enhances understanding of the factors that contribute to keeping young children (birth to four years) safe in the traffic environment.

Implementation of the program is supported by agreements between key community organisations and SDERA. As a result, a wide range of community settings deliver *Smart Steps* messages to their clients. Examples include TAFE students enrolled in early childhood degrees, community health centres, migrant centres and a number of maternity hospitals.

The figures in the table below include *Smart Steps* professional learning workshops, electronic newsletter mail outs, multi-language resources, road safety displays, community events and visits to our service provider websites. Improvement to this reporting process ensures an accurate interpretation of the wide reach of this program.

Developing road safety education that is relevant for culturally diverse families and those with learning difficulties remains an important aspect of the *Smart Steps* program. This focus helps alleviate some of the many challenges surrounding parent engagement, education and child passenger safety.

"The *Smart Steps* child car restraint brochures are supplied in eight different languages. This resource has helped hundreds of our clients better understand the safest way to restrain their children whilst travelling in cars." The Edmund Rice Centre Mirrabooka

#### Achieved

- Three professional learning workshops to 44 participants in the metropolitan area.
- 12 professional learning workshops to a total of 92 participants in regional WA.
- SDERA's service agencies KidSafe WA, Meerilinga, Playgroup WA, and Ngala have reported delivering *Smart Steps* messages to 227,202 parents and community members during the reporting period.

#### Plans for the future

A road safety resource/checklist that provides early childhood services with practical ideas on embedding road safety into everyday practice is currently being reviewed. This resource would meet the safety requirements of the National Quality Standards. Professional learning related to the *Smart Steps* program would also be modified to incorporate this additional resource.

Target Audience	Method				
	Events	Workshops	Resources	Information Sessions	TOTAL
Children 0 to 4 years	471	333	1,000	740	2,544
Children School Age	10	385		100	495
Parents	53,055	1,378	157,512	11,278	223,223
Others/Agency Staff		528	300	112	940
TOTAL	53,536	2,624	158,812	12,230	227,202

Table 4: Number of People who received *Smart Steps* Road Safety Messages 2013 - 2014





## PROMOTION AND ADVOCACY

**The implementation of a coordinated Stakeholder Engagement and Marketing Plan was expanded in 2013 - 2014 to deepen relationships at a corporate level. While marketing to the education sector remained a priority, significant attention was given to improving the recognition of SDERA in other stakeholder groups.**

A cornerstone of improving the value of the SDERA name has been the creation of an Ambassador group. While the full impact of the group will not be felt until 2014 - 2015, work began during this reporting period on creating strategic events to target niche markets and enhance relationships with partner organisations. Several marketing tools were also completed such as the rewrite of the website, distribution of new brochures and the expansion of the customer database.

### AWARDS

#### Constable Care Child Safety Award

Taking out the 'Government and Agency' category at the 2013 *Constable Care Child Safety Awards*, SDERA has received further recognition for its provision of best practice drug and road safety education approach.

SDERA won this category for making an outstanding contribution to child safety through the *Challenges and Choices* education resource. The best practice, evidence-based resource featured as a finalist in several other categories for its contribution to young people. The curriculum aligned resources, which provide a developmental approach to learning, are now widely recognised by school staff, who say they are highly relevant and easy to use and implement.



SDERA's Bruno Faletti and Anne Miller.

## Action on Alcohol Awards

Two of SDERA's Regional Consultants have been recognised for their involvement in community wellness initiatives at the inaugural *Action on Alcohol Awards* organised by the McCusker Centre for Action on Alcohol in Youth. The awards recognise individuals, organisations, and initiatives that have made a significant contribution to reducing harms from alcohol among young people in Western Australia.

Collaborations involving SDERA were finalists in the 'Regional Communities in Action' category. Consultant Kate McConkey represented the Midwest Party Safe Alliance which is a coalition of agencies providing best practice education and prevention strategies to reduce harm from alcohol in the region.

Similarly, Jill Fitzpatrick represented the Esperance Local Drug Action Group. Among their activities, the group was the first to facilitate a 'Flash Mob' to promote awareness of Foetal Alcohol Spectrum Disorders by pausing for 90 seconds on the ninth day of the ninth month to represent the nine months of pregnancy and raise awareness of guidelines on alcohol during pregnancy.



Tonya McCusker with Jill Fitzpatrick.



Tonya McCusker with Kate McConkey.

## Road Safety Council Award

Deb Zines, SDERA's *Keys for Life* Consultant received a Certificate of Appreciation from the Road Safety Council of Western Australia in 2013. This certificate was awarded to Deb in recognition and appreciation of her contribution towards road safety education of young people in Western Australia. The certificate also recognises her professional expertise in the development of the *Keys4Life Online* resource that will make a significant contribution to the education and safety of young people and adults.



Murray Lampard, Chair of the Road Safety Council of Western Australia, and Deb Zines.

## Crime Prevention Through Environmental Design Award

During this reporting period, SDERA worked in partnership with WA police, Murdoch University and Comet Bay College with the inaugural Students Advising Youth (S.A.Y) Project in the Peel region. The project's focus for 2013 was illicit drugs and students were asked to create advertisements to warn young people of the negative impacts of drug use. The advertisements were put on YouTube and social media for community awareness and education. The S.A.Y project won a 'Best Idea' award from the Crime Prevention Through Environmental Design organisation and in 2014 the project has expanded statewide.



Supt. Noreen O'rouke presents the award to Lorraine Dunkling (LDAG) Tania Gigg (SDERA) and Peel Police Officers, Tam McKeown and Paul Trimble.

SDERA Consultant Tania Gigg was a finalist in the Peel region for the Premier's Australia Day Active Citizenship Awards and received a certificate of recognition and medallion at the Australia Day celebrations for her dedication to road safety in the region. The awards foster, recognise and celebrate significant contributions to community life and active citizenship in all local government areas of Western Australia.

## AMBASSADORS

The position of a SDERA Patron has been discussed in a variety of contexts for several years and was raised in a Management Committee workshop in 2013. The idea of a group of ambassadors over a single patron was eventually pursued to attract advocates from a range of sectors. The advantage of having a group of ambassadors is that it 'spreads the load' for official functions, presentations and lobbying, and creates a more holistic approach, whereby ambassadors can use their collective networks to fulfil the purpose of their role.

Ambassadors were selected on the basis that they were a person of influence and could improve the recognition of SDERA and its value to stakeholders. They also have a proven commitment and professional expertise in improving the safety and wellbeing of young people.

The primary objectives of SDERA Ambassadors are to:

- Advocate for education in the key areas of resilience, drug and road safety education.
- Improve the strategic position of SDERA in a crowded and competitive health education market.
- Increase the knowledge, understanding and benefits of SDERA resources to the wider community.
- Increase the uptake of SDERA products and services by schools.

The role of Ambassadors:

- Speak positively in public settings about the work of SDERA.
- Make comment to the media as to the benefits of SDERA's work in the education sector.
- Promote the need for resilience, drug and road safety education.
- Encourage ongoing financial support to SDERA from current and prospective funders.

As such, the following people were invited and accepted the position as SDERA Ambassador.

**Gary Adshead** Morning Show Host 6PR, Journalist Channel 7, The West Australian newspaper. Gary has significant media influence, strong experience as a presenter and facilitator, and has a personal passion for drug prevention and road safety.



**Kylie Catto** is President of the WA Council of State School Organisations and has a background in parent advocacy and education partnerships. Kylie is also a highly activated and articulate voice for parents.



**Professor Donna Cross** is a researcher at Telethon Kids, former West Australian of the Year, and has a long association with SDERA through her work at the Child Health Promotion Research Centre at Edith Cowan University. Donna has high level university connections and internationally recognised academic and research abilities in the areas of youth health.



**Brad Hogg** is an international cricketer and has a high public profile particularly among young boys and teenagers. Brad is a strong supporter of health provision to young people and epitomises the power of resilience.



MEDIA

The media focus during the year has been to create proactive, targeted pieces in the West Australian newspaper, on talkback radio and via the SDERA quarterly newsletter. Efforts to engage in public discussion about contemporary topics as they arise have proven challenging, due to the often sensitive nature of the subject matter, particularly drug and alcohol use by young people. Producing a media communications agreement with the Department of Education has assisted in creating a more collaborative approach to key messages which has gone some way to addressing these challenges. There have been more than 13 regional articles published. Four significant feature articles in The West Australian, two extended radio interviews and one television story on the ABC's 7.30 Report.

EVENTS

The year saw the creation of strategic events to engage stakeholders who had not been previously involved with SDERA. This included many members of parliament, new schools, new teachers, police, health organisation and road safety representatives.

CHAT Celebration Wheatbelt May 2014

Regional Consultant Rose Power held an event to acknowledge and award CHAT schools in her region. The event brought together community organisations engaged with SDERA to support the resilience, drug and alcohol education and road safety initiatives being carried out in local schools.

Special guests included Chair of the Road Safety Council Murray Lampard, local MLA Mia Davies member for the Central Wheatbelt, and several representatives from the local shire council. The event received considerable coverage in local news outlets and one of the schools, Wongan Hills District High School, went on to secure a position in the finals of the Constable Care Child Safety Awards for their work in road safety.

Road Safety Expo Pilbara September 2013

220 students from St Luke's College, Karratha Senior High School and Pilbara Juvenile Justice participated in the expo at Karratha Leisureplex as an extension of *Keys for Life*. The event was initiated by local consultant Lynelle Fozard to expose students to the many road safety initiatives in the community and help them understand the 'big picture' of road usage in the region. It also helped improve connections between students and other agencies such as the police, ambulance, local industry and health services.

A special presentation by the Paraplegic Benefit Fund helped students understand the consequences of road crashes and the expo stalls involved them in further learning. The aim of the event was to improve road safety and potentially, reduce the crash rate in the Northwest. A primary benefit of *Keys for Life* is that many young people are able to sit their Learner's Permit Test and go on to earn their driver's licence, which in turn improves their educational and economic prospects. The event was broadcast by ABC local radio who interviewed stall holders, SDERA and the PBF.

Synthetic Drugs Forum May 2014

The special educational forum followed media reports about the hospitalisation of four students at City Beach Residential College after taking synthetic drugs. The forum was presented as an information session for teachers and school leaders. Although drug education has consistent messages across all drug groups, the media attention on the growing prevalence and popularity of so called, 'synthetic drugs' or New Psychoactive Substances (NPS's) generated considerable interest from educators.

As part of efforts to engage with complimentary agencies more widely, three experts in the field were invited as guest speakers to address specific issues within their professional field.



From L - R: Wongan Hills District High School Principal Ilana Jachmann, students Tyler Breen and Josie King, Deputy Principal Lisa Simpson, Chair of the Road Safety Council, Professor Murray Lampard and Wheatbelt MLA, Mia Davies.

WEBSITE

In 2013-2014 the SDERA website was rewritten, reoriented and expanded to create a more accessible website with a greater emphasis on the user experience. The process has been somewhat fractured due to the time requirements of the task. It is hoped the website can be utilised to provide the online materials required by clients and provide a more interactive learning space. Duplicate content continues to be hosted inside the Department of Education website which provides access to users coming from public schools.

MARKETING MATERIALS

Two new marketing materials were produced and distributed. The first, 'Professional Learning and Resources for Educators' lays out a professional learning journey for school staff. It articulates the pre-requisites for each workshop and the key learning areas. The brochure was distributed to all schools in Term 1, 2014 and is supplied with information packs to all participants at professional learning.

The second pamphlet, 'Helping to Keep Young People Safer' is aimed at principals, parents and non-teaching professionals. The pamphlet introduces readers to the core business areas of SDERA, and our aims and objectives, and is distributed at events and through agencies such as the RAC and the Paraplegic Benefit Fund.

They were Pat Doyle, Manager, Licensing Enforcement Division, WA Police. Pat addressed:

- The growing number of illicit retailers and underground websites selling NPS's and the fight to shut them down.
- How Western Australian police are enforcing the law, monitoring sales and use and helping to inform changes to legislation.

Sarah Lau, Communications Manager, The ChemCentre addressed:

- The chemical composition of synthetic concoctions and how many different substances are being used.
- The techniques being used to conceal and mask the drugs.

Gary Kirby, Director of Prevention and Workforce Development, Drug and Alcohol Office addressed:

- The job ahead for governments in legislation, education and treatment.
- How government agencies are working to reduce drug use in WA and minimise the harms to society.

The event was co-presented by Network Teach at Edith Cowan University in an effort to create closer ties with graduate teachers.

PLANS FOR THE FUTURE

In 2014-2015 the focus for Strategic Events will be to utilise the expertise of our Ambassadors and reach an even wider audience.

CONFERENCE PRESENTATIONS

SDERA aims to promote its work and achievements at both a state and national level through presentations at conferences for key target groups. The conference presentations outlined below were achieved during the reporting period.

DATE	CONFERENCE OR FORUM TITLE	WHERE	WHO FROM SDERA	PAPER PRESENTED
July 2013	RSERGA Road Safety National Conference	Adelaide	Anne Miller Deb Zines	<i>Challenges and Choices</i> and <i>Keys4Life Online</i>
August 2013	WA Council of State School Organisations (WACSSO) State Conference 2013	Perth	Bruno Faletti	SDERA
November 2013	11th Australasian Injury and Prevention and Safety Promotion Conference (ICCWA)	Perth	Anne Miller	<i>Challenges and Choices</i>
November 2013	Principals Collegiate Group	Perth	Anne Miller Catriona Coe	SDERA and resilience
November 2013	Australian Council for Health Physical Education and Recreation ACHPER WA State conference 2013	Perth	Susanne Line	<i>Challenges and Choices</i>
May 2014	Positive Schools Conference 2014	Perth	Mick Jackson Pierce Catriona Coe	Meeting the Challenge of School Drug Education
June 2014	WA Secondary School Executives Association Conference 2014 (WASSEA)	Perth	Bruno Faletti	Year 7 Transition to High School: Challenges and Opportunities unpacked
June 2014	WA Secondary School Executives Association Conference 2014 (WASSEA)	Perth	Mick Jackson Pierce Catriona Coe	A Whole-School Approach to Resilience, Road and Drug Education
June 2014	WA Primary Principals' Conference 2014	Perth	Anne Miller	Taking up the Challenge: Health and Wellbeing of Children



## LEADERSHIP AND COORDINATION

**SDERA is a key player in decision making, policy influence and coordination in drug and road safety education.**

### ROAD SAFETY EDUCATION REFERENCE GROUP AUSTRALASIA

The Road Safety Education Reference Group Australasia (RSEGA) consists of key road safety education agencies in each state and territory of Australia, and New Zealand. SDERA has continued to take a lead role in the coordination and executive functions of the group.

#### Achieved

- In this reporting period, SDERA has contributed to a RSEGA submission to the Australian, Curriculum Assessment and Reporting Authority (ACARA) to support the inclusion of road safety education content in the Australian Curriculum Health and Physical Education. This submission was successful with safety, including road safety being identified as a context for student learning and classroom based programs.
- A review and development of the Terms of Reference was completed at the annual RSEGA meeting in July 2013.
- Executive support was provided by SDERA for RSEGA, including the maintenance of a database of member agencies.
- SDERA presented two conference papers at the Traffic Safety Education Conference in July 2013. This conference is an initiative of RSEGA and aims to maintain the focus on road safety education by schools and early childhood services in Australia.

### WA ROAD SAFETY EDUCATION COMMITTEE

SDERA has continued to coordinate, chair and steer the Western Australian Road Safety Education Committee (WARSEC). The Committee is focused on coordinating evidence-based road safety programs, initiatives and resources that impact early childhood settings, schools and communities; and creating a road safety culture that helps to reduce the risk of serious injury or death from road trauma among children and adolescents.

#### Achieved

- SDERA lead a WARSEC working party and coordinated the distribution of *Directions: A Western Australian Road Safety Education Action Plan 2013-2015* which is an updated and revised version of *Directions: A Road Safety Education Plan for Western Australian Schools and Communities 2011-2013*. The action plan outlines activities and targets for WARSEC and other affiliated members for the reporting period. The SDERA Manager presented the updated *Directions* publication and a report on the 2011-2013 plan to the Road Safety Council at the May 2014 meeting.

This road safety education action plan (published January 2014) has been developed as part of an ongoing commitment to road safety education in Western Australia in line with the Western Australian *Towards Zero Road Safety Strategy 2008-2020*. Children and young people remain a key target group in the strategy as they are frequent users of road and transport systems in our state, as pedestrians, cyclists, passengers, drivers and, increasingly, as scooter and moped drivers.

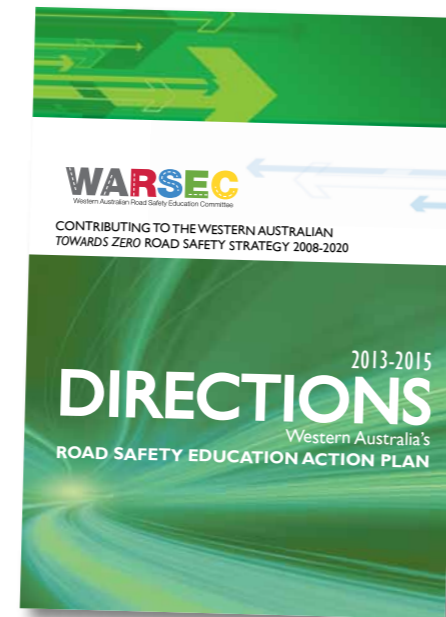
The aim of *Directions* is to:

- Communicate the comprehensive road safety education programs and services targeting young road users from birth to 18 years and their parents/carers that are provided across the state as a contribution to the *Towards Zero Road Safety Strategy 2008-2020*.
- Provide a clear overview of how each WARSEC agency member is contributing to road safety education to maximise efforts, reduce duplication, identify areas still to be addressed, and to work collaboratively.
- Provide road safety education that promotes a Safe System approach and supports developmentally appropriate education that prepares young people to be compliant, alert and safer road and transport users.
- Raise the profile of best practice and effective road safety education in schools and early childhood services as described in the *Principles for School Road Safety Education* (SDERA, 2009) and the *National Practices for Early Childhood Road Safety Education* (RSEGA, 2013).

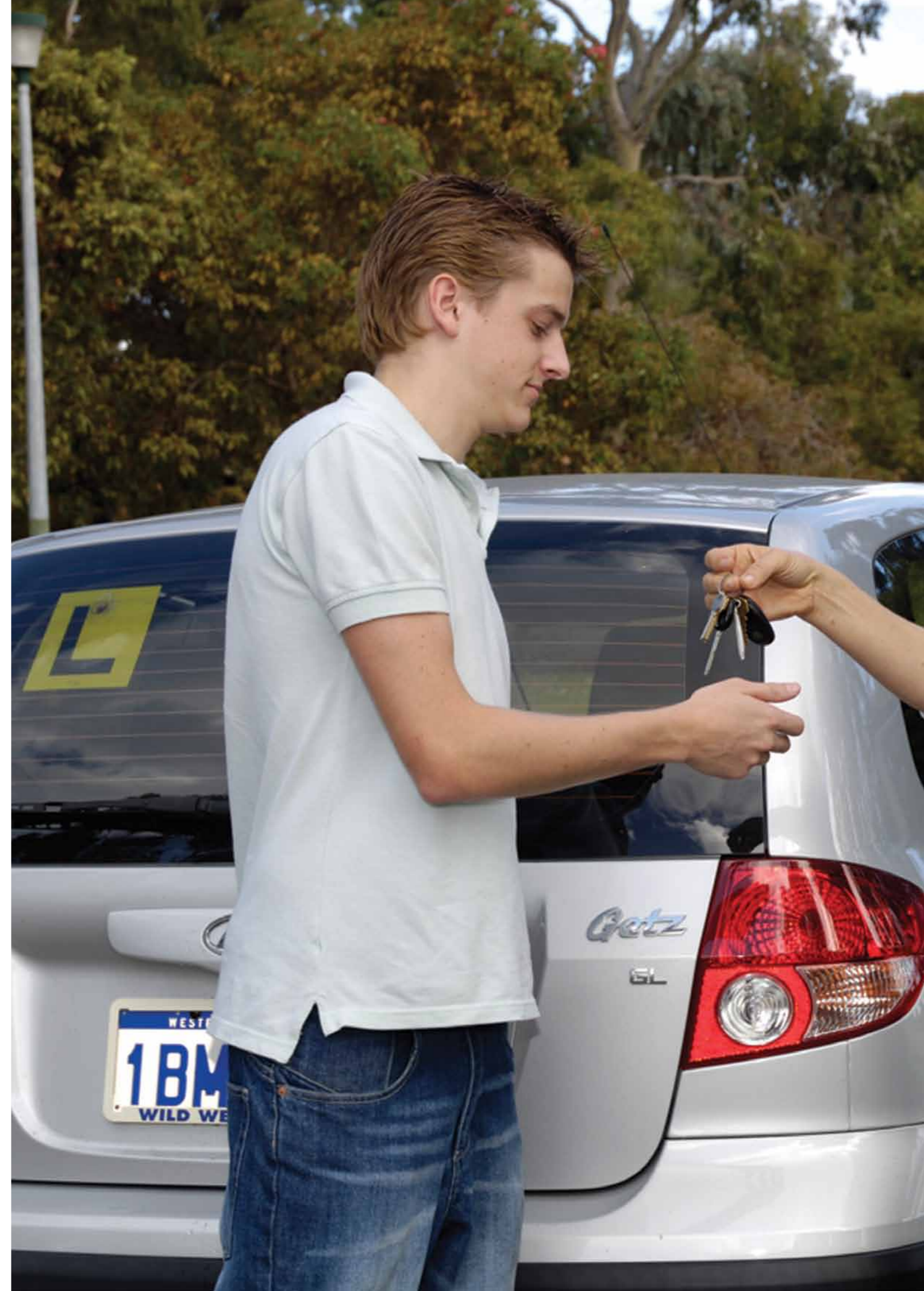
The plan can be viewed at <http://www.det.wa.edu.au/sdera/detcms/navigation/road-safety/>

### Plans for the future

- A report on achievements from the *Directions* plan for 2013-2015 will be made available to the Road Safety Council by June 2015.



Murray Lampard, Chair of the Road Safety Council of Western Australia.





## ORGANISATIONAL EFFECTIVENESS

SDERA's organisational culture supports accountable, effective and fair practices.

### FINANCIAL STATEMENT

The Catholic Education Office of Western Australia (CEO) supports SDERA with finance and accounting services. The following financial statements provided by the CEO have been audited by Deloitte.





Deloitte Touche Tohmatsu  
ABN 74 490 121 060

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## Independent Auditor's Report to the Western Australia Conference of Bishops and the Government of Western Australia Drug and Alcohol Office

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education Commission of Western Australia ("the Recipient"). The Report has been prepared by the Commission in accordance with the SDERA - Drug and Alcohol Office (the "Program") for the funding year-end 30 June 2014.

### *The Commission's Responsibility for the Report*

The Catholic Education Commission of Western Australia's ("Commission") is responsible for compliance with the Program and the preparation and fair presentation of the Report and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Program and the needs of the Commission of the Catholic Education Commission of Western Australia and the Government of Western Australia Drug and Alcohol Office ("Department"). The Commission's responsibility also includes such internal control as the Commission determine is necessary to enable compliance with the Program and the preparation and fair presentation of the Report that is free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on the Report and whether the grant monies were expended in accordance with the Program based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the Report is free from material misstatement and whether the grant monies were expended in accordance with the Program.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Report and whether the grant monies were expended in accordance with the Program. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the Report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Recipient's preparation and fair presentation of the Report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Commission, as well as evaluating the overall presentation of the Report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Liability limited by a scheme approved under Professional Standards Legislation.

Member of Deloitte Touche Tohmatsu Limited



### *Opinion*

In our opinion, the Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Program for the funding year-end 30 June 2014.

### *Basis of Accounting and Restriction on Distribution and Use*

Without modifying our opinion, we draw attention to the "Commission's Responsibility for the Report" paragraph above which states that the Report has been prepared in accordance with the accruals basis of accounting. The Report is prepared to assist the Catholic Education Commission of Western Australia to meet the financial reporting requirements of the Program. As a result the Report may not be suitable for another purpose. Our report is intended solely for the Commission and the Department and should not be distributed to or used by parties other than the Commission and the Department.

DELOITTE TOUCHE TOHMATSU

**Chris Nicoloff**  
Partner  
Chartered Accountants  
Perth, 30 September 2014

Registered Company Auditor Number: 307310

## CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

### DRUG AND ALCOHOL OFFICE

#### STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 30 JUNE 2014

	2014 \$	2013 \$
<b>INCOME</b>		
Grant Funding - Drug & Alcohol Office	1,342,810	1,291,163
Interest	137	1,397
Resource Recoup and Miscellaneous Income	14,800	18,148
GST Received	134,281	129,116
<b>Total Income</b>	<b>1,492,029</b>	<b>1,439,824</b>
<b>EXPENDITURE</b>		
Administration	156,739	162,799
Curriculum and Resource Development	43,251	55,441
Monitoring & Evaluation	1,818	2,430
Personnel Costs	859,324	797,242
Publicity/Promotions	21,914	11,821
Regional Organising Committees	90,529	63,722
Strategic Planning	5,037	4,556
GST Remitted to ATO	134,281	129,116
<b>Total Expenditure</b>	<b>1,312,893</b>	<b>1,227,127</b>
Surplus for the period	179,136	212,697
Total brought forward	181,068	(31,629)
<b>Surplus Carried Forward</b>	<b>360,204</b>	<b>181,068</b>

**Deloitte**

Deloitte Touche Tohmatsu  
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www.deloitte.com.au

### Independent Auditor's Report to the Western Australia Conference of Bishops and the Western Australian Department of Education and Training

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education Office of Western Australia ("the Recipient"). The Report has been prepared by the Catholic Education Office of Western Australia in accordance with the National School Drug Education Strategy Agreement (the "Agreement") for the funding year-end 30 June 2014.

#### *The Catholic Education Office of Western Australia's Responsibility for the Report*

The Catholic Education Office of Western Australia ("CEO") is responsible for compliance with the Agreement and the preparation and fair presentation of the Report and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Agreement and the needs of the Catholic Education Office of Western Australia and the West Australian Department of Education and Training ("Department"). The CEO's responsibility also includes such internal control as the management determine is necessary to enable compliance with the Agreement and the preparation and fair presentation of the Report that is free from material misstatement, whether due to fraud or error.

#### *Auditor's Responsibility*

Our responsibility is to express an opinion on the Report and whether the grant monies were expended in accordance with the Agreement based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the Report is free from material misstatement and whether the grant monies were expended in accordance with the Agreement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Report and whether the grant monies were expended in accordance with the Agreement. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the Report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Recipient's preparation and fair presentation of the Report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the "CEO", as well as evaluating the overall presentation of the Report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Liability limited by a scheme approved under Professional Standards Legislation.

Member of Deloitte Touche Tohmatsu Limited



## Deloitte

### Opinion

In our opinion, the Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Agreement for the funding year-end 30 June 2014.

### Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to the "Catholic Education Office of Western Australia's Responsibility for the Report" paragraph above which states that the Report has been prepared in accordance with the accruals basis of accounting. The Report is prepared to assist the Catholic Education Office of Western Australia to meet the financial reporting requirements of the Agreement. As a result the Report may not be suitable for another purpose. Our report is intended solely for the Office and the Department and should not be distributed to or used by parties other than the Office and the Department.

*Deloitte Touche Tohmatsu*

DELOITTE TOUCHE TOHMATSU

*Chris Nicoloff*

Chris Nicoloff  
Partner  
Chartered Accountants  
Perth, 30 September 2014

Registered Company Auditor Number: 307310

## CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

### NATIONAL SCHOOL DRUG EDUCATION STRATEGY

#### STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 30 JUNE 2014

	2014 \$	2013 \$
<b>INCOME</b>		
Grant Funding - State Government	407,434	395,567
<b>Total Income</b>	<b>407,434</b>	<b>395,567</b>
<b>EXPENDITURE</b>		
Administration	56,417	32,307
Curriculum and Resource Development	50,148	17,822
Personnel Costs	327,569	311,937
Regional Operations	46,229	34,640
Training	149,623	176,988
<b>Total Expenditure</b>	<b>629,985</b>	<b>573,694</b>
Deficit for the period	(222,551)	(178,127)
Total brought forward	349,493	527,620
<b>Surplus Carried Forward</b>	<b>126,942</b>	<b>349,493</b>

## Independent Auditor's Report to the Western Australia Conference of Bishops and the Department of Education

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education Office of Western Australia ("the Recipient"). The Report has been prepared by the Catholic Education Office of Western Australia in accordance with the Road Aware Project Agreement (the "Agreement") for the funding year-end 30 June 2014.

### *The Catholic Education Office of Western Australia's Responsibility for the Report*

The Catholic Education Office of Western Australia is responsible for compliance with the Agreement and the preparation and fair presentation of the Report and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Agreement and the needs of the Catholic Education Office of Western Australia and the Department of Education ("Department"). The Recipient's responsibility also includes such internal control as the Catholic Education Office of Western Australia ("CEO") determine is necessary to enable compliance with the Agreement and the preparation and fair presentation of the Report that is free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on the Report and whether the grant monies were expended in accordance with the Agreement based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the Report is free from material misstatement and whether the grant monies were expended in accordance with the Agreement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Report and whether the grant monies were expended in accordance with the Agreement. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the Report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Recipient's preparation and fair presentation of the Report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the CEO, as well as evaluating the overall presentation of the Report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Opinion*

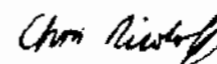
In our opinion, the Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Agreement for the funding year-end 30 June 2014.

### *Basis of Accounting and Restriction on Distribution and Use*

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DELOITTE TOUCHE TOHMATSU



Chris Nicoloff  
Partner  
Chartered Accountants  
Perth, 16 September 2014

Registered Company Auditor Number: 307310

## ACQUITTAL OF FUNDS 2013-14

Administered by the Office of Road Safety on behalf of the Road Safety Council of Western Australia

Grantee: DOE

Project name: Road Aware

Contact details: Bruno Faletti

Project number: 21108122



Budget details			ORS use only
Original approved budget			1,250,000.00
Carry-over approval from 2012-13			264,395.00
Mid-year review adjustment			
Total Approved Budget			1,514,395.00

Income received from the Road Trauma Trust Account				ORS use only
Invoice Description	Invoice No.	Date Paid		\$
1st quarter (July - September 2013)	7003715	4/12/2013		312,500.00
2nd quarter (October - December 2013)	7003715	4/12/2013		312,500.00
3rd quarter (January - March 2014)	7005593	14/03/2014		312,500.00
4th quarter (April - June 2014)	7005593	14/03/2014		312,500.00
Road Aware Parents 2011-12 (Catholic Education Office of WA)	14/05/8520/001	24/06/2014		188,415.00
Total Income				1,438,415.00

Expenditure on approved project	
Account summary description	\$
Administration	84,462.00
Curriculum & Resource Development	58,426.00
Personnel Costs	1,118,199.00
Publicity/Promotions	11,543.00
Regional Organising Committees (ROC)	48,959.00
Strategic Planning	4,815.00
Workshops	47,958.00
Interest Expense	-125.00
Other Income	
Total Expenditure	1,374,237.00

Total unexpended funds to be returned to the RTTA \$64,176.00

Chief Executive Officer/ Accountable Officer

Auditor

Name: Mr Gerard Doyle  
Title: Director - Finance, Planning & School Resources  
Signature:   
Date: 16/9/14

Name: Mr Chris Nicoloff  
Title: Partner  
Signature:   
Date: 16/9/14

This form is to be completed, signed, and returned to the Office of Road Safety by 16/09/2014.



## CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

### ROAD AWARE PROJECT

### STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 30 JUNE 2014

	2014 \$	2013 \$
<b>INCOME</b>		
Office of Road Safety	1,250,000	1,552,000
Other	125	100
GST Received	125,000	155,200
<b>Total Income</b>	<b>1,375,125</b>	<b>1,707,300</b>
<b>EXPENDITURE</b>		
Administration	84,462	129,584
Curriculum and Resource Development	58,426	178,196
Personnel Costs	1,118,199	897,332
Publicity/Promotions	11,543	28,154
Regional Organising Committees (ROC)	48,959	75,634
Strategic Planning	4,815	7,591
Workshops	47,958	45,671
GST Remitted to ATO	125,000	155,200
Interest Expense	-	1,523
<b>Total Expenditure</b>	<b>1,499,362</b>	<b>1,518,885</b>
<b>(Deficiency)/Surplus Income over Expenditure</b>	<b>(124,237)</b>	<b>188,415</b>
Total Brought Forward	188,415	-
<b>Surplus funds to be returned</b>	<b>64,178</b>	<b>188,415</b>



## EVALUATION

### Informing SDERA's Customer Strategy

**In Term 4, 2013 SDERA contracted the Metrix Consulting Group to undertake a comprehensive customer survey to create a base line measurement of both the uptake of our curriculum resources and the effectiveness of the suite of professional learning offered to educators.**

In the past, SDERA's reporting has been focused on the numbers of participants rather than a qualitative measure of the effectiveness of fundamental services. Although 100% of WA schools have access to SDERA curriculum resources, it is not known how many schools actually utilise those resources, namely *Challenges and Choices*.

Key survey objectives:

- Determine the usage of resources in the previous 12 months and the number of students receiving SDERA education.
- As a qualitative measure, determine the likelihood of recommending SDERA to other professionals or attend further workshops.
- Identify possible actions which would increase the uptake of professional learning and resource usage.

### Methodology

More than 1000 people responded to the survey, however many did not complete all questions.

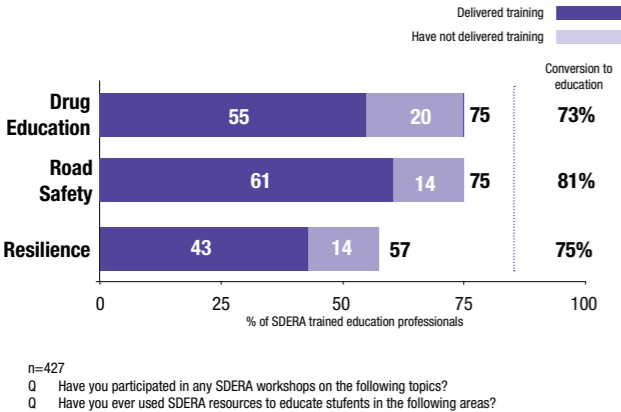
A final sample of n=544 was achieved, and included:

- n=427 Education Professionals (includes teachers, teacher aides, school health workers and pastoral care leaders)
- n=117 School Principals.

The data was weighted to reflect SDERA participants across public and private schools. Survey participants were made up of school staff that had completed workshops in the past three years as well as those who had never attended a workshop.

Key findings

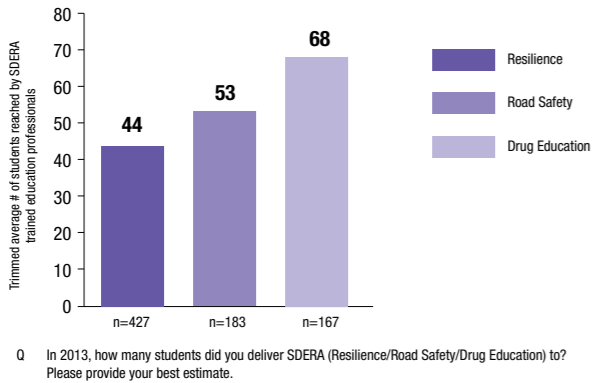
- Advocacy from clients is very strong. Nine out of ten professionals who have completed professional learning in the past 12 months will, or have already recommended SDERA to others.
- Curriculum resource usage is strongest among teachers who have completed professional learning. Nine out of ten professionals who have completed professional learning in the previous 12 months use SDERA resources.
- 75% of all survey participants, including those who have not participated in professional learning, utilise SDERA resources.
- After Education Professionals have been trained, conversion to delivery of resources is high across all training topics.



Conversion to resource usage

Students Learning SDERA Content

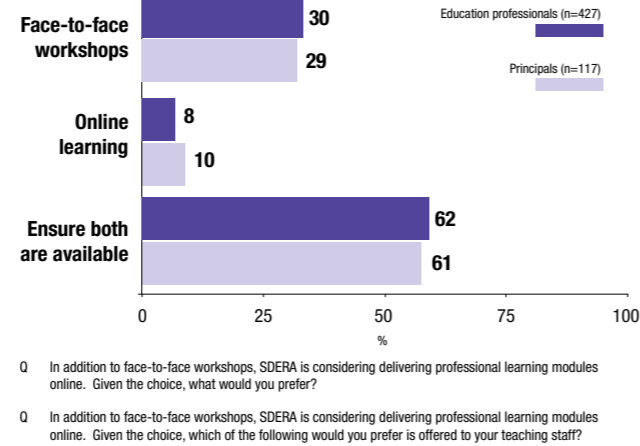
Teachers who attended our professional learning implemented resilience, drug and/or road safety using our resources with between 36 to 74 students. This indicates that a primary school teacher could reach more than a class of 30 students, and a secondary school teacher could reach up to four classes of students.



Students learning SDERA content

Professional Learning Uptake

Professional learning participants indicate a high degree of loyalty indicating they wish to attend workshops in the future. However given the limitations and barriers to face-to-face participation, there is strong demand from past workshop participants and principals to have the choice of both online and face-to-face learning. When looking at differences by age, the survey revealed that older education professionals (50+) have a stronger preference for face-to-face workshops. Younger teachers want access to both face-to-face and online learning.



Workshop delivery preference

Plans for the future

Metrix Consulting conducted the survey analysis but were not asked to provide recommendations. The survey however revealed many opportunities for SDERA to grow and adapt to the changing education market.

These include:

- The development of 'refresher' or 'top up' professional learning workshops, possibly as a half day or online module, to encourage ongoing use of curriculum resources.
- Develop online professional learning modules which can be assessed and accredited.
- Carry out follow up phone calls to workshop participants to improve engagement and increase ongoing usage of resources.
- Develop a corporate sales presentation for school staff as an introduction to SDERA services.

Conclusion

The 2013 customer survey confirms previous reports which indicate that SDERA produces both high quality resources and professional learning workshops and there is little that can be done to improve their content. Improvements can be made to professional learning by providing diversity in the mode of delivery. The survey reveals that after a participant has completed a workshop then usage of curriculum resources is almost guaranteed. Education funding can be a barrier to workshop participation and as such online professional learning must be considered to provide equity of access.

CHAT EVALUATION PROJECT

The Child Health Promotion Research Centre (CHPRC) was contracted by SDERA to conduct a process evaluation of their whole-school initiative, Changing Health Acting Together (CHAT). The CHAT Initiative aims to support schools to improve student health and wellbeing, with a focus on resilience, drug and road safety education, by building the capacity of school communities to implement good practice initiatives using the Health Promoting Schools Framework.

Purpose

The purpose of the evaluation is to describe the process schools use to implement activities under the CHAT model, factors that have influenced their implementation and the school-level impact of the CHAT Initiative in sustaining whole-school practices, policies and environments.

Methods

- Ethics and Education sector approvals granted in Term 4, 2013.
- Literature review and collation of health promoting school framework evaluations.
- Development of CHAT evaluation instruments informed by literature review, quality implementation framework developed by Domitrovich et al., and consultant interviews.
- Phone interviews with SDERA consultants (Term 1, n = 12).
- Online CHAT school reviews conducted by 12 SDERA consultants (Term 2, n = 83 schools).
- All 90 CHAT schools invited: 7 ineligible due to just starting CHAT, 2 declined (81 schools).
- Piloting of survey with 5 schools resulted in minor adjustments.
- Online survey administered through Qualtrics conducted with school-based CHAT coordinators (Term 3, n = 53, 65% response rate).
- Selected 10 school case studies to represent different contexts: metropolitan vs rural; CHAT level of bronze, silver or gold; primary vs secondary; and high and low implementation.
- Qualitative data collected includes CHAT team interview, 2-3 student focus groups and 1 parent focus group or 2-3 parent interviews for each case study school.

The research questions for the school-level evaluation of the CHAT initiative are:

1. To what extent have schools implemented the Health Promoting Schools Framework activities that aim to build students' resilience, drug and road safety education according to accreditation levels?
2. To what extent have schools implemented the whole-school CHAT process and implementation activities according to accreditation levels?
3. What factors have facilitated or hindered their implementation of the CHAT process and practices according to accreditation level?
4. What school-level impact has the CHAT process had in changing the social, physical and organisational school environment that builds students' resilience, sense of safety, support and connectedness to school? and
5. What are the estimated economic costs of implementing CHAT at both school and system support levels compared, descriptively, to school-level outcomes achieved?

The CHAT Evaluation Project is due to be completed by the end of 2014.

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