

ANNUAL REPORT

2012-2013





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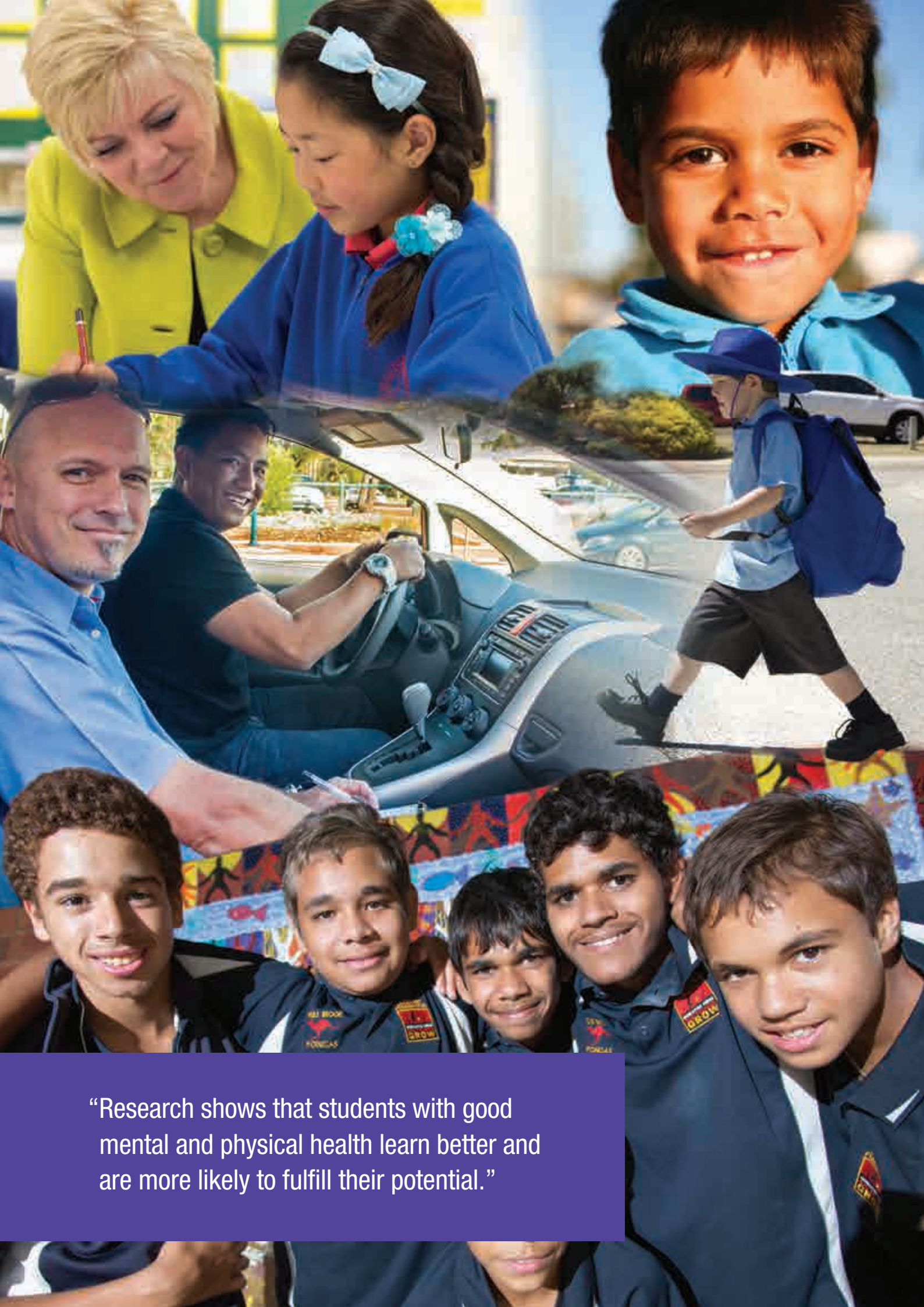
READING THE REPORT

This 2012-2013 Annual Report outlines activities conducted by SDERA, the drug education service outcomes, and the road safety education initiatives throughout the year.

DATA CONSIDERATIONS

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

- Comparisons between 2011/12 and 2012/13 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.
- 'Community' data refers to parents/carers and students who have attended a professional learning workshop or event.



“Research shows that students with good mental and physical health learn better and are more likely to fulfill their potential.”

FROM THE MANAGER



Over the lifespan of SDERA the organisation has developed a strong core of expertise in the areas of resilience, drug and road safety education. There is a confidence in the SDERA team that it can deliver valuable support to schools, early childhood services and agencies interested in promoting the wellbeing of young people.

It is always gratifying and affirming for team members when recognition of effort is bestowed from peers in the form of awards for excellence in service. SDERA was fortunate enough to be recognised on several occasions this year for its contribution to the fields of child safety and promotion of wellbeing. The awards are detailed in the report. The team and individual efforts are to be congratulated and SDERA will continue to present itself in the future as a leader in the field and best practice.

Stakeholder engagement was again a priority area this year. Consistently external evaluations, as well as SDERA's own monitoring of its performance, demonstrated the need to put effort and resources into the areas of engagement, promotion and marketing so that SDERA's products and services can be disseminated as widely as possible. Along with a comprehensive stakeholder engagement and marketing plan, SDERA has employed an experienced Marketing Coordinator. With a wealth of experience in journalism, communication

and marketing, Pepita Bulloch has already made inroads in developing stronger relationships with key stakeholders, constructing user friendly resources for media consumption, and developing surveys to sample our client base about their perceptions of SDERA's products and services.

SDERA has also collaborated successfully with the private sector in 2013, to provide online road safety education resources for schools and agencies implementing *Keys for Life* pre-driver education. This popular SDERA program provides the ideal vehicle for the online learning environment, with the production of an online version of the program material (*Keys4Life Online*). The development of an online student journal and professional learning module are also nearing completion.

This year SDERA launched the new version of its curriculum support materials, *Challenges and Choices* for Foundation to Year 6 students.

The new materials are strongly aligned with the intent and language of the Health and Physical Education Australian Curriculum and have been highly complimented by school staff who have attended professional learning events. SDERA Curriculum Resources and Regional Operations Coordinator, Anne Miller played a large role in the writing, editing and coordination of the production of the materials and is to be congratulated for the quality of the final product. SDERA will now focus on the review of support resources for Years 7 to 10 with an anticipated release of the revised version in the second half of 2014. A similar process is underway for the suite of resources for the *Keys for Life* pre-driver program with production due in the first half of 2014.

SDERA remains committed to evaluating its work through independent review. To this end SDERA has engaged the Child Health Promotion Research Unit from Edith Cowan University to evaluate the impact of the *Changing Health Acting Together (CHAT)* initiative over the next 12 months. The *CHAT* initiative engages schools in a comprehensive commitment to enhancing the wellbeing of students by adopting the World Health Organisation model of Health Promoting Schools. SDERA has invested significant resources and formed strong partnerships with 90 schools, spread throughout WA, who are involved in CHAT.

We expect the evaluation to demonstrate considerable gains in the areas of student wellbeing and a supportive school environment for schools that have adopted the *CHAT* Model.

Over the last twelve months SDERA has enjoyed stability in its management structure and staffing, and this has allowed consolidation of strategic and operational goals. A major milestone has been achieved in terms of establishing a high level governance structure to provide oversight and support for the SDERA team. Due to the work of the Management Committee a Peak Governance Group has been established. The Peak Governance Group consists of the heads of the three education systems and sectors, and the heads of the two funding groups. The Group will meet annually and provide SDERA with a welcomed and high level of advocacy support for its work in WA and nationally.

We are buoyed by the positive achievements this year and remain committed to activating strategic relationships to their fullest extent to ensure the ongoing growth and success of SDERA. It is the responsibility of all of us who work in education, health and safety sectors to ensure a strong and healthy future for young Western Australians.

SNAP-SHOT OF ACHIEVEMENTS

- 5 awards received.
- 3 launches conducted.
- Peak governance group established.
- 4 service agreements administered for *Smart Steps* program.
- 1 agreement administered for *Keys for Life* program.
- 5 committees chaired and coordinated by SDERA (national, state and local).
- 3 successful funding grants (Australian Government, BHP Billiton, Woodside).
- 10 media articles published.
- 4 SDERA newsletters and 4 *Keys for Life* Bulletins distributed.
- SDERA marketing plan established and implemented.
- 8 new SDERA resources published (*Challenges and Choices*, *Keys for Life*).
- 3 new SDERA professional learning programs implemented state-wide.
- New online pre-driver material distributed.
- Additional licensing benefits authorised by Department of Transport for *Keys for Life* students.
- 92 schools engaged in the whole-school *CHAT* Model.
- Independent evaluation study commenced for the *CHAT* program.
- 2541 professionals attended SDERA workshops representing 564 schools or agencies.
- 296 SDERA professional learning workshops conducted state-wide.





OVERVIEW OF SCHOOL DRUG EDUCATION AND ROAD AWARE

SERVICE DESCRIPTION

SDERA is the State Government’s primary drug and road safety education strategy for young people. SDERA works with schools, early childhood services, and the wider community to provide harm minimisation 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 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 by the Road Safety Council through the Road Trauma Trust Account (RTTA).

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

- Development and distribution of curriculum and support materials
- Provision of professional learning through face-to-face workshops 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.

Figure 1 on page 14 outlines the structure and reporting lines of SDERA as at 30 June 2013.



STRATEGIC FRAMEWORK

SDERA continues to engage in the strategic thinking process that was developed in 2007. With input from stakeholders, funding groups, the SDERA Steering Committee and the SDERA team a single framework is applied over the many education initiatives and programs SDERA is responsible for.

The framework incorporates a high order Purpose statement; a Mission; a set of Organisational values that underpin organisational processes, practices and programs; the consolidation of established Strategic Focus Areas; and the addition of new focus areas.

SDERA'S PURPOSE

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

SDERA'S MISSION

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

SDERA'S 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.

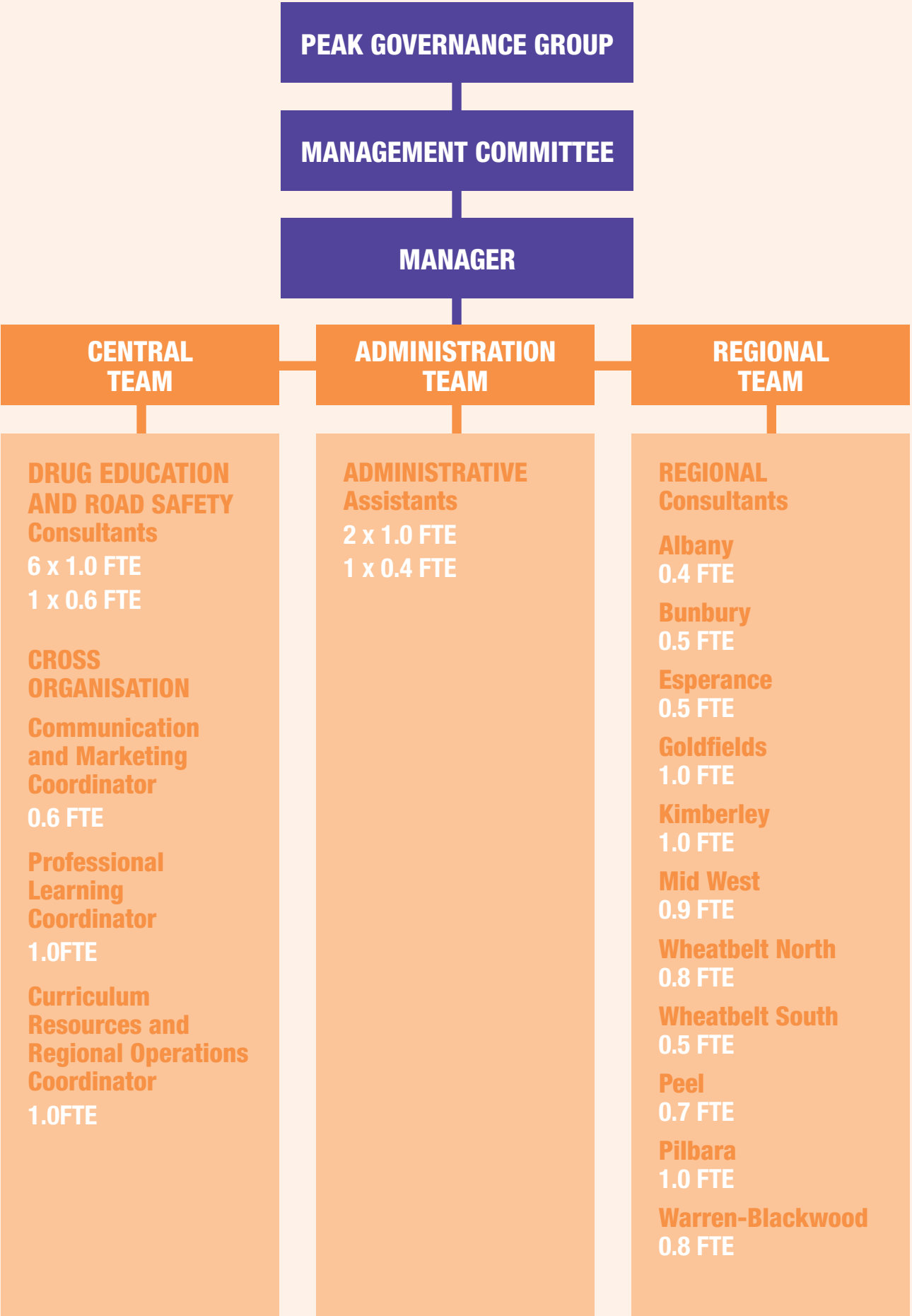
The framework (Table 1 on page 9) will guide SDERA into the future and will undergo review on a biennial basis.

TABLE 1: SDERA STRATEGIC FRAMEWORK

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



FIGURE 1: STRUCTURE AND REPORTING LINES



(TOTAL FTE = 18.6)

ORGANISATIONAL STRUCTURE



SDERA TEAM
Back L-R: Ann Rintoul (Narrogin), Tania Gigg (Peel), Roberta McBroom (Goldfields), Lynelle Fozard (Pilbara), Paul Searle (Kimberley), Susan Anthony (Admin), Libby Winchcombe (Warren-Blackwood), Candice Farthing (Admin), Lisa Gartrell (Bunbury), Rose Power (Midlands), Gary Taylor (PL Coordinator). **Front L-R:** Anne Miller (Resource & Regional Operations), Pepita Bulloch (Communications), Deb Zines (K4L), Matt Martinovich (Smart Steps), Bruno Faletti (Manager), Mick Jackson-Pierce (CHAT), Jill Fitzpatrick (Esperance). **Not pictured:** Catriona Coe and Annmaree Lynch.

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).

The Terms of Reference will be reviewed prior to the end date of the current SDERA Service Agreement with the Drug and Alcohol Office of WA and the Road Safety Council of WA.

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, CEO and the current WA 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 exofficio member of the Committee.

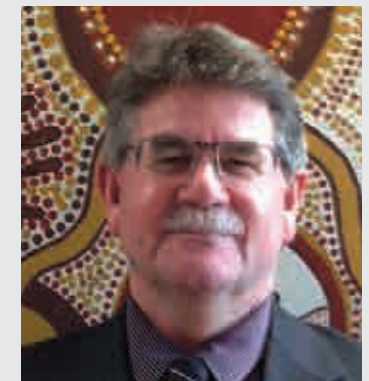
Each organisation is represented by one person who is positioned in their organisation at a level that enables them to provide an organisational policy perspective and be influential at that level in terms of their decision making capacity.



GRANT AKESSON
Manager Community Programs,
Drug and Alcohol Office



DIANA ALTERI
Chair, Team Leader, Religious
education curriculum and teaching,
Catholic Education Office



PETER JONES
Road Safety Council, Education
representative, Department of
Education



RICHARD LOBB
Curriculum Manager Department
of Education



CRAIG D'CRUZ
Association of Independent
Schools WA

A key objective of the Management Group during 2012-2013 was to consult widely with key stakeholders to determine how we could both extend the reach of SDERA into new markets and continuously improve our products and services. There was an increase in both the number of teachers and schools participating in professional learning during 2012/13.

A key outcome of this work was to establish a stronger governance structure. This work led to the formation of a Peak Governance Group, comprising Chief Executive Officers of each partner organisations. The Peak Governance Group has been proactive in working with the Management Group and SDERA Team to develop the program's vision, purpose and strategic plan. Collectively, these groups will continue to work together to ensure Western Australian students are provided with access to world's best practice drug and road safety education.

SDERA's curriculum materials have always been highly regarded by teachers. Consistent with our focus on continuous improvement, this year saw the release of revised Pre-Primary to Year 6 curriculum support materials that are aligned to the draft Health and Physical Education Australian Curriculum. This suite of contemporary resources will further support teachers to develop programs that provide our students with the knowledge and skills they need to lead healthy, active lifestyles.

The management committee would like to extend their thanks and gratitude to the SDERA manager, Mr Bruno Faletti and his staff for their ongoing commitment to SDERA.

CHAIR
On behalf of the Managing Committee and Peak Governance Group.

AWARDS

DEPARTMENT OF CONSUMER PROTECTION KIDSAFE WA AWARD

In March 2013, SDERA's Curriculum Resource and Regional Operations Coordinator, Anne Miller was awarded the prestigious Consumer Protection Kidsafe WA Award for 2013. This award acknowledges an individual, local government, non-government organisation, business or group of individuals operating in Western Australia that have, through their particular field of endeavour, made a significant contribution to the advancement of injury prevention for children in their community.

The Award also recognised the dedicated team at SDERA who take a range of health and safety programs into all areas of the State, training teachers, early childhood service providers and agencies to deliver effective resilience, drug and road safety education.



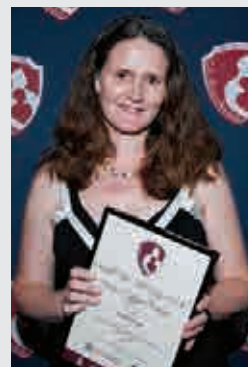
CONSTABLE CARE CHILD SAFETY AWARDS

SDERA Pilbara Consultant Lynelle Fozard was awarded the 2012 WA Child Safety Employee Award, a category that recognises a WA Government Department or Agency that has made an outstanding contribution to child safety through an innovation, campaign or program.

The Constable Care Child Safety Awards is an independent awards program created to celebrate the achievements of West Australians who work to protect children from harm, and create child-safe environments and communities.

Lynelle's work in the Pilbara communities of Karratha and Newman has made a significant difference to the safety of local children. Lynelle has been involved in the development and execution of a number of essential child road safety initiatives including 'Walk Safety To School Day', 'Smart Step' workshops and the formation of a much needed 'Kiss and Drop' zone at Pegs Creek Primary School. Lynelle's work in educating and empowering children on the issue of road safety earned her the Western Australian Child Safety Employee Award in 2012.

Ann Rintoul SDERA Wheatbelt Regional Consultant together with Tam McKeowon WA Police Service were joint winners of the WA Government Award (Department and Agency) for their *Being Seen, Being Safe* road safety initiative.



Lynelle Fozard



Ann Rintoul

INJURY CONTROL COUNCIL OF WA (ICCWA) AWARDS

SDERA and ECU won the Research Award for the *Keeping in Touch (KIT) Plus Research Project*.

In partnership with the Child Health Promotion Research Centre ECU, SDERA has used the findings of this project to strengthen existing programs delivered to schools that promote the health and wellbeing of young people.



KATE MCCONKEY CITY OF GREATER Geraldton PREMIER'S AUSTRALIA DAY ACTIVE CITIZENSHIP AWARDS

The Awards, presented on Australia Day, aim to foster, recognise and celebrate significant contributions to community life and active citizenship in all local government areas of Western Australia.

Kate was nominated for giving tirelessly to SDERA and for being an ambassador for health and wellbeing. Kate was recognised as being the chairperson for the Local Drug Action Group, attending various expos and events, and providing education and direction on drug and alcohol issues and young people.

ANNE MILLER HONOURED FOR AN INJURY CONTROL COUNCIL OF WA (ICCWA) 2012 COMMUNITY SAFETY MONTH, CHAMPION AWARD

Recognised for her work, dedication and curriculum writing achievements which promote safety and wellbeing.

Anne has written 14 of SDERA's resources in the past ten years, many of which are award-winning and used by WA schools, Northern Territory and ACT.

ROSE POWER HONOURED FOR AN INJURY CONTROL COUNCIL OF WA (ICCWA) 2012 COMMUNITY SAFETY MONTH, CHAMPION AWARD

Recognised for her work, perseverance and commitment in promoting road safety and wellbeing across the Wheatbelt (Northam and surrounding area).

NDAA PREVENTION AND COMMUNITY EDUCATION AWARD 2013

SDERA was proud to be nominated for the 2013 National Drug and Alcohol Awards Prevention and Community Education Awards, held at Parliament House in Canberra on Thursday 20 June 2013.

This award recognises a program, policy or resource that makes a significant contribution to the prevention of any type of drug use or drug-related harm. The award is not just limited to alcohol and other drug specific interventions, it includes broad based prevention programs aimed at addressing risk and protective factors and building resilience, which can be demonstrated to impact on alcohol and other drug use.



CONFERENCE PRESENTATIONS

JULY – DECEMBER 2012

DATE	CONFERENCE/FORUM TITLE	WHERE	SDERA STAFF	PAPER PRESENTED
July	Catholic Education Office of WA 2012 Primary Curriculum Conference <i>Architecture of Learning: Dignity, Diversity, Design</i>	Perth	Anne Miller	Teaching Personal and Social Capabilities in Health Education
18-19 August	WA Council of State School Organisations (WACSSO) State Conference 2012, <i>Public Education: Promoting Equity, Pursuing Excellence</i>	Perth	Bruno Faletti	Investing in Young People
November	Australian Council for Health Physical Education and Recreation ACHPER WA State conference 2012	Perth	Bruno Faletti	SDERA Online

JANUARY – JUNE 2013

DATE	CONFERENCE/FORUM TITLE	WHERE	SDERA STAFF	PAPER PRESENTED
23-24 May	Positive Schools Conference 2013, <i>Mental Health and Wellbeing</i>	Perth	Catriona Coe and Anne Miller	<i>Getting it together: an approach to alcohol and drug education in WA schools</i>





COMPREHENSIVE APPROACH

Children and teenagers are increasingly exposed to a more complex world. With the prevalence of social media, changing norms of behaviour around bullying, the sophisticated advertising of alcohol, and concerns about road fatalities, young people have much to absorb. Reactionary advertising campaigns and one-off educational packages are often not enough to help young people come to terms with the facts and challenges of staying healthy and keeping safe. SDERA provides real life, up-to-date, relevant information which helps create long term protective behaviours for young people.

Key deliverables to a comprehensive approach include:

- Provide a range of professional learning opportunities.
- Develop drug and road safety education curriculum and support 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.

“Studies show that health and social attitudes of adults are strongly influenced by childhood learning and experiences. There is also an increasing recognition of the profound interconnectedness between health and wellbeing, social and emotional competency, and improved outcomes for young people, both academically and in life success. Enabling young people to develop the skills, attitudes and behaviours that can enhance their health and social wellbeing is understandably then a key focus for drug and road safety education in schools.”

PROFESSIONAL LEARNING

As SDERA's core business, services to the education sector continued to be a focus for the organisation. A planned and coordinated approach to ensuring professional learning workshops and seminars across the metropolitan and regional areas are well attended has resulted in an overall increase in participants, with participant numbers up by around eight per cent on the attendance figures for 2011/12. The number of schools and agencies represented at our workshops has also increased by eight per cent in the same period.

Significant effort is given to ensuring the professional learning offered is up-to-date, provides participants with the latest resources, research, activities and legislative information, and is also highly relevant to their professional situation.

Resources presented and the associated professional learning are linked to the Australian Curriculum, and to the standards for professional learning as required by governing authorities.

ACHIEVED

- Professional learning workshops are regularly reviewed and updated accordingly. In this reporting period the *Smart Steps* workshop was rewritten to reflect the newly developed presenter's kit, ensuring participants were provided with the latest information and legislative updates.
- The *Keys for Life* workshop has been renewed and improved throughout 2012/13. This provides a fresh way of delivering our road safety messages to participants across the state and adds value to our workshops.
- Two new workshops titled *Safer Kids* for staff working with Kindergarten to Year 6 students were developed to increase participants' confidence in implementing the *Challenges and Choices* programs.

- Five full days of dedicated organisational improvements were achieved through our bi-annual Team Development Days in this reporting period. The focus of these days is determined by the needs of SDERA and provides an opportunity for the team to share best practice ideas and continue plans for the future.

PLANS FOR THE FUTURE

- To support school staff with the implementation of the new *Challenges and Choices* Year 7 to 10 resources, due for release late in 2014, a new professional learning workshop will be developed.
- A new drug education professional learning module for educators and agency staff will be developed.
- Planning and scheduling of professional learning across the metropolitan area occurs well in advance with a calendar published and distributed for the start of the 2014 school year. Notifications to potential participants are sent through flyers, SDERA News, emails and all other relevant publications and networks.
- Regional schools, communities and agencies needs are met as a result of contact directly with SDERA Regional Consultants resulting in professional learning for these participants being tailored to best fit their needs.
- SDERA continues to electronically record and report on participant feedback from each workshop. This feedback is provided to all consultants to enable ongoing improvements for future participants. Coupled with a new data management system, it is expected that participant information, feedback and demographics will allow for more accurate workshop and resource adjustments in the future.

NUMBER OF PARTICIPANTS AND SCHOOL/AGENCY/COMMUNITY PARTICIPATION IN SDERA PROFESSIONAL LEARNING BY WORKSHOP CONTENT IN 2011/2012 AS COMPARED TO 2012/2013

SYSTEM/SECTOR/ AGENCY/COMMUNITY	TOTAL NUMBER OF PARTICIPANTS		TOTAL SCHOOL/AGENCY/ COMMUNITY PARTICIPATION	
	2011/12	2012/13	2011/12	2012/13
Drug Education	521	342	149	93
Road Safety Education	4,565	4,747	212	243
Resilience, Drug and Road Safety Education	985	1,458	160	228
TOTAL	6,071	6,547	521	564

LEARNING SEMINARS AND EVENTS

SDERA offers learning seminars on a range of topics for school staff, agencies, parents and community groups to reach those outside the education sector.

In this reporting period and in the metropolitan area, SDERA ran the Kids and Cars seminar which focused on keeping kids safer in and around cars. It was facilitated in conjunction with the City of Stirling Road Safety Officer and Kidsafe WA. Participants took away practical ideas and were treated to free child car seats checks by experts.

A number of young mothers and a dad from Balga Senior High School's *Young Parents Program* were extremely happy with the seminar saying that it "gave them lots of terrific ideas to help them keep their kids safer".

Translators were available to assist the large numbers of non-English speaking parents who attended.

SDERA also hosted a Resilient Teens seminar with expert in resilience issues for teenagers, Dr Mandie Shean from Edith Cowan University. Dr Shean presented an informative workshop to parents and professionals interested in learning more about how to increase resilience in teenagers.

Those who attended were impressed with Dr Shean's presentation and gave outstanding feedback, saying they were grateful for the tips and ideas on how to work with teenagers.

SDERA will be developing and offering a Resilient Teens workshop for school based staff in the second half of 2014.



CURRICULUM AND RESOURCES

RESILIENCE, DRUG AND ROAD SAFETY EDUCATION RESOURCES

One of the greatest strengths of SDERA is its ability to connect educators with the latest research, knowledge and information from Australia. This ensures that school staff are using information they can trust and that relates to the Western Australian education system. This year SDERA’s core curriculum program, *Challenges and Choices*, was updated to align with the Australian Curriculum to ensure the highest level of relevance and usability in the classroom.

SDERA has a comprehensive suite of evidence based and age appropriate resilience, drug and road safety resources targeting children and young people up to 18 years of age, with their parents and carers. These age groups address the Kindergarten to Year 12 years of schooling as well as infants (birth to four year olds) and young adults beyond school-age.

All resources, including *Challenges and Choices*, are developed through a vigorous process where literature reviews for current research and statistics, stakeholder and school staff consultation, and feedback strategies are conducted and used to guide the final product.

New resources developed by SDERA are initially distributed free of charge to all Western Australian schools, early childhood services and other relevant community agencies. Further copies can be purchased or PDF versions of each resource can be downloaded from the SDERA website.

Professional development workshops that demonstrate how to use and implement the SDERA resources are available. Participants are given the opportunity to unpack the resources and develop their confidence in implementing resilience, drug and road safety education programs with children and young people.

ACHIEVED

CHALLENGES AND CHOICES FOR FOUNDATION TO YEAR 6 LINKED TO THE AUSTRALIAN CURRICULUM

The new look *Challenges and Choices*, produced as a teacher resource book for Foundation Year (Pre-primary) to Year Six, provides educators with activities to explicitly teach age-appropriate and evidence-based content that is linked to the Australian Curriculum Health and Physical Education. The resources also give teachers links to Australian Curriculum General Capabilities which aim to develop students skills, behaviours and attitudes and that support them in becoming successful learners, confident and creative individuals, and active and informed citizens.

KEYS4LIFE ONLINE

The success and reach of SDERA’s *Keys for Life: pre-driver education* program for schools, along with licensing reforms and training needs, created a growing interest in *Keys for Life* from agencies, industry and the community sector across WA.

A new resource was released in the reporting period to ensure access to pre driver information outside the education and training sector. *Keys4Life Online* immerses young people and adults in the language of resilience, responsibility and respect; and a readiness to be compliant and tolerant road users. It assists people to take their place in the WA community well equipped to become licensed and employed, and to be competent, safer drivers.

SDERA in conjunction with Evolve Curriculum Development and Training Pty Ltd completed the development of the *Keys4Life Online* resource which targets young people and adults in non-school sites. Funding for this resource was approved through the Workplace English Language and Literacy Program which is managed by the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education.

The *Keys4Life Online* resource launched in May 2013 will meet current and future employment and training needs by linking pre-driver education to the Certificate 1 in General Education for Adults (CGEA) and the WA licensing system. The resource is available as a kit via a SDERA professional learning program and includes a DVD, facilitator’s manual and a journal for students. When accessed this way, licensing benefits are included for students. *Keys4Life Online* can also be accessed through the SDERA website.

STORYBOOKS – CLICK CLACK, BUCKLED IN YOUR BOOSTER SEAT AND THAT’S THE SOUND THE STREET MAKES

The focus on literacy development by the WA education systems and sectors has prompted SDERA to identify children’s literature as a strategy for engaging children and their parents in road safety content.

A joint project between SDERA and VicRoads has resulted in two storybooks being written by well-known Australian author Danny Katz. Titled *Click clack* (a humorous story about children wearing their car restraint) and *That’s the sound the street makes* (a pedestrian safety story), the storybooks focus on two key issues for this vulnerable road user group and also link to road safety content and learning activities presented in the new edition of the *Challenges and Choices* resources.

The storybooks have been distributed to all schools. Two accompanying apps developed by VicRoads can be downloaded for free by WA schools and early childhood services through iTunes or Google Play.



KEYS FOR LIFE ONLINE LAUNCH MAY 2013

L-R: Bruno Faletti, Murray Lampard, Linda Thorburn, Debra Zines, Lindsay Hale.

ADVICE (OR INFORMATION) FOR STUDENT DRIVERS

The older student cohort of 18 year olds will reach Year 12 in 2014. The implication being that from 2014, schools will have a larger number of novice drivers commuting to and from school and transporting peer passengers.

SDERA has completed a draft resource, *Students Driving to School: Guidelines for managing student drivers and their passengers*, and is in the process of consulting with the Department of Education, Catholic Education Office and Association of Independent Schools WA to gain support for the implementation of the resource within their schools.

The resource will provide school administrators with sample guidelines and templates that can be implemented or adapted to suit their student cohort and school context. These include *Parent Permission and Student Driver Agreements* and *Passenger Permission Forms*.

Areas addressed in the draft include: driving safely to and from school; parental approval for students travelling as passengers; access to vehicles during school hours; driving to school and sporting events; parking; and entering and exiting school premises.

BEHIND THE WHEEL LEARNER DRIVER JOURNAL

Students participating in *Keys for Life* at school are required to complete a journal as part of the licensing benefit scheme associated with the program. With funding from both BHP Billiton and the Road Trauma Trust Account, SDERA commenced a process for developing the *Behind the wheel* journal as a web-based facility. The final version will be up and running by Semester One, 2014 and will enable teachers and students to access and complete the journal using any device, including laptops, personal computers, smart phones and tablets. The convenience of this additional online learning tool for both teachers and students has the potential to increase engagement in *Keys for Life*, as well as reduce the need for the printed version of the journal.

LET’S PRACTISE AND THE KEYS FOR LIFE PARENT WORKSHOP

The *Let’s practise* booklet is disseminated to parents that attend a *Keys for Life Parent Workshop* (for parents and students). It is also available as an additional learning tool for students participating in the *Keys for Life* program. SDERA revised and updated this driving guide booklet to ensure alignment with WA licensing reforms.

KEYS FOR LIFE CERTIFICATE

A ten year agreement between SDERA and the Department of Transport has enabled students to undertake the Learner Driver Theory Test at the conclusion of the *Keys for Life* program. Part of this process includes a *Keys for Life Certificate* being issued to students that pass the test at school so that it can be used during the licensing application process with Transport.

SDERA commenced a consultation and review process to update the Certificate which has been used by students for over ten years at Department of Transport Driver and Vehicle Services centres (formerly Transport Licensing Centres).

KEYS FOR LIFE AND THE WA CERTIFICATE OF EDUCATION

For the third successive year, *Keys for Life* has been recognised by the School Curriculum and Standards Authority (the Authority) as the most popular endorsed course (next to Workplace Learning). 12,000 students participated in *Keys for Life* in this reporting period, with over half those students (7,217) enrolled in the *Keys for Life* endorsed program. Completion of the endorsed program provides each student with WA Certificate of Education accreditation as well as tangible life skills and licensing benefits. The success, integrity and popularity of the *Keys for Life* program has benefited SDERA's profile among educators and the Authority, alike.

PLANS FOR THE FUTURE

CHALLENGES AND CHOICES FOR YEAR 7 TO 10 LINKED TO THE AUSTRALIAN CURRICULUM

The rewrite of the first edition *Challenges and Choices* for secondary schools will commence in December 2013 after consultation with the three education systems and sectors, and relevant alcohol and drug, and road safety organisations. The new resilience, drug and road safety education resources will link to the Australian Curriculum Health and Physical Education and General Capabilities, and due to be released late in 2014.

STUDENT DRIVER GUIDELINES

After consultation with the three systems and sectors to finalise the content of the *Students Driving to School: Guidelines for managing student drivers and their passengers* resource, a resource will be produced and distributed free of charge to all secondary schools by February 2014.

KEYS FOR LIFE: PRE-DRIVER EDUCATION

The current version of the *Keys for Life* school resource will undertake a review to ensure that learning activities for students include current statistics and licensing reforms, and link to the Australian Curriculum.

The resource will continue to be offered to teachers who attend a professional learning workshop. The revised resource is due to be released February 2014.

BEHIND THE WHEEL WEB-BASED VERSION

Following a trial with a group of *Keys for Life* teachers, the web-based version of the *Behind the wheel* student journal will be finalised and available on the SDERA website. SDERA will communicate this as an alternative and convenient learning tool for the thousands of students participating in *Keys for Life* across WA. The benefits of this as an online learning tool will potentially outweigh the need for schools to use the printed version of the journal.

KEYS FOR LIFE CERTIFICATE

Following lengthy consultation with teachers and the Department of Transport, SDERA will update the *Keys for Life* Certificate to include several licensing benefits. The update will provide the bearer of the certificate with authorisation for the following items when applying for a driver's licence: a two year validity period for the certificate; continuation of the exemption from the Computerised Theory Test (CTT); continuation of the exemption from the CTT fee; and recognition of the certificate as a proof of identity. This process will continue to apply at all Department of Transport Driver and Vehicle Services centres in WA.

CONNECT: A DIRECTORY OF DRUG EDUCATION SUPPORT SERVICES FOR SCHOOLS

This directory of drug education support services was distributed to all schools in 2010 and now needs to be updated. The review will be completed by January 2014 and the new resource will be available as a web-linked PDF version on the SDERA website.

ROAD MAP: A ROAD SAFETY DIRECTORY FOR SCHOOLS AND COMMUNITIES

This directory of road safety education services was distributed to all schools in 2009 and now needs to be updated. The review will be completed by January 2014 and the new resource will be available as a web-linked PDF version on the SDERA website.

DIRECTIONS 2013-2015

On behalf of the WA Road Safety Education Committee, SDERA will lead the development of *Directions: A Road Safety Action Plan for Western Australia 2013-2015*. This action plan for road safety education is a reflection of all service providers that contribute to road safety education in WA over a two year period. *Directions* will be released in February 2014.



CURRICULUM RESOURCES AND SUPPORT MATERIALS

SMART STEPS



This resource gives early childhood staff strategies to provide parents with road safety information.

COMPONENTS

- **Presenter’s guide**
- **Passenger, pedestrian and play safety guide**
- **Discussion photos**
- **Road sign pack**
- **Road safety songs** on a CD
- **Parent booklets** with road safety tips and activities for young children

CHOICES: ALCOHOL AND OTHER DRUGS
LICENSED TO DRIVE



These resources are linked to the Health Studies Course and include topics such as health promotion related to alcohol and other drugs, drug use influences, road crash data and getting a driver’s licence.

COMPONENTS

- **Teacher resource file** includes learning activities, assessment tasks and marking keys
- **CD-Rom** of resource sheets and assessment tasks

GETTING IT TOGETHER: A WHOLE-SCHOOL APPROACH TO
DRUG AND ROAD SAFETY EDUCATION



These resources can be used to plan and implement whole-school drug and road safety education plans based on best practice principles. Procedures for Intervention Support and Incident Management around student drug use issues are also outlined.

COMPONENTS

- **Templates** to help schools develop resilience, drug education and road safety action plans on a CD-Rom
- **Sample School Drug Education Guidelines**
- **Sample School Road Safety Education Guidelines**
- **Sample school surveys and newsletter tips**
- **Poster** outlining effective drug and road safety education at each stage of schooling

CHALLENGES AND CHOICES:
RESILIENCE, DRUG AND ROAD SAFETY
EDUCATION FOR FOUNDATION TO
YEAR SIX



These resources are linked to the Australian Curriculum. Content such as medicines and hazardous substances, caffeine and energy drinks, alcohol and cannabis, making friends and managing relationships, and passenger, pedestrian and bicycle safety is introduced through age-appropriate learning activities and strategies.

COMPONENTS

- **Teacher resource** for each year level that includes activities, resource and family information sheets
- **Songs, stories and traffic sounds** on a CD
- **Storybooks**
- **Posters**

BEHIND THE WHEEL
(PRINT AND WEB-BASED VERSIONS)



This resource provides 10 on-road tasks and quizzes about road rules. It is designed for young people engaged in the *Keys for Life* program and promotes road safety and pre-driver knowledge. Students that complete the journal are able to undertake the learner driver theory test at school and the associated licensing benefits.

CHALLENGES AND CHOICES:
AN EARLY ADOLESCENCE RESOURCE
FOR RESILIENCE, DRUG AND ROAD
SAFETY EDUCATION



This resource is designed to assist school staff to include resilience, drug and road safety education into their health programs. The activities focus on developing the skills that young people need to be able to make healthy and safe decisions associated with alcohol and other drugs, and road use.

COMPONENTS

- **Teacher resource** includes activities, resource and parent information sheets
- **CD-Rom**
- **DVD** of trigger videos and campaign advertisements

LET’S PRACTISE



This resource is an easy guide for parents/ carers and young people, involved in the learn to drive process.

KEYS FOR LIFE:
PRE-DRIVER EDUCATION



This teacher friendly resource focuses on safer driving, getting a driver’s licence, and the importance of supervised driving practice.

The associated professional learning workshop is compulsory and linked to an agreement with Transport resulting in licensing benefits for eligible students. A suite of resources is made available at the workshop.

COMPONENTS

- **Teacher resource** that includes classroom activities, activity and fact sheets for families
- **DVD** of road safety campaign advertisements and trigger videos
- **Let’s Practise** booklet
- **Behind the Wheel**

KEYS4LIFE ONLINE



This resource provides a visually appealing online learning tool that is mapped to the Certificate I in General Education for Adults (CGEA I) and the WA Licensing System. The resource promotes road safety, licensing, literacy, communication skills and responsible use of alcohol. It is designed to support young people and adults that face obstacles with literacy and language, gaining a driver’s licence, and employment.

COMPONENTS

- **Five module facilitator guide**
- **DVD**
- **Learner journal**

SUPPORTING SCHOOLS AND THE WIDER COMMUNITY

CHANGING HEALTH ACTING TOGETHER (CHAT)

SDERA has an ongoing commitment to embed a more comprehensive approach to resilience, drug and road safety education through 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 education initiatives and then to identify needs, develop actions and implement changes that are seen as 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. It works through the three key areas of the Health Promoting Schools Framework – Curriculum, Ethos and Environment, and Parents and Community. 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. (See CHAT Model, p34)

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. (See CHAT Levels, p34)

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, 64 schools have been working on Bronze level and 28 working on Silver level.

CHAT provides support for schools through:

- One-to-one consultation and ongoing relationship with specific SDERA Consultants
- Guided use of SDERA resources
- Discussion of relevant pathways to access additional professional learning
- Supported use of the CHAT Guide and the *Getting it Together* resources to develop the central structure of a whole-school approach – *School Drug Education Guidelines* and/or *School Road Safety Education Guidelines*.

This support comes with the opportunity for schools to apply for up to \$5000 funding which can be used in a number of ways depending on the school's needs and intentions. These include:

- Covering teacher relief days when staff are released from classrooms to develop scope and sequence plans, and *School Drug Education Guidelines* and/or *School Road Safety Education Guidelines*.

- Purchasing of SDERA resources, other relevant resources and developing their own resources.
- Supporting production of student developed resources.
- Developing and running activities and events to engage parents and link with relevant community based agencies.

ACHIEVED

- A total of 92 schools have been engaged in CHAT during this reporting period and are shown in Figure 1, page 33. All 92 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 92 schools engaged in CHAT are working to develop a whole-school approach in resilience, drug and road safety education, 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.
- A total of 62 CHAT schools have developed *School Drug Education Guidelines* including *Procedures for Incident Management and Intervention Support*, using SDERA's *Getting it Together: A Whole-School Approach to Drug Education*; 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.
- A total of 30 schools have developed *School Road Safety Guidelines*, using the *Getting it Together: A Whole-School Approach to Road Safety Education*, as shown in Figure 4, page 33. The focus areas identified by CHAT schools are also shown in Figure 2, page 33.

FIGURE 1:
CHAT ENGAGEMENT BY SYSTEMS/SECTORS
TO JUNE 2013

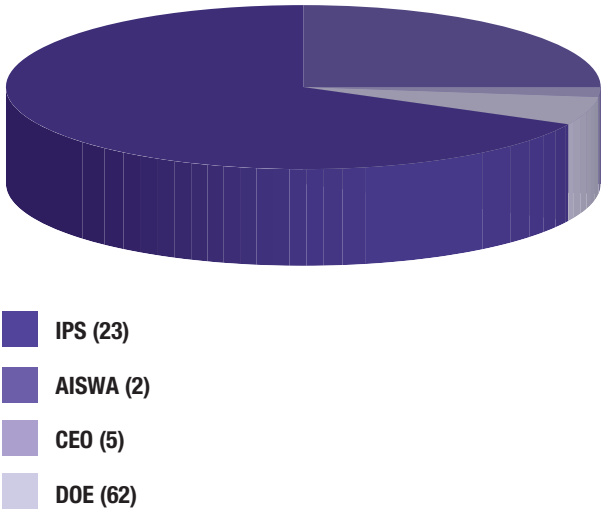
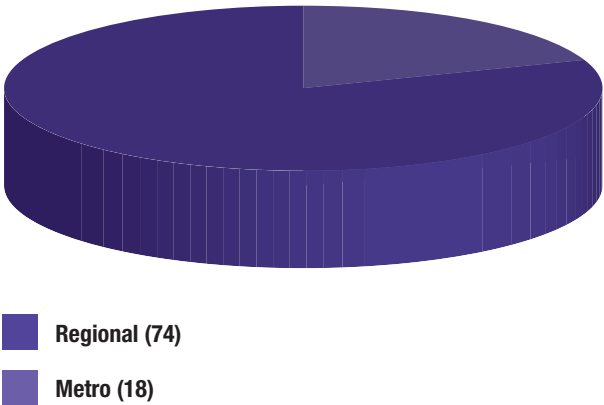


FIGURE 3:
CHAT ENGAGEMENT OF METROPOLITAN AND
REGIONAL SCHOOLS TO JUNE 2013



PLANS FOR THE FUTURE

- CHAT will be evaluated by ECU (add more about process etc) in 2013-2014.
- SDERA Consultants will continue to work with and support the 92 schools currently engaged with CHAT over the next two to three years. Areas of focus already identified above will continue and schools moving through Silver and Gold levels will be encouraged to develop *Procedures for Incident Management and Intervention Support*.

FIGURE 2:
FOCUS AREAS FOR CHAT SCHOOLS
TO JUNE 2013

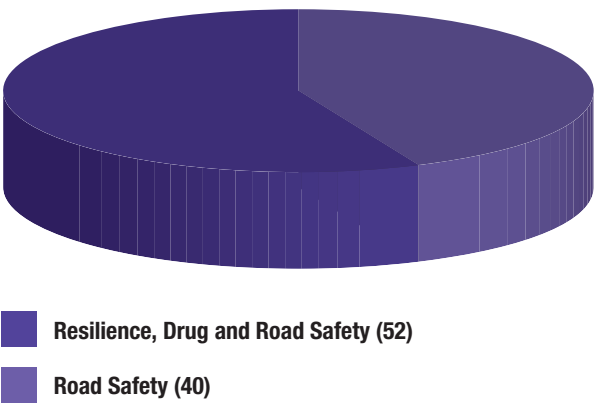
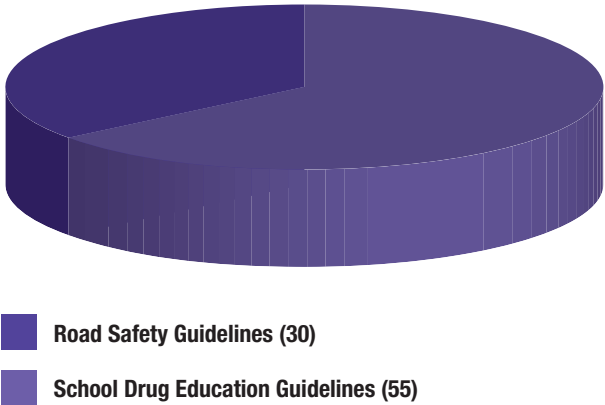
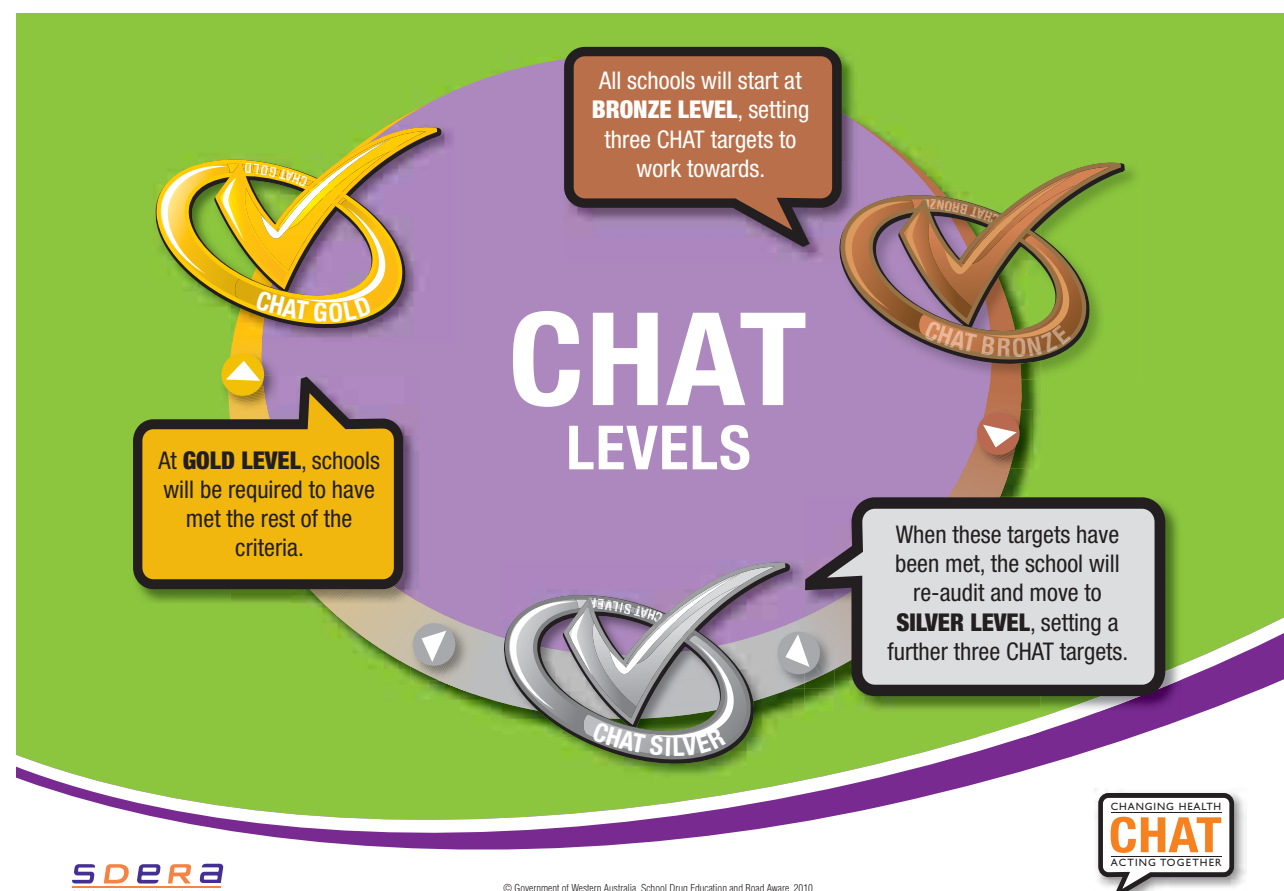


FIGURE 4:
GUIDELINE DEVELOPMENT FOR CHAT SCHOOLS
TO JUNE 2013



- SDERA Online will continue to be used to promote the CHAT initiative and to provide a forum for schools to share their achievements with the education community.
- The achievements of all CHAT schools will continue to be celebrated as they reach their Bronze, Silver or Gold levels with the next CHAT Achievement Awards Ceremony to be held in 2014



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 road safety 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 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. SDERA Regional

Consultants offer:

- A consultancy service
- Professional learning in resilience, drug and road safety education
- Parent workshops
- Support with whole-school approach – *CHAT*
- Curriculum support.

Developing and maintaining partnerships and positive relationships with key agencies working in resilience, drug and road safety education are 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.

REGIONAL REPORTS

ALBANY

REGIONAL PROFILE

The Albany Regional Consultant works in a part time capacity (0.5 FTE). There are 40 schools in the Region.

ACHIEVED

- *CHAT* was a key focus for the period with three schools currently engaged and more schools in the region exploring the whole-school approach and supports available.
- The Consultant continues to be involved in the Great Southern Alcohol Management Group which facilitates continued interagency cooperation with WA Country Health Service – Population Health and Community Health, Great Southern Community Drug Service Team, Albany YMCA, WA Police, Great Southern Aboriginal Health Service and Headspace.
- Continued involvement on the RoadWise Committee means SDERA supports the annual Easter roadside safety stop, Albany Show, Community Safety Week and ongoing community road safety initiatives.

- The completion of the Bike on Pilot Project facilitated by Great Southern Population Health (Injury Prevention), Department of Transport, Department of Sport and Recreation and supported by SDERA has seen five schools and a number of community members complete accredited training. The Consultant hopes to continue allied support for the program within the *CHAT* initiative.

PLANS FOR THE FUTURE

- The focus for the next year will be to continue to actively support the current *CHAT* schools and extend the program to other schools in the region.
- Raising awareness of SDERA programs and support across the whole school community, and increase the number of schools who engage in SDERA professional learning in the region.
- Continue interagency work to support the introduction of the *Keys for Life* community program and community development of driver mentoring programs for ‘at risk’ youth.



BUNBURY

REGIONAL PROFILE

The Bunbury Regional Consultant works in part time capacity (0.5 FTE). There are 54 schools in the region.

ACHIEVED

- Professional learning workshops were very well attended with demand exceeding availability of places. This year a major focus has been on the eight *CHAT* schools, extensive individualised Professional Development has been provided to assist these schools to achieve specific *CHAT* targets.
- The Consultant has worked intensively with schools who are keen to utilise the SDERA resources using the Health Promoting Schools Approach. This involved working collaboratively with school health committees to ensure that SDERA resources are embedded in school development plans. As a result we now have eight Health Promoting schools in the Bunbury Region.
- Schools commencing on the *CHAT* initiative have already received training in the *Challenges and Choices* programs and are running comprehensive resilience, drug and road safety programs in the schools. Some of these schools are currently developing silver and gold targets.
- The region has a strong School Health & Wellbeing Network. This network is comprised of local drug and road safety stakeholders, teachers, nurses and parents from across the region. Network meetings are an excellent way to ensure all local agencies and schools are aware of the resources and support available across the region.
- The *Keys for Life pre-driver education* program has been very popular with nine schools annually running the program and the Consultant, or RAC representative, presenting the *Keys for Life Parent Workshop* (for parents and young people).
- Other successful regional initiatives achieved include the coordination of RAC regional visits, a Collie Alcohol Management Plan committee member, a Bunbury RoadWise Committee Member, the Future Possibilities Youth Conference – *Keys for Life* Parent Information Display and a *Smart Steps* Information Stall at the Bunbury Kidsfest.

CHALLENGES

- We have a large number of relief teachers across the region so most professional learning opportunities attract up to 20 participants, however the reduction in the contribution towards teacher relief has prevented some schools from attending. It is anticipated that this will have a greater impact in 2014 due to large cuts to school budgets.
- One challenge in the region is to ensure that collaboration and networking occurs across agencies. As a large regional city it is easy for services to be duplicated if good communication is not occurring. As the key agency for resilient, drug and road safety education the Consultant endeavours to ensure procedures are in place to ensure the best practice principles are implemented and maintained across the region.

PLANS FOR THE FUTURE

- The Consultant will continue to engage new schools and agencies to implement SDERA programs and resources.
- The Consultation will endeavour to promote the *Keys4Life Online* program with local agencies.
- Professional learning opportunities will be offered to all public and private schools at both the primary and secondary level. By providing district and individual school professional development the Consultant will support teachers to run effective resilience, drug and road safety programs in their classrooms. The Consultant will maintain strong working relationships with the administration teams to ensure teachers are supported through school development planning and the Health Promoting School model.
- The School Health and Wellbeing Network will allow the local Consultant to strengthen the strong partnerships that already exist with the Community Drug Service Team, Population Health and Road wise. This ensures effective local partnerships are maintained so that joint initiatives can continue to maximise the educational benefits to students in the South West.



ESPERANCE

REGIONAL PROFILE

The Esperance Regional Consultant works in part time capacity (0.5 FTE). There are 19 schools in the region.

ACHIEVED

- The Consultant has maintained a strong working relationship with both Esperance LDAG and RoadWise, and contributed to local initiatives over the year including Drug Action Week and FASD awareness; Grandparents Child Safety Day Out; cycle to work community breakfast; school bike safety checks and child car restraint fitting stations. The Consultant has provided a productive conduit between town schools and shire being proactive in effecting road traffic management strategies in order to keep young people and their families safer around schools.
- Requests by teachers to deliver lessons in their classes have proved to be worthwhile opportunities at numerous levels. From the Consultant's perspective, having an opportunity to experience SDERA resources in practice is very helpful for teachers.
- The Consultant has continued to offer *Challenges and Choices* for Years F-6 with positive feedback on the revised edition.

CHALLENGES

- Progressing *CHAT* in the three Esperance schools locked in to the initiative, and ensuring that whole-school approach is embedded and sustainable, is a continued challenge for the Esperance Consultant.
- Proposed funding reforms/cuts to public schools is creating widespread uncertainty in all levels of a school's community which has the potential to impact on each school's capacity to manage *CHAT*.

- In addition, regional schools will be managing the transition of Year 7 into high school. An opportunity this presents for SDERA is to assist high schools in particular to look at the issue of how student's social and emotional needs are catered for.

PLANS FOR THE FUTURE

- In 2012, RoadWise and ELDAG with many of their agency representatives, worked on a project in which high school students wrote, filmed and produced a short film around drink driving that was premiered at the local cinema in conjunction with a mock crash. Funding is currently being sourced to replicate the project in 2014 on a bigger scale to involve more students across more high schools in the area. The Esperance Consultant will play an active role in the script development and coordination of schools in this project.
- Teachers in the region are keen to attend professional development linked to SDERA resources. As the *Challenges and Choices* Year 7-10 resources become available the Consultant will be proactive in finding creative ways to educate high school teachers on their use.
- *Keys for Life* pre-driver education professional development and support will be maintained across the Esperance region. Typically *Keys for Life* staff turn over is minimal hence not a great need for professional development is required. Assisting schools with implementation and parent workshops however is paramount to the success of the program and will be maintained into the future.
- The Consultant will provide *Smart Steps* training to relevant parties and increase implementation of *Smart Steps* over the next 12 months.



GOLDFIELDS

REGIONAL PROFILE

The Goldfields Regional Consultant works in a full time capacity. There are 44 schools in the Goldfields region.

ACHIEVED

- SDERA has continued to offer a range of professional development to schools and agencies in both the Kalgoorlie region and as far as the Ngaanyatjarra Lands. Attendance at SDERA workshops is significant, with *Keys for Life* proving to be the most popular. Seven out of nine high schools implemented the program this year, as well as six outside organisations such as the Eastern Goldfields Region Prison, Youth Connections, YMCA, SMYL, Goldfields Institute of Technology and Pathwalkers.
- The Consultant has noticed an increased awareness of SDERA programs, resources, professional development and support services that has resulted in two schools in the Goldfields engaged in *CHAT*. These schools have received ongoing support in developing drug and road safety education guidelines, and planning and implementing outcomes and actions.
- SDERA took part in 27 local events from National Aboriginal Islander Children’s Day (NAICD), Mary G “Breaking the Cycle” concert, a Youth Week Event, Maggie Dent parent presentations on resilience, the Caravan and Camping show, Towards Zero Race Day, a community drug and alcohol forum hosted by the Chamber of Mineral and Energy (CME), Clontarf Football Carnival/BHP

Nickel West Cup, Bike Week events at schools, RoadWise events during the annual Race Round and Local Drug Action Week events including Drug Action Week.

- The Consultant was involved in a series of Alcohol and Other Drug (AOD) planning days conducted by the Drug and Alcohol Office focused on improving access to AOD services across the region, identifying and prioritising community concerns related to AOD harms, and the development of a strategic plan and the re-formation of the Goldfields Alcohol and Other Drugs Reference Group (GAODRG), as well as the continued involvement in the Goldfields Volatile Substance Abuse Working Group (GVSUWG) has increased our profile significantly.
- As Chairperson of the Kalgoorlie Local Drug Action Group (KLDAG), the Consultant has lead the process of developing harm reduction strategies directly linked with the GAODRG Strategic Plan and identified AOD issues, and has secured a significant grant through *Healthways* to address these issues. As a result the KLDAG in conjunction with SDERA, Population Health, WACHS and other community volunteers are currently implementing projects in the community. These include a media campaign, FASD campaign and Party Safer campaign.
- The continued involvement in the Kalgoorlie-Boulder RoadWise in planning and implementation of projected plans has enabled collaboration with many other agencies including, Department of Transport, Mainroads WA, City of Kalgoorlie-Boulder, Kalgoorlie Police, WACHS, Kalgoorlie-Boulder Racing Club and SDERA in whole-school events such as Bike Week and iScoot.



- The Goldfields Agencies Supporting Youth (GASY) committee has strengthened interagency collaboration in the region. It has also provided opportunities to raise awareness of SDERA programs which are a great tool for addressing community youth issues including disengagement. Participation in an ‘Engaging the disengaged forum’ has resulted in many youth training and service providers utilising *Keys for Life* and *Challenges and Choices* drug education programs outside of schools. Other communities such as Leonora, Laverton and the Ngaanyatjarra Lands are now exploring ways that they can implement programs to build the capacity of their youth. SDERA’s programs are recognised as a great tool to assist this process.

CHALLENGES

- The Goldfields region is the largest in WA, combining many communities with embedded AOD and road safety issues. It is a huge challenge for the Consultant to provide the same level of support to all schools resulting in many missing out altogether, due to budget constraints.
- A high turnover of staff in more remote schools makes it difficult to establish continuity. The notion that *CHAT* can eventually provide that continuity of learning for students in these schools is encouraging, but the initial set up of *CHAT* requires persistence and patience as key staff can change a number of times during a 12 month period.



- There is a notion by schools, agencies, parents and communities that the engagement of a guest speaker with real life experiences in drug and alcohol and/or road trauma, is adequate in addressing road safety and drug education in schools. Many agency workers employed as educators are continuing to get a foot in the door as schools are opting for this easier, “one-off” approach rather than a whole-school approach. This practice is often celebrated in the media or with schools, teachers and even Principals receiving accolades for a job well done with the impression they have addressed the issues adequately.
- Lack of access to office support, fleet vehicles and appropriate office space with easier access for packing and unpacking for events also proves a challenge for the Consultant.

PLANS FOR THE FUTURE

- The Consultant will develop a strategic approach to how work is carried out across the region, to ensure school communities are receiving the same level of support in all areas. This will allow for additional support of *CHAT* schools and schools utilising the whole-school approach.
- The Consultant commits to the promotion, training and support of the new *Keys4Life Online* program.
- The Consultant will support community strategies which address disengagement, AOD and road trauma issues.



KIMBERLEY

REGIONAL PROFILE

The Kimberley Regional Consultant works in a full time capacity. There are 41 schools in the Kimberley region.

ACHIEVED

- *Keys for Life* continues to be a key focus with schools and agencies and is being utilised in a range of applications including work readiness programs, adult education, and youth engagement.
- The Consultant has continued involvement in local committees including RoadWise, Broome Local Drug Action Group, and local Alcohol Management Groups across the region.
- The Consultant has supported the development and implementation of local AOD Management Plans in the service hubs for Broome/Dampier Peninsula, Derby and neighbouring communities, Fitzroy Valley, Halls Creek, and the Shire of Wyndham East Kimberley.
- The Consultant has developed relationships with the newly appointed Prevention Services Workers in each of the service hubs. This enables SDERA to better support local prevention strategies across such a vast region and will be a feature of how we operate in the coming years.
- The Consultant continues to assist schools to develop resilience and drug education programs for K-12 to support the release of the new *Challenges and Choices* resources. Follow-up planning has also been well received by teachers and led an increase in the

number of schools actively engaged with SDERA across the region.

CHALLENGES

- The vastness of the Kimberley and with schools spread out right across the region, and the amount of travel required to effectively support schools and agencies, can prove taxing. A lack of relief staff does restrict teachers, particularly those in remote communities, from accessing some of the professional learning opportunities SDERA offers.
- Teaching in the Kimberley is challenging and the demands on teachers and schools provide SDERA with significant challenges. The Consultant must continue to work hard in ensuring SDERA is sensitive to the needs of individual schools and provides flexibility to support these schools.

PLANS FOR THE FUTURE

- The Consultant will engage schools in *CHAT* and continue to support those actively engaged or planning to be in the near future.
- The Consultant will continue to engage schools and support teachers to implement effective and sustainable resilience, drug and road safety education.
- The Consultant will continue to develop partnerships with Prevention Services Workers across the region. This will include supporting local community initiatives and working to ensure solid links between school and community strategies.



MIDLANDS

REGIONAL PROFILE

The Midlands (Wheatbelt North) Regional Consultant works in a part time capacity (0.8 FTE). There are 50 schools in the Midlands region.

ACHIEVED

- Professional learning uptake included *Alcohol and Cannabis: Drug Education for Young People*, *Challenges and Choices*, *Resilient Kids*, *Keys for Life*, *Keys4Life Online* and *CHAT*. The Consultant has continued to offer support to *CHAT* schools and facilitated several curriculum planning workshops with staff.
- The Consultant is treasurer and an active member of the Local Drug Action Group and has contributed to several community education strategies including 'standard drinks' at the Avon River Christmas Festival, compiling Leavers' packs containing educational information to all young people in the Wheatbelt North and South region, provision of education materials for local Liquor Accord members, and a community focus on Foetal Alcohol Spectrum Disorder Syndrome including the first community flash mob.
- The Consultant is Chairperson of the Northam RoadWise committee, and was instrumental in developing the local *Road Safety Strategy for 2013*. Strategies from this year's program included static displays of primary school students' work; a radio advertising campaign throughout the year focusing on key events

and key road safety messages; a collaborative partnership with the local football association promoting safer levels of alcohol consumption; and a demonstration march along the main streets with students from a local primary school asking motorists to take more care around children.

- Community events including the Dowerin Field Day, the Kindy and Early Childhood Learning and Health Expo's in both Northam and Moora, provide contact with parents, early childhood educators and school staff, and enhance provided SDERA promotion to a wide audience.

CHALLENGES

- Professional learning is offered in a variety of satellite locations, however attendance can be low due to the lack of relief teachers in the region and sometimes the distance to be travelled.

PLANS FOR THE FUTURE

- A priority will be to continue supporting *CHAT* schools in the region.
- Recognising that current education priorities are literacy and numeracy, Australian Curriculum and student wellbeing, a key strategy by the Consultant will be to promote and present *Challenges and Choices* and *Resilient Kids* as an opportunity for schools to progress students' achievement in these areas.



MIDWEST

REGIONAL PROFILE

The Midwest Regional Consultant works in a full time capacity. There are 77 schools in the Midwest region.

ACHIEVED

- The Consultant conducted eleven professional learning opportunities. Twenty four schools and one tertiary institution were engaged in these workshops with 60 staff and 40 parents attending.
- Partnerships and engagement with parents and the community continued with numerous programs including the Yalgoo Child Car Restraint Project and advocacy workshops for Short Term Accommodation for Youth (STAY) staff on alcohol, cannabis and other drugs.
- The Consultant continued to promote a safe, supportive and inclusive ethos and environment by operating as a member of the Midwest Party Safe alliance and the Midwest Aboriginal Social Media Network Group.
- Six schools were engaged with *CHAT* and four schools have applied for *CHAT* funding or have completed Bronze level and are planning targets for Silver level.

CHALLENGES

- The Midwest and Gascoyne regions are vast so time must be carefully allocated to allow the Consultant to cover as many aspects of the role as possible in the region. This also includes the challenge of managing the budget to cover costs of travel and accommodation within the Midwest region.
- Competing with increasingly busy school schedules can be difficult. The Consultant must convince schools that they need to approach SDERA programs like any other area of education that is using a comprehensive approach.

PLANS FOR THE FUTURE

- Continue to increase the number of schools engaged in comprehensive resilience, drug and road safety education.
- To continue to demonstrate SDERA's leadership in implementation of Australian Curriculum using activities to develop general capabilities in young people.

NARROGIN

REGIONAL PROFILE

The Narrogin Regional Consultant works in a part time capacity (0.5 FTE). There are 32 schools in the Narrogin (Wheatbelt South) region.

ACHIEVED

- Twenty-one schools are at varying stages of implementing *CHAT*. The *CHAT* schools hosted interactive days for the school and wider community, where there was a great presence of inter-agency groups supporting the day's events.
- *Smart Steps* has been well received and the Consultant has been working collaboratively with Primary Health representatives who conduct child car restraint checks for the program. Izzy has visited numerous schools where road safety has been an integral part of the school's health programme.
- The Consultant has worked in collaboration with the WA Farmsafe Alliance to deliver important road safety messages to over 150 students at Williams PS and Katanning PS, with the focus on farm vehicles, motorbikes and quad bikes.
- Safetown meetings in Narrogin saw Police, town Councillors, and representatives from Main Roads, RoadWise, Careers on Track, Primary Health, and community members, come together to discuss safety issues for the Narrogin community.
- A notable interagency collaboration with Kidsafe WA saw *Smart Steps* and Izzy represented at the Wagin Woolorama.
- The Consultant continues to meet regularly with Rural Community Support Services and Host Agency for WA One Life Suicide prevention strategy in the Narrogin region. This project has purchased over \$3000 worth of the SDERA *Challenges and Choices* resources for schools in Narrogin, Williams, Wickepin/ Yealering, Pingelly and Wagin.

- Child Car Restraint checks in tandem with staff from Southern Country Health Services (Primary Health) continue to be carried out.
- The Consultant worked collaboratively with the RAC and PBF to co-ordinate a week of road safety education presentations and with links to *Keys for Life*, to students in Brookton, Boddington, Wagin, Katanning and Narrogin.

CHALLENGES

- Mental and physical health is integral to students succeeding in school. One of the Consultant's main challenges is for schools to realise the importance of the health learning area and the link to all other learning areas.
- School staff are overwhelmed with NAPLAN testing and the implementation of the Australian Curriculum, however there has been a renewed focus and schools are seeking to find out how SDERA and its resources can be used.

PLANS FOR THE FUTURE

- The Consultant will continue to promote *CHAT* as the 21 schools, who are now involved, are proud of the direction that *CHAT* is taking them.
- The Consultant aims to engage all secondary schools to embrace *Keys for Life* as an integral aspect of their health curriculum and to ensure the parent and student workshop for *Keys for Life* is integral to the programme.
- The Consultant will continue to work with schools to ensure all students are being afforded 'best practice' drug and road safety education.
- The provision of professional learning will also continue to be a focus, both at a regional and local level.



PEEL

REGIONAL PROFILE

The Peel Regional Consultant works in a part time capacity (0.7 FTE). There are 75 schools in the Peel region (which includes the Rockingham area).

ACHIEVED

- The Consultant supported regional events which included the CLAN Family Fun Day which incorporates SDERA *Smart Steps* information for parents; the Mandurah Christmas Arrive Alive campaign which is a community-based road safety education program organised by Mandurah RoadWise; the Pinjarra Christmas festival where Izzy distributes *Smart Steps* information to the community; and regional Blessing of the Roads events in Mandurah, Waroona and Murray.
- The Consultant coordinated and held two *CHAT* network days. Staff from *CHAT* schools in the Peel region had networking opportunities and shared information regarding *CHAT*. It is anticipated that three schools will achieve Bronze level by the end of 2013.
- The Consultant coordinated and presented at the Rockingham/ Kwinana LDAG Year 7 Drug Awareness Conference. The conference catered for approximately 680 students from 10 primary schools in the Rockingham and Kwinana area. Students participated in a variety of activities including activities from the SDERA *Challenges and Choices* program.
- As part of John Tonkin College's parents and community *CHAT* target, the Consultant attended and provided information on alcohol and tobacco at both the Year 8-12 Big Day In and Health Community Expo events.

- The Consultant was part of the pilot launch of the Students Advising Youth (SAY) project providing support and information to Comet Bay College staff and students. The project was a joint venture between the Peel Crime Prevention and Diversity police, Comet Bay College, LDAG, and SDERA. Students developed a short advertisement to educate others on the impacts and harms of illegal illicit drugs. The collaborative project was given exposure on the ABC WA 7.30pm news report, in local and state newspapers, on youtube, and on local radio stations.

CHALLENGES

- A continued and ongoing challenge is to engage staff and schools in SDERA. Even with the use and knowledge of SDERA increasing in the region, it is still difficult to connect with schools who are not engaged. This is especially complicated with the nature of schools changing, the introduction of Australian Curriculum, and the continued focus on literacy and numeracy.
- Another challenge faced in the Peel region is to convince community groups and agencies to put best practice principles in drug and road safety education into their activities.

PLANS FOR THE FUTURE

- The Consultant will continue to re-establish, strengthen and broaden networks and links in the Rockingham and Peel regions with community agencies and schools, and with a focus on promoting best practice principles.
- The Consultant aims to continue promotion, focus and support with *CHAT* schools in the region to further foster and develop the whole-school approach.
- The Consultant will provide flexibly in service delivery to support and meet the needs of schools and agencies in the region in regards to resilience, drug and road safety education.

PILBARA

REGIONAL PROFILE

The Pilbara Regional Consultant works in a full time capacity. There are 38 schools in the Pilbara region.

ACHIEVED

- The release of the new *Challenges and Choices* resources and *Keys4Life Online* has created a renewed interest from teaching staff who have previously been involved with SDERA. Professional learning opportunities made available to staff including *Challenges and Choices K-7*, *Resilient Kids* and *Keys for Life*, were well received and attended.
- This year has seen the continued strong growth in developing and maintaining partnerships and positive relationships with key agencies in resilience, drug education and road safety. Strong partnerships have been forged and interagency collaboration occurring with agencies such as Constable Care, WA Police, Paraplegic Benefit Fund, RAC and various media agencies within the region to reinforce the messages being delivered.
- The SDERA Regional Consultant continues to be a contributing member of committees such as Local Information Network Karratha Committee, Regional Youth Coordinators Network and Early Years Group.

CHALLENGES

- The remote location of many of the schools in this region often creates challenges. A lack of direct flights between Pilbara towns means that road travel is the only option and travel between schools can often take a day or more. Added to this is the high cost of accommodation and other services.
- The Pilbara is subject to cyclones during the summer months from October through to April. The summer rain pattern often leads to transport disruptions due to road flooding. Travel to remote areas during the summer months often needs to be postponed or cancelled due to flooding and/or cyclones. Travel outside of regional centres is often restricted to the drier winter months.
- Teacher relief in regional centres can be hard to obtain and relief in remote areas impossible, causing staff to be reluctant to travel to regional centres. This has been overcome by on-site professional learning opportunities but with small staff numbers this can be time inefficient. Shortened professional learning opportunities held after school hours has been offered and well received despite staff expressing a feeling of being overwhelmed with an already large number of activities already occurring out of school hours.

PLANS FOR THE FUTURE

- The focus for the Consultant in the Pilbara is to continue to develop key relationships between schools and community, and to promote the whole school approach.

WARREN BLACKWOOD

REGIONAL PROFILE

The Warren Blackwood Regional Consultant works in a part time capacity (0.8 FTE). There are 39 schools in the Warren Blackwood region.

ACHIEVED

- The response to professional development in the region continues to grow with demand often exceeding availability of places. *Challenges and Choices* and *Safer Kids, Keys for Life* and *Resilient Kids* workshops were offered to school-based staff and representatives from community organisations.
- The seven schools involved in *CHAT* have continued to work with SDERA to plan outcomes and set targets, develop drug and road safety guidelines to support the whole school community, and have participated in two *CHAT* Network Meetings. Two schools are now developing their Gold level targets with others very close to achieving Silver level.
- Other presentations conducted in the region include Edith Cowan University (Bunbury Campus) where pre-service teachers participated in *Challenges and Choices*; the South West Institute of Technology (Busselton Campus) where teacher assistant students participated in *Challenges and Choices*; a presentation about *Keys for Life* at the Future Possibilities Youth Conference in Bunbury; and *Keys for Life* parent workshops, were also conducted by SDERA throughout the year.

CHALLENGES

- Engaging new school communities is an ongoing challenge, particularly private schools, when developing a whole-school approach to drug, resilience and road safety education.
- In addition, the large workload carried by school staff is challenging and will continue to be in the future as school communities implement the Australian Curriculum along with other initiatives. The tight fiscal environment remains to be a challenge in how we work with communities around the region and requires some flexibility and creativity.

PLANS FOR THE FUTURE

- The Consultant will continue to support the implementation of the relevant actions in the Manjimup Alcohol Management Plan.
- The Consultant will continue to actively promote *Keys4Life Online* across the region, and support and work with current *CHAT* schools.
- Ongoing delivery of SDERA professional learning opportunities will also continue to be a focus in the region.



METROPOLITAN REPORT

SDERA's metropolitan based Consultants provide a range of support services to both internal and external clients, including the regional SDERA team. The Consultants have responsibilities for the development of curriculum support resources; the delivery of professional learning; and the promotion of best practice in how schools and community agencies deliver resilience, drug and road safety education. A key role of the central team is engagement and partnership development with key government and non government stakeholders involved drug prevention and road safety strategy.

There is a total of 617 schools in the Metropolitan region (includes public and private schools).

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, task forces, committees and funding groups in drug education and road safety activities.

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

KEYS FOR LIFE PARENT WORKSHOP (FOR PARENTS AND YOUNG PEOPLE)

The *Keys for Life Parent Workshop* was introduced in 2004 to broaden a whole-school approach to road safety for young drivers. SDERA and the RAC deliver this parent workshop as an extension of the *Keys for Life: pre driver education* program designed for secondary school students. Each school that runs the *Keys for Life* program is encouraged to hold a workshop so parents are more aware of the important role they play in the learning to drive process for their child.

By involving parents in the *Keys for Life* program, SDERA equips them with the knowledge and skills to confidently teach their teenager to drive. The welcome increase in required supervised hours for learner drivers from 25hrs to 50hrs in November 2012 has helped to reinforce the message that the more time learner drivers spend under supervised conditions, the safer they can become.

ACHIEVED

- Both the RAC and SDERA Regional Consultants have done an exceptional job in delivering an informative up-to-date product that makes parents and students aware of the dangers and responsibilities associated with being an inexperienced driver.
- The workshop continues to receive a very positive response from school communities in metropolitan and regional areas of Western Australia.
- Attendance at this workshop has also resulted in increased levels of parent confidence during the learning to drive process.
- A total of 88 parent workshops were held throughout Western Australia with a total of 4,815 parents and their learner drivers attending during this reporting period.
- Due to the increased number of schools participating in the *Keys for Life* program, demand for the delivery of parent workshops continues to increase.

CHALLENGES

- Finding effective marketing strategies to increase awareness of the *Keys for Life* program for non-engaged schools, particularly schools outside of the Department of Education remains a challenge. Attracting parents to an after hours event in some regions of Western Australia is also a concern for the viability of the workshop. Many schools participating in *Keys for Life* are making attendance at the parent workshop a compulsory part of completing this pre-driver education program.

PLANS FOR THE FUTURE

Providing best practice road safety education that is easily understood by a wide range of cultures including those with learning difficulties remains an area of importance. The feasibility of developing modified parent workshop for these groups as an extension of the *Keys for Life Online* resource is currently being investigated.

	METRO	REGIONAL	TOTAL
Workshops	60	28	88
Participants	4,086	729	4,815

“Dear Meerilinga,

I thought I’d write you a brief note of thank you for the work you do. I’m just amazed about how much my grandchildren learn from coming along to playgroup. Last week when I collected L (my grandson), he reminded me to do up his seatbelt so I can keep him safe. As we drove around doing the shopping he would continually hold up his hand and tell me to “stop” at the red light. We’d chat about the meaning of the colours of the lights and he knew them all. My daughter said that you are teaching a road safety program, I think that’s great!

Thank you again
(L’s) Nan”

SMART STEPS

Smart Steps is a road safety education program that enhances understanding of the factors that contribute to keeping young children (from birth to 4 years), safe in the road and traffic environment. The new format of the *Smart Steps Presenter’s Kit* has made it easier for both early childhood educators and community groups to engage peers and deliver key road safety messages to parents and carers of young children.

ACHIEVED

- Six *Smart Steps* workshops have been held in the metropolitan area to comprehensively retrain outside agencies and staff from SDERA's four service providers, Ngala, Kidsafe WA, Playgroup WA, and Meerilinga.

- Similarly, thirteen workshops were held in regional areas to staff of outside agencies and our four service providers.
- In particular regions of Western Australia University and TAFE students enrolled in early childhood degrees and diplomas have also attended *Smart Steps* workshops. These students will be more informed of the vulnerability of young children as passengers and pedestrians and the strategies that can be used to ensure safety of those children in their care.
- Positive feedback from a multitude of parents and agencies continues to be relayed to our *Smart Steps* service providers.
- As a result of SDERA training workshops across WA, our service agencies have reported delivering Smart Steps messages to more than 143,000 parents and community members. See table below.

METHOD AUDIENCE	EVENTS	WORKSHOPS	RESOURCES	INFORMATION SESSION(S)	TOTAL
Children: 0 - 4	425	400	950	375	2,150
Children: School age		576			576
Parents	5,836	1,343	120,917	12,080	140,176
Other agency staff	35	326	300		661
TOTAL	6,296	2,645	122,167	12,455	143,563

CHALLENGES

- There is a need for clear and consistent road safety messages among culturally and linguistically diverse groups in our community. Due to this, the development of road safety education that is easily understood by a wide range of cultures continues to be a focus of the *Smart Steps* program.
- With assistance from Kidsafe WA, The City of Stirling, and The Edmund Rice Centre, SDERA has delivered a modified *Smart Steps* workshop in a variety of community settings. Although restricted by staff resources and language barriers, this initiative continues

to alleviate some of the many challenges associated with parent engagement and passenger safety for these groups.

PLANS FOR THE FUTURE

- The focus of the *Smart Steps* program will be reviewed to make clear links to the Early Years Learning Framework (requirement of The National Quality Framework for early childhood service providers), and to provide practical ideas on embedding road safety into everyday practices of centres. Each centre’s responsibility to provide road safety in accordance with the requirements of National Quality Standards will also be explored.



PROMOTION AND ADVOCACY

SDERA STAKEHOLDER ENGAGEMENT AND MARKETING STRATEGY

The focus for promotion this year has been primarily on corporate stakeholders but has extended to the media and others following the appointment of the Communications and Marketing Coordinator.

SDERA's core business is providing best practice curriculum support materials, quality professional learning and consultancy support for metropolitan and regional clients. SDERA receives consistent feedback about the high quality of the products and services it delivers to its client base however, ensuring a greater uptake of those resources requires a strategic, concentrating marketing effort.

The *Stakeholder Relationship and Marketing Plan* has been implemented in a strategic manner using a phased approach. In this reporting period there has been a focus on improving communication between SDERA and its partners to ensure a more reciprocal promotion of key messages. Key achievements for the year include:

- The development of marketing and advocacy related information and products
- Increased sophistication in data interrogation

- Specific presentations to different audiences
- Personalised/one-to-one representation to groups and individuals
- The creation of new learning materials and training formats
- Team up-skilling in stakeholder engagement and marketing.

PLANS FOR THE FUTURE

- 2 major cross media events planned for 2014
- Following a 10% increase in engagement levels between 2012 and 2013, there will be a further 50% increase in 2014
- Major evaluation survey of teachers and principals to be complete by early 2014.

SCHOOL LEADER ACTIONS

- Liaison with Director Policy and Planning, Anglican Schools Commission.
- Liaison with Independent Schools Principals Associations, AHISA, IPSHA.
- Engagement with Principal John 23rd College.
- Meetings timetabled with Government Schools Principal Associations WASSEA, WAPPA.

PARENT ACTIONS

- Liaison with Executive of State Schools Parent Association, the WA Council of State School Organisations (WACSSO) – access to mailing lists, e-newsletter, Website link, presentation spot at state conference, regional councils contacts.
- Liaison with Executive of Non-government Schools Association, PFFWA Inc, the private schools association of Parents & Friends – invitation to State Conference, access to newsletter, Facebook, Twitter, website link.
- Dedicated engagement and marketing coordinator on staff.
- F-6 curriculum support materials aligned with Australian Curriculum completed.
- *Keys4Life Online* resource launched.
- ICT agency engaged to develop improved MIS – framework developed.

MEDIA

- Media contacts database established.
- 15 media releases issued.
- 10 media articles published.
- Media Monitoring established.
- Key messages for media developed.
- Media training organised for SDERA team.

COMMUNICATION

- E-news software purchased.
- Electronic mailing lists of Market Segments eg Schools, Principals, Head of Health, Primary, Secondary etc compiled.
- Mailing lists of partner organisations accessed.
- Website updated and rewritten, to be launched in 2014.

MARKETING

- Consistent look and feel established. Logo and colour scheme updated.
- Increased distribution of marketing material with new programs such as *Challenges and Choices*.
- New suite of corporate communication materials that demonstrate the work and value of SDERA written.
- Improved profile of SDERA within leadership and partner organisations through events, forums, seminars etc.
- Participated in WA Primary Principals Association.
- One-to-one meetings established with stakeholders groups.
- Promotional materials reviewed.

EDUCATION STAFF

- All schools and teachers have been sent e-news and included on database.
- Educational staff survey written. Results to be published in 2013-14 report.

Establishing basic communication tools and processes is complex, time consuming and often expensive, however, it is a process which is already bearing fruit. Intelligence from the survey and the utilisation of contemporary communication tools will result in greater participation and recognition of SDERA products and services.

REFERENCE GROUPS AND COMMITTEES

- WA Road Safety Education Committee chaired and coordinated four times a year by SDERA.
- Road Safety Education Reference Group Australasia – secretarial support and coordination provided by SDERA, three times a year.
- Road Aware Parents Reference Group chaired and coordinated by SDERA, once a year.
- Keys for Life Leadership Group chaired and coordinated by SDERA.





ED!

Get the facts

**MAKING INFORMED DECISIONS
ABOUT DRUGS AND ALCOHOL**

Know the RISKS

Key: Alcohol can affect brain development.

NEWS

NEWS

Raising young leaders

"It's an indigenous program that is trying to foster leadership and help build their self-respect and their love of school," she said. "We're trying to

"The children have been responding well to some of the team-building games and working together," she said.

Myth. Children should limit their caffeine intake to under 100mg a day, less for younger children. This amount of 100mg is the same as a cola drink and a bar of chocolate. The caffeine from these products takes up to 12 hours to leave the body so it's easy to take too much if you take in lots of caffeine-rich food and drinks (such as chocolate, coffee, tea, energy drinks, some soft drinks, and chocolate and flavoured ice-cream and desserts) in one day.



MOG MAROM:
It's very important to learn about drugs and alcohol in primary school to see what they can do to your body and how to avoid getting in situations when you get older."

Regular use of pain-killers can cause liver damage and people can overdose on as few as 10 tablets (10 tablets every few hours in one day).
Painkillers can help with pain and fever but cannot cure what is causing pain, provide extra energy, calm nerves or are upset or induce sleep.

Challenges and Choices, SDERA 2013



Ellenbrook
vocate
Community

WEDNESDAY, June 12, 2013

Another reason to choose

WIN A \$500 SHOPPING VOUCHER!

WEDNESDAY, June 12, 2013

Ready for 'adult kids'

BOOZE BAN FOR 18-YEAR-OLDS

feature 10

BOOZE BAN FOR 18-YEAR-OLDS

Caroline Frank

RICHMOND Secondary College principal **JOE MURPHY** says the school has the curriculum and guidelines to prepare for the new wave of 16-year-olds due to start Year 11 at the school in 2015.

"Whether it is a school bull, sportsman or any other person whom kids get together in a school-situational setting, we have made it clear that school is not part of the agenda," he said.

Mr. Mann and the school had a variety of incentives devoted toward helping parents for their those.

Components of the course will include information on the dangers of using drugs.

school district superintendent and assistant manager. Bruce Lambert said senior high schools needed to plan how they enforce zero tolerance for alcohol at school events for students who were legally allowed to drink.

“It’s a two-fold issue that surrounds the 18-year-old group - they will be able to hold a valid driver’s licence but also be legal to drink



Ellenbrook principal Bill Mann lays down the law. Picture: Eric Bordman

"Where Rabinovich Secretary says they have discovered in place serious alcohol. I applied that, but

need to ask what policy does our school have around kids driving? We need schools to think about where they will do driver SEDs.

Mr. Allen said the new students completed school surveys and

www.comptonpsd.net 800.227.0770

"It's the quality of their attendance that matters and ESC will continue with the current programs to track which are very successful in getting close to 100% attendance."



LEADERSHIP AND COORDINATION

WA ROAD SAFETY EDUCATION COMMITTEE

The delivery of road safety education in Western Australia is coordinated by the Western Australian Road Safety Education Committee (WARSEC). This Committee was initiated by SDERA in 2003. SDERA has continued to coordinate, chair and steer this Committee toward more strategic outcomes and continuous improvement.

A collaborative partnership and best practice approach across government and non-government agencies is an ongoing and important objective of WARSEC. The member agencies of WARSEC are dedicated to aligning with the *Towards Zero: Road Safety Strategy 2008-2020* as well as the provision of best practice road safety education for children and young people aged from birth to 18 years of age, which is based on the *Principles for School Road Safety Education (SDERA, 2009)*.

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

- As part of its ongoing commitment to road safety education in WA and alignment to *Towards Zero*, WARSEC lead by SDERA, provided feedback to the draft *National Practices for Early Childhood Road Safety Education*. These practices will guide the road safety education efforts in early childhood services across Australia.
- WARSEC commenced the development of *Directions: A Western Australian Road Safety Education Action Plan 2013-2015*. The action plan outlines activities and targets for WARSEC and other affiliated members for the reporting period.

PLANS FOR THE FUTURE

- SDERA will lead the production and distribution of *Directions: A Western Australian Road Safety Education Action Plan 2013-2015*.
- A report on achievements from the *Directions plan for 2011-2013* will be presented to the Road Safety Council along with the 2013-2015 plan.

ROAD SAFETY EDUCATION REFERENCE GROUP AUSTRALASIA

The Road Safety Education Reference Group Australasia (RSEGA) commenced in 2000 with momentum building from 2003 when SDERA took over the coordination and executive functions of this group at that time. In more recent years a series of strategic initiatives has been taken by RSEGA members which has provided this group with a strong and emerging profile in the road safety education field in Australia and New Zealand.

ACHIEVED

In this reporting period, SDERA has supported RSEGA to finalise two major pieces of work that have national significance. These initiatives involved lengthy consultation and a robust national process based on RSEGA being able to work collaboratively and with a common purpose.

- RSEGA submitted a paper to the Australian Curriculum Assessment and Reporting Authority (ACARA) to support the inclusion of road safety education in the Australian Curriculum Health and Physical Education. This submission was successful and road safety content is included for students in Pre-primary to Year 10.
- SDERA worked with VicRoads and RSEGA for the release of the *National Practices for Early Childhood Road Safety Education*. These practices were researched and developed by the Child Health Injury Prevention Centre at Edith Cowan University, and provide strong links to the National Quality Framework (COAG 2009) that all early childhood services must work within and meet assessable standards.

PLANS FOR THE FUTURE

- SDERA will support early childhood services to implement the *National Practices for Early Childhood Road Safety Education* through professional development.
- SDERA will conduct two RSEGA conference presentations in July 2013: *Challenges and Choices* and *Keys4Life Online*, focusing on the processes SDERA undertakes to achieve best practice in development, implementation, professional learning and review.
- SDERA will conduct *Safer Kids* (for students up to 15 years of age) and *Keys for Life* (for staff working with students 15 years of age and older) professional development workshops that focus on the road safety education content contained within the Australian Curriculum Health and Physical Education.
- A new website for the *National Practices for Early Childhood Road Safety Education* will be developed by VicRoads with input from RSEGA and SDERA. The website is due to go live late 2014. SDERA will direct WA early childhood services to this website and aim to include WA context examples that illustrate road safety education in practice.
- SDERA will lead the review and development of the RSEGA Terms of Reference to establish a RSEGA Executive Group with the aim of streamlining decision making processes and the developing strategic networks.
- SDERA will provide executive support for RSEGA, including the maintenance of a database of member agencies.

RECOGNITION FOR STRONG LEADERSHIP

In this reporting period, SDERA has demonstrated strong leadership in the fields of drug and road safety education on many levels. There is compelling evidence for this on the many occasions that SDERA and SDERA Consultants have been awarded for outstanding work, service and initiatives (refer to page 18).



ORGANISATIONAL EFFECTIVENESS



**Independent Auditor’s Report
To the Department of Education (“Department”)**

Report on the statement of income and expenditure of grant funds

We have audited the accompanying statement of income and expenditure of grant funds of the Catholic Education Office of Western Australia (“CEO”) for the period ended 30 June 2013, which is stamped for identification purposes.

Management of the Catholic Education Commission of Western Australia is responsible for the statement of income and expenditure of grant funds

The Management of the CEO is responsible for the preparation of the statement of income and expenditure of grant funds. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the statement of income and expenditure of grant funds in accordance with the funding agreement for the purpose of the provision of funding for the “SDERA – National School Drug Education Strategy – (AGF)”.

Auditor’s responsibility

Our responsibility is to express an opinion on the statement of income and expenditure of grant funds based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagement and plan and perform the audit to obtain in order to express an opinion on the preparation and presentation of the statement of income and expenditure of grant funds to the CEO.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the statement of receipts and payments. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the statement of receipts and payments, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the CEO’s preparation and fair presentation of the statement of income and expenditure of grant funds 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 CEO’s internal control.

Grant Thornton Audit Pty Ltd ACN 130 913 594
a subsidiary or related entity of Grant Thornton Australia Ltd ABN 41 127 556 389

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Liability limited by a scheme approved under Professional Standards Legislation. Liability is limited in those States where a current scheme applies.

These procedures have been undertaken to form an opinion whether, in all material respects, the statement of income and expenditure of grant funds is presented fairly in accordance with the Funding Agreement. We disclaim any assumption of responsibility for any reliance on this report or on the statement of income and expenditure of grant funds to which it relates, to any person other than the management of CEO, or for any purpose other than that for which it was prepared.

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

Independence


In conducting our review, we have complied with the independence requirements of the Accounting Professional and Ethical Standards Board.

Auditor’s opinion

In our opinion, the attached statement of income and expenditure of grant funds of the Catholic Education Commission of Western Australia for the year ended 30 June 2013 is presented fairly, in all material respects, in accordance with the requirements of the Funding Agreement.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



P W Warr
Partner – Audit and Assurance

Perth, 17 September 2013

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

NATIONAL SCHOOL DRUG EDUCATION STRATEGY

STATEMENT OF INCOME AND EXPENDITURE
FOR THE SIX MONTHS ENDED 30 JUNE 2013

	2013 \$
INCOME	
State Government Grant	395,567
Total Income	395,567
EXPENDITURE	
Administration	32,307
Curriculum and Resource Development	17,822
Personnel Costs	311,937
Regional Operations	34,640
Training	176,988
Total Expenditure	573,694
Surplus/(Deficit) Income over Expenditure	(178,127)
Total Brought Forward	527,620
Surplus/(Deficit) Carried Forward	349,493



**Independent Auditor's Report
To the Drug and Alcohol Office ("Department")**

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West Perth WA 6005
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T +61 8 9480 2000
F +61 8 9322 7787
E info.wa@au.gt.com
W www.grantthornton.com.au

Report on the statement of income and expenditure of grant funds

We have audited the accompanying statement of income and expenditure of grant funds of the Catholic Education Office of Western Australia ("CEO") for the year ended 30 June 2013, which is stamped for identification purposes.

Management of the Catholic Education Commission of Western Australia is responsible for the statement of income and expenditure of grant funds

The Management of the CEO is responsible for the preparation of the income and expenditure of grant funds. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the statement of income and expenditure of grant funds in accordance with the funding agreement for the purpose of the provision of funding for the "SDERA – Drug and Alcohol Office".

Auditor's responsibility

Our responsibility is to express an opinion on the statement of income and expenditure of grant funds based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagement and plan and perform the audit to obtain in order to express an opinion on the preparation and presentation of the statement of income and expenditure of grant funds to the CEO.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the statement of income and expenditure. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the statement of income and expenditure, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the CEO's preparation and fair presentation of the statement of income and expenditure of grant funds 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 CEO's internal control.

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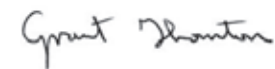
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

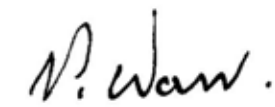
In conducting our review, we have complied with the independence requirements of the Accounting Professional and Ethical Standards Board.

Auditor's opinion

In our opinion, the attached statement of income and expenditure of grant funds of the Catholic Education Commission of Western Australia for the year ended 30 June 2013 is presented fairly, in all material respects, in accordance with the requirements of the Funding Agreement.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



P W Warr
Partner – Audit and Assurance

Perth, 17 September 2013

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

DRUG AND ALCOHOL OFFICE

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 30 JUNE 2013

	2013 \$	2012 \$
INCOME		
Drug & Alcohol Office (DAO)	1,291,163	906,503
Interest	1,397	(627)
Resource Recoup and Miscellaneous Income	18,148	9,759
GST Received	129,116	90,650
Total Income	1,439,824	1,006,285
EXPENDITURE		
Administration	162,799	95,424
Curriculum and Resource Development	55,441	35,210
Monitoring & Evaluation	2,430	50,072
Personnel Costs	797,242	858,393
Publicity/Promotions	11,821	14,245
Regional Organising Committees (ROC)	63,722	95,353
Strategic Planning	4,556	769
Workshops	-	146
GST Remitted to ATO	129,116	90,650
Total Expenditure	1,227,127	1,240,262
Surplus/(Deficit) Income over Expenditure	212,697	(233,977)
Total Brought Forward	(31,629)	202,348
DAO portion B/F	-	-
ROCS portion B/F	-	-
Surplus/(Deficit) Carried Forward	181,068	- 31,629

ACQUITTAL OF FUNDS 2012/13

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 2011/12			0.00
Mid-year review adjustment			302,000.00
Total Approved Budget			1,552,000.00

Income received from the Road Trauma Trust Account				ORS use only
Invoice Description	Invoice No.	Date Paid		\$
1st quarter (July - September 2012)	12/08/8520/001	23/10/2012		625,000.00
2nd quarter (October - December 2012)	7000134	1/02/2013		312,500.00
3rd quarter (January - March 2013)	7000682	4/04/2013		463,500.00
4th quarter (April - June 2013)	7000314	27/05/2013		151,000.00
Total Income				1,552,000.00

Expenditure on approved project	
Account summary description	\$
Administration	129,584.00
Curriculum& RESOURCE Development	178,196.00
Personnel Costs	897,332.00
Publicity/Promotions	28,154.00
Regional Organising Committees(ROC)	75,634.00
Strategic Planning	7,591.00
Workshops	45,671.00
Interest Expense	1,523.00
Other Income	-100.00
Total Expenditure	1,363,585.00

Total unexpended funds to be returned to the RTTA \$188,415.00

Chief Executive Officer/ Accountable Officer		Auditor	
Name	Mr Bernie O'Shea	Name	Mr Patrick Warr
Title	Chief Financial Officer	Title	Partner - Audit Assurance
Signature		Signature	
Date	24/9/13	Date	24.9.13

This form is to be completed, signed, and returned to the Office of Road Safety by 30/09/2013.



Independent Auditor's Report To the Department of Education ("Department")

Report on the statement of income and expenditure of grant funds

We have audited the accompanying statement of income and expenditure of grant funds of the Catholic Education Office of Western Australia ("CEO") for the year ended 30 June 2013, which is stamped for identification purposes.

Management of the Catholic Education Commission of Western Australia is responsible for the statement of income and expenditure of grant funds

The Management of the CEO is responsible for the preparation of the statement of income and expenditure of grant funds. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the statement of income and expenditure of grant funds in accordance with the funding agreement for the purpose of the provision of funding for the "Road Aware Project".

Auditor's responsibility

Our responsibility is to express an opinion on the statement of income and expenditure of grant funds based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagement and plan and perform the audit to obtain in order to express an opinion on the preparation and presentation of the statement of income and expenditure of grant funds to the CEO.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the statement of income and expenditure. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the statement of income and expenditure, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the CEO's preparation and fair presentation of the statement of income and expenditure of grant funds 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 CEO's internal control.

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

Independence

In conducting our review, we have complied with the independence requirements of the Accounting Professional and Ethical Standards Board.

Auditor's opinion

In our opinion, the attached statement of income and expenditure of grant funds of the Catholic Education Commission of Western Australia for the year ended 30 June 2013 is presented fairly, in all material respects, in accordance with the requirements of the Funding Agreement.



GRANT THORNTON AUDIT PTY LTD
Chartered Accountants



P W Warr
Partner – Audit and Assurance

Perth, 17 September 2013

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

ROAD AWARE PROJECT

STATEMENT OF INCOME AND EXPENDITURE FOR THE YEAR ENDED 30 JUNE 2013

	2013 \$	2012 \$
INCOME		
Office of Road Safety	1,552,000	1,250,000
Interest	-	4,909
Other	100	994
GST Received	155,200	125,000
Total Income	1,707,300	1,380,903
EXPENDITURE		
Administration	129,584	59,381
Curriculum and Resource Development	178,196	43,270
Personnel Costs	897,332	982,902
Publicity/Promotions	28,154	16,983
Regional Organising Committees (ROC)	75,634	98,414
Strategic Planning	7,591	2,282
Workshops	45,671	54,671
GST Remitted to ATO	155,200	125,000
Interest Expense	1,523	-
Total Expenditure	1,518,885	1,380,903
Surplus Income over Expenditure	188,415	-
Surplus funds to be Carried Forward Into New Financial Year	188,415	-





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Website: www.sdera.wa.edu.au