

SDERA

SCHOOL DRUG EDUCATION AND ROAD AWARE

# ANNUAL REPORT 2015-2016





School Drug Education  
and Road Aware  
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## READING THE REPORT

This 2015/2016 Annual Report outlines activities conducted by SDERA, the alcohol and other drugs education service outcomes and the road safety education initiatives.

## DATA CONSIDERATIONS

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

- Comparisons between 2014/2015 and 2015/2016 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.
- The Road Safety Council (RSC) changed to the Road Safety Commission on 1 July 2015, so will be referred to as the RSC in this document.

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SDERA is proudly funded by the Mental Health Commission, Road Safety Commission via the Road Trauma Trust Account, and Department of Education.



Government of Western Australia  
Mental Health Commission



Department of  
Education

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# MANAGER'S REPORT



On behalf of the SDERA Management Committee it gives me great pleasure in presenting this Annual Report. The report gives an overview of the many achievements and milestones reached by SDERA in the last 12 months, and the impact of these for Western Australian schools and their communities.

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## Who we are

SDERA (School Drug Education and Road Aware) is the State Government's primary strategy to support all schools and early childhood services in their implementation of resilience, alcohol and other drugs, and road safety education, with the aim of reducing road-related injuries and harms from drug use.

There is no other organisation in Western Australia, or Australia, that offers the range of services that we do – from development of teaching and learning resources that are endorsed by the three education systems and sectors and mapped to the Western Australian Curriculum; provision of professional learning opportunities for school staff, community agencies and parents; to support and advice for schools and early childhood services to ensure that children and young people are the recipients of best practice and effective resilience, alcohol and other drugs, and road safety education. There are so many aspects of SDERA that make us stand out from the crowd!

## We thank

It costs approximately \$7.80 each year to give every Western Australian child and their family the opportunity to access high quality resilience, alcohol and other drugs, and road safety education through SDERA's programs and services. SDERA would like to thank the Mental Health Commission, Road Safety Commission and Department of Education for their continued funding and support.



## Key achievements

Our business activities provide essential support services focussed around encouraging sustainable practices in resilience, alcohol and other drugs, and road safety education in Western Australian schools and early childhood services, and enhancing and building stakeholder relationships.

Some key achievements include:

- **Setting the strategic direction for SDERA for 2016-19** and focusing on three key areas:
  - Learning
  - Engagement
  - Organisational Excellence.
- **Developing a new brand and tagline – Educating for smarter choices.**
- **Launching a ‘new look’ website [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)** where school staff, parents and students can find reliable information about resilience, alcohol and other drugs, and road safety, download our resources for free, or book into one of our many professional learning workshops, events and parent education sessions that are offered state-wide.
- **97% teacher satisfaction rating for our *Keys for Life* Program.**
- **Increasing school engagement with the *Keys for Life* Program.** In this reporting period, 168 schools were implementing the program. Of these, 62 schools enrolled 6,356 students through the School Curriculum and Standards Authority in *Keys for Life*, a non-mandated course.
- **Continuing to receive positive feedback from parents and students** who attended our *Keys for Life* Parent workshop in metro and regional areas. After attending, 96% of parents felt confident in supervising their learner driver and 44% intended to supervise their learner driver for 100 hours or more – well above the required 50 hours.
- **Completing the *Keys for Life* evaluation** including school, parent and student profiling and segmentation to better understand each target group’s needs, wants and expectations.
- **Developing in partnership with the Department of Education a new range of support resources** for schools, parents and students that focus on methamphetamine and other drugs.
- **Launching *Talking Drugs* for school staff** – a new professional learning workshop for teachers, student services and leadership teams, and conducting 4 metro and 12 regional workshops.
- **Launching *Talking Drugs* for Parents** to inform families about the benefits of schools implementing alcohol and other drugs education, some of the harms associated with legal and illegal drug use including methamphetamine, and where to go for help if faced with a drug use problem in their family.
- **Creating online professional learning videos for school staff** that focus on effective alcohol and other drugs education including information about methamphetamines.
- **Producing new road safety resources for teachers and workbooks for Year 7 to 9 students.** The resources capably support schools to implement the new Western Australian Curriculum Health and Physical Education Syllabus through the context of road safety.
- **Supporting 109 schools who are currently implementing our whole-school engagement strategy – *Changing Health Acting Together***, which is funded by the Department of Education. We continue to be impressed by the dedication and passion that our *CHAT* schools bring to improving student and staff wellbeing. Their commitment to implementing teaching and learning programs that focus on resilience, alcohol and other alcohol and other drugs, and road safety, and development of whole school plans for alcohol and other drugs education and road safety guidelines, is to be applauded.
- **Initiating and leading the new Western Australian School Drug Education Reference Group.** This cross-agency group aims to ensure that best practice in school alcohol and other drugs education remains at the forefront when programs, resources and services are offered to school communities.

- **Continuing to lead the Road Safety Education Reference Group Australasia and Western Australian Road Safety Education Committee.**
- **Advocating for resilience, alcohol and other drugs, and road safety education programs** in Western Australian schools through our Ambassadors – Professor Donna Cross, Brad Hogg, and Kylie Catto.
- **Raising SDERA's social media and overall digital profile** through communication channels such as Facebook, Twitter and regular email newsletter correspondence.
- **Identifying a system that will ensure accurate data management** and simplify the booking process for our professional learning workshops across the state. Easy access. Easy registrations.
- **New complimentary partnerships across the state** with like-minded health, wellbeing and safety-focused organisations.
- **Increased focus on communication and brand awareness** to increase accessibility of SDERA's resources to the forefront of schools across each sector in WA.

## Plans for the future

Work is well underway on a range of significant major projects including commencement of the school methamphetamine education project that will contribute to the WA Methamphetamine Strategy launched by the Hon Andrea Mitchell, Minister for Mental Health in May 2016. This two year project aims to: increase the delivery of school alcohol and other drugs education, with an emphasis on methamphetamine education into specialist school settings; build parents' understanding of alcohol and other drugs including methamphetamine; and equip student services and pastoral care staff to appropriately engage with and support those students affected by their own or others' drug use.

Once again practical innovation will be a discussion on our agenda as we continue to enhance our professional learning options and find solutions for the delivery of these in schools where teacher relief and geographical location are critical issues.

Developing resilience, alcohol and other drugs, and road safety education teaching and learning resources that support students' learning and meet the needs of those young people not enrolled in mainstream education or located in remote and regional areas will also be a focus.

We will continue to keep our key stakeholders at the forefront of everything we do and will work very closely with our funders, the Road Safety Commission, Mental Health Commission and Department of Education to improve the health and wellbeing of children and young people in Western Australia as our contribution to State strategies.

## Acknowledgements

I would like to thank the members of the SDERA Management Committee for their continued support and advice. The Committee plays a valuable role in ensuring that Western Australian schools within the three education systems and sectors are provided the support and resources required to implement best practice and contemporary resilience, alcohol and other drugs, and road safety education.

In closing I would like to acknowledge and personally thank the SDERA team who have assisted and supported me over the past six months. We are so privileged to have this team of dedicated, experienced and passionate professionals, who continually promote and advocate for the health and wellbeing of children and young people in Western Australia.

### Anne Miller

Acting Manager  
SDERA

# HIGHLIGHTS

Working with schools and the wider community to keep children and young people safer by providing **resilience, alcohol and other drugs and road safety education.**



**Professional learning**



**Resources**



**State-wide consultancy**

Over **2,000** staff trained via our professional learning



Over **4,000** participants attended our sponsored parent workshops



**9,000** Western Australians reached at SDERA events



Since 1997, SDERA has equipped approximately 20,000 Western Australian teachers and school staff with alcohol and other drugs education or road safety education to empower children and young people to be safer and more resilient.



Participants from **over 500 schools** attended our professional learning workshops



**Over 100 schools** involved in our *Changing Health Acting Together (CHAT)* whole-school engagement program



Over **60 Keys for Life Parent workshops** delivered across WA with over 3,000 parents and students in attendance



**13,985 students** participated in SDERA's *Keys For Life* program with approximately **370 schools** using our *Behind the Wheel* online journal.



from participants who attended our professional learning workshops

# SDERA STRATEGIC FRAMEWORK 2016 - 2019

This Strategic Framework outlines SDERA's goals and is informed by what is currently happening in education, early childhood, alcohol and other drug prevention services, and road safety. It focuses on specific outcomes and strategies for meeting goals, and has the ability to be adapted to new research and legislation. Some of our goals are to:

- Achieve results in school communities
- Provide innovative products and services
- Promote management and governance excellence.

The Framework highlights what is necessary now and in the future to ensure that SDERA keep horizons of growth in mind.

The Framework will overlay SDERA's Operation Plan each year. This Plan will have contributions from all staff and be identified in individual Work Plans.

## Our Vision

**Drug and road safety education for every child and young person in Western Australia.**

SDERA is an education-focused organisation that seeks to ensure every child and young person in Western Australia has access to, and is the recipient of, drug and road safety education before and through their school years.

## Our Mission

**Educating children and young people to make safer choices for their health and wellbeing, and the prevention of road related injuries and harms from drug use.**

SDERA aims to equip children and young people through prevention programs to be able to make safer choices for their own and others health and wellbeing in drug and road related situations.



STRATEGIC FOCUS AREA  
LEARNING

1

Professional learning

Resources

Promotion of positive mental health and resilience

Implementation of effective policy and procedures

Innovative strategies

STRATEGIC FOCUS AREA  
ENGAGEMENT

2

Gather research to guide best practice

Implement the marketing and communication plan

Enhance our reputation

Partnerships with key stakeholders

Parent and school community engagement

Recognised as responsive, accessible and inclusive

STRATEGIC FOCUS AREA  
ORGANISATIONAL  
EXCELLENCE

3

Healthy, safe, respectful and inclusive workplace

Qualified and skilled workforce

Optimal governance and operational practices

Strategic framework guides core business and future directions

Research, review and incorporate current literature and legislation

# ORGANISATIONAL STRUCTURE



## MANAGEMENT COMMITTEE



**Diana Alteri (Chair)**

Catholic Education  
Western Australia



**Kristin Clape**

Association of  
Independent Schools  
of Western Australia



**Richard Lobb**

Department of  
Education



**Karen Webster**

Department of  
Education  
(Road Safety  
Commission)



**Grant Akesson**

Mental Health  
Commission

## PURPOSE OF THE MANAGEMENT COMMITTEE

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

## OBJECTIVES OF THE COMMITTEE

- Provide policy and strategy advice – the Committee will provide high level policy advice that allows SDERA to operate and plan within the policy frameworks of DOE, AISWA and CEWA, and the current state alcohol and other drugs 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 alcohol and other drugs 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

The SDERA Management Committee is made up of members nominated by their host organisation from the three systems and sectors of education and the State funding agencies.

# PROFESSIONAL LEARNING

Professional learning is a key strategy used to engage schools and early childhood services in SDERA's programs. We aim to equip school staff with the knowledge, understandings and skills to be able to successfully implement resilience, alcohol and other drugs, and road safety education in classroom programs; support students with drug use problems; develop whole school plans including procedures for managing drug use incidents; and engage parents in their children's health and safety education.

Most of our professional learning is associated with a teaching and learning resource or a resource that supports the implementation of a whole school approach in alcohol and other drugs, or road safety education. The professional learning offered by SDERA is able to be adapted to meet a school's needs and context. For example a whole day face-to-face workshop offered in the metropolitan area where school staff can be released may not be suitable for a school in the Pilbara or Goldfields where teacher relief is difficult to access and long distances make it too costly. SDERA is seeking to make available more online professional

learning where school staff can interact with the modules in their own time and when it is relevant to the programs they are implementing in their classroom or the focus of the school.

Whatever professional learning is offered, SDERA continue to be acknowledged by participants as high quality. The overall satisfaction rating given through post workshop evaluation forms is 90% - something that we are extremely proud of and will continue using feedback to guide reviews and development of our workshops.

During this reporting period:

- Three new workshops have been developed and conducted - *Talking Drugs* for school staff; *Talking Drugs* for parents; and *Safer Teens* (previously titled *Alcohol and Cannabis*) to support the implementation of the new *Challenges and Choices* resources for Years 7-10.







- All workshops have been rebranded using new SDERA logos and style guide.
- Two online modules were created and housed on SDERA's website.
- Although there are barriers that may restrict school staff from attending our professional learning, we still trained 2,295 participants across the state which is slightly down from 2014/15 figure of 2,373.

### High level of satisfaction

SDERA proudly reports high participant satisfaction (96%) where 97% of workshop participants would recommend our professional learning to others. Most indicate a desire to attend more workshops in the future. We continually promote and engage with past attendees via follow up phone calls, surveys and queries to assess utilisation of our resources.

While one of our primary functions is to conduct professional learning for school staff, our own SDERA staff are also constantly striving to improve their skills and knowledge. To that end, our bi-annual Team Development Days have had increased focus incorporating relevant curriculum issues and trends into our professional learning.

### Highlights

The development of *Talking Drugs* professional learning workshops, designed

for school-based staff working with Year 7-12 students explores the Australian Curriculum Personal and Social Capability and the key skills students need to develop. The workshop gives participants ideas on how to teach resilience and wellbeing using the current *Challenges and Choices* resources.

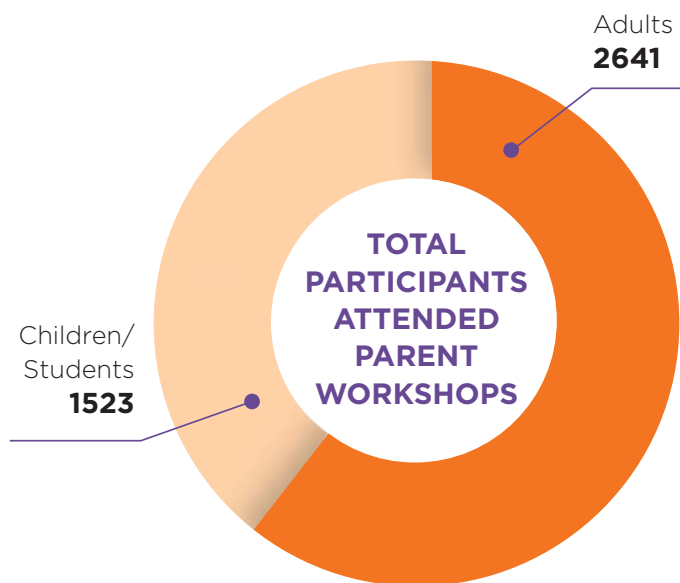
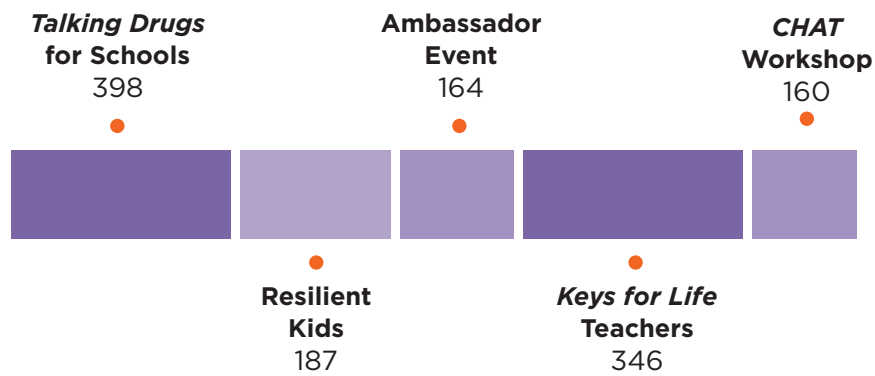
*Talking Drugs* assumes participants have a basic understanding of drug education and focuses on extending knowledge and awareness of drugs and their consequences while building understanding of the complexity of issues that may drive drug use behaviour. The workshop seeks to encourage empathy, as well as understanding, thus assisting school staff to consolidate their awareness of the benefits of prevention education and early intervention practice to reduce the harms from drug use and to support students in their school community.

### Plans for the future

- With the suite of professional learning and resource development ongoing, and new resources for secondary teachers due to be released during the next reporting period, professional learning will undergo a phase of planning to determine what other strategies can be utilised to continue to add value to workshops.
- SDERA is currently consulting with tertiary departments that have courses for pre-service teachers. Our aim is to expose this target group not only to SDERA's programs and resources but to contribute to the course content in curriculum or pedagogy. Linking our online modules to the courses is also being explored.



## TOP FIVE STAFF WORKSHOPS BY NUMBER OF PARTICIPANTS

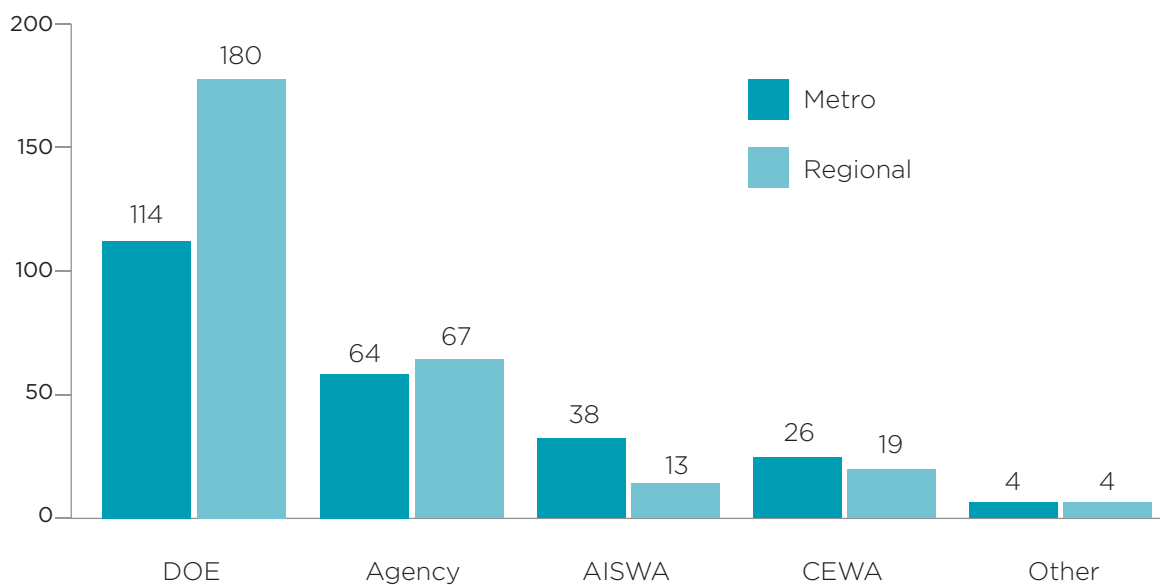


**96%**  
PARTICIPANT  
SATISFACTION



**97%**  
WOULD RECOMMEND  
SDERA PROFESSIONAL  
LEARNING TO OTHERS

## TOTAL NUMBER OF SCHOOLS/AGENCIES ATTENDED PROFESSIONAL LEARNING BY SYSTEM/SECTOR





- The provision of face-to-face professional learning although a preferred mode of delivery for many, has its challenges especially within our current fiscal environment and also limitations on accessing relief teachers and having to travel long distances by some school staff. It is therefore necessary for SDERA to look at how to continue offering professional learning through a range of delivery models such as online modules, using Skype, Saba or teleconferencing. SDERA will also investigate opportunities to access staff at school sites. This will help to eliminate the need to have access to relief teachers and reduce associated costs.
- SDERA will develop a new early intervention workshop for those staff working in student services or a pastoral care role. This workshop will build on the content from *Talking Drugs* and support schools who have developed their whole school drug education plan.
- The *Talking Drugs* professional learning workshop has integrated substantial information about amphetamines and their derivatives, such as “Ice” which supports support the National Ice Taskforce. Workshop content will continue to evolve as the strategy rolls out over the next 24 months. Targets for 2016-2018 include increased focus on remote and CARE schools as well as workshops specifically to increase capacity of school ‘student services’, pastoral care (including psychologists, nurses, chaplains and regional office staff).
- Our early childhood road safety education workshop entitled *Smart Steps* is currently undergoing a review. The new workshop will make connections to the Early Years Learning Framework, the National Quality Framework and Standards, the National Practices for Early Childhood Road Safety Education, and the WA Kindergarten Curriculum Guide. Participants will be able to consider how road safety can be embedded in daily practices and play activities, and also develop transportation policies relevant to their early learning service or centre.
- SDERA will also consider the National Quality Teacher Standards to identify areas where our professional learning can support staff that are seeking professional growth and have career aspirations.
- Professional learning will continue to provide opportunities for engagement between SDERA and key stakeholders through development of staff, consultancy advice and support, provision of resources, development of whole school drug education plans, parent education seminars and access to online resources through our website.



Alcohol/Drugs

The Big 4

Distractions

Restraints

Sp



# RESOURCES

SDERA's range of evidence-informed alcohol and other drugs and road safety education resources for schools and early childhood services have been developed to deliver age-appropriate content and key resilience, health and safety messages.

The resources support the new directions of the Western Australian Curriculum implementation, current research and statistics, and innovative strategies to reach target audiences.

## CHALLENGES AND CHOICES YEARS 7-9

To support the teaching of road safety education and alcohol and other drugs education through a resilience approach, the new *Challenges and Choices* resources for Year 7, 8 and 9 have been developed ready for distribution state-wide in Term 3 and Term 4 of the 2016 school year. These resources have been mapped to the WA Curriculum Health and Physical Education Syllabus and the general capabilities. Each year level has four new resources including:

- *A resilience approach to road safety education* teacher resource
- *In Gear* student workbook
- *A resilience approach to alcohol and other drugs education* teacher resource
- *Be Ready* student workbook.

The content aims to support

students' knowledge, understanding, skills and attitudes in relation to their own health, safety and wellbeing. Each teacher resource includes a variety of activities to enhance students' personal and social capabilities and build their resilience through the context of road safety and alcohol and other drugs education. The student workbooks are linked to the activities in the teacher resources and offer opportunities for students to test their knowledge and skills, problem solve and self-reflect on their learning.

## E-LEARNING



E-learning tools provide a powerful vehicle for presenting simple educational messages in a cost-effective and appealing way. SDERA has been investigating ways to build engagement across the metropolitan, regional and remote areas of Western Australia using flexible and varied online learning strategies and innovations. Animations and short videos have been created to present detailed information to multiple target audiences in an easy-to-understand way. The use of animation and animated environments for students also allows the re-creation of real-life situations or events that the learner may be facing in their day-to-day life. By putting the learner into this created situation, they are able to apply strategies in a safe and controlled environment without the fear of 'real-world' consequences.

### **CHALLENGES AND CHOICES YEAR 10**

Recognising that both teachers of Year 10 students and Year 10 students themselves need targeted and relevant resilience and alcohol and other drugs education resources that address the complexity of their learning and information needs, the Year 10 *Challenges and Choices* resource has been planned in a 10 lesson sequence. Schools have flexibility in how the program is presented with options for 3, 5 and 10 lessons built around the key messages. Technology is utilised within the resources to build engagement and strategies are



introduced that encourage inquiry learning, peer tutoring and presentation skills. This resource will be available in Term 4 of 2016.

### **SMARTER THAN SMOKING**

*Smarter than Smoking* is a comprehensive tobacco education and prevention campaign that targets young people up to 12 to 17 years of age, parents, and school staff and has been accessible to WA schools for nearly two decades. The campaign aim is to educate young people about the harms of tobacco smoking, discourage the uptake of smoking, and reshape social norms about smoking.







To ensure that the *Smarter than Smoking* brand and message continues, SDERA are now managing the website content.

The campaign was originally funded by Healthway and managed by the WA Heart Foundation, and included several components including teaching and learning resources for school staff, information for parents, activities for young people, Critics' Choice and Young Directors Festival. Each of these components was well marketed and developed a brand that is still known within the WA community and schools.

In 2014 the *Smarter than Smoking* campaign ceased and funding was withdrawn as it was thought that smoking campaigns targeting adults would also reach youth by default. Although smoking rates in young people have dropped over the last two decades, tobacco education should continue to be included in drug education programs.

SDERA have activities about passive smoking and tobacco in the *Challenges and Choices* teaching and learning resources. However to avoid duplication, SDERA has always referred to the *Smarter than Smoking* website in the *Challenges and Choices* resources and in professional learning workshops to direct schools to these additional teaching and learning resources.

### Plans for the future

- Additional illustrations and videos for the *Talking Drugs* program
- Videos explaining *CHAT* and Whole School Drug Education Plans
- Information in the *Challenges and Choices* Family Information Sheets will be converted to small illustrations to be shared on SDERA's website
- 5th Edition of *Keys for Life* resource will be released in September 2016
- 2nd Edition *CHAT* resource to be developed
- 2nd Edition *Getting it Together: A Whole School Approach to Drug Education* to be developed
- Update *Road Map* online directory
- Update *Connect* online directory
- Develop new early childhood resources for *Smart Steps*
- Develop methamphetamine education resource for Year 11 and 12 students.

# CHANGING HEALTH ACTING TOGETHER

In 2015/2016 we have continued our commitment to embed a more comprehensive approach to resilience, alcohol and other drugs, and road safety education in WA schools through Changing Health Acting Together (CHAT).

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

All schools start at Bronze Level, setting a *CHAT* target for each area of the *CHAT* Model (refer *CHAT* Model below). 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 that can be sustained long term.

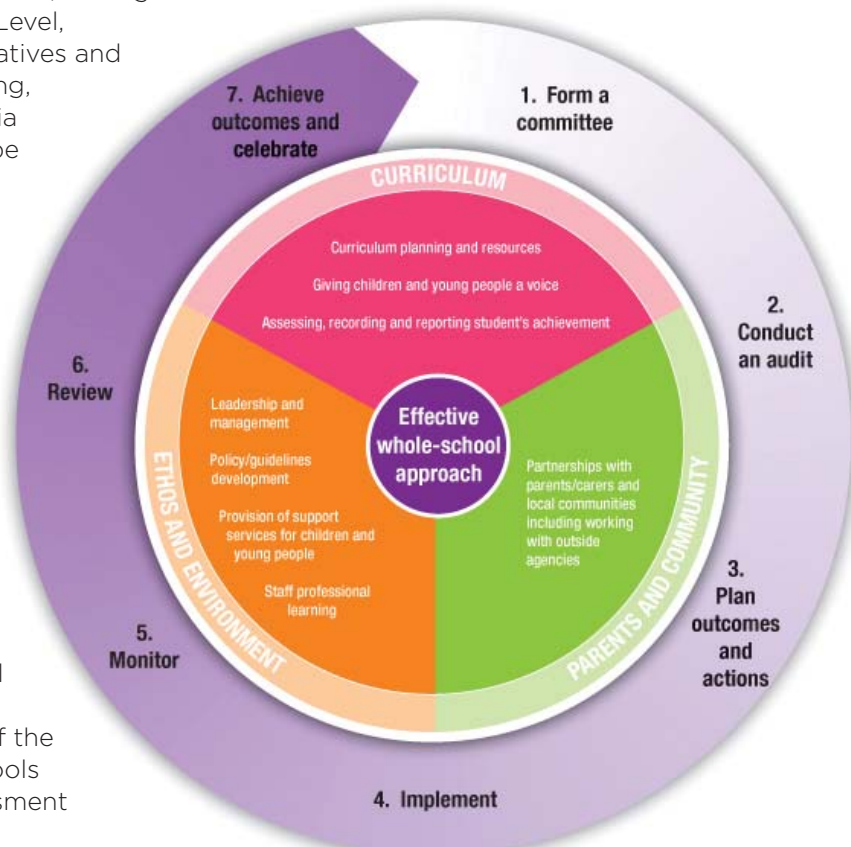
Some targets will take longer to implement than others and it is anticipated that each level will require at least one academic year for schools to complete. During this reporting period, 32 schools have been working on Bronze Level, 51 on Silver Level and 26 schools have working on Gold Level.

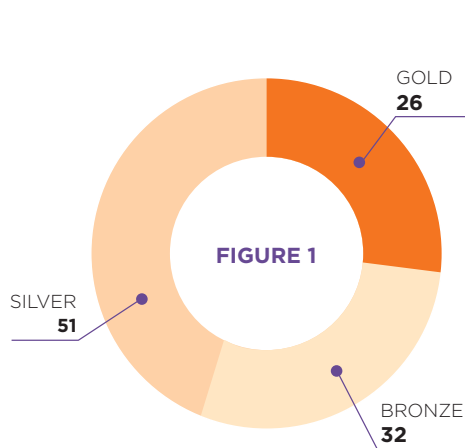
## Achieved in 2015/2016

This year 20 of the 26 Gold Level schools have completed their targets and have fulfilled 100% of the required *CHAT* Audit. These schools will have this ratified at an assessment

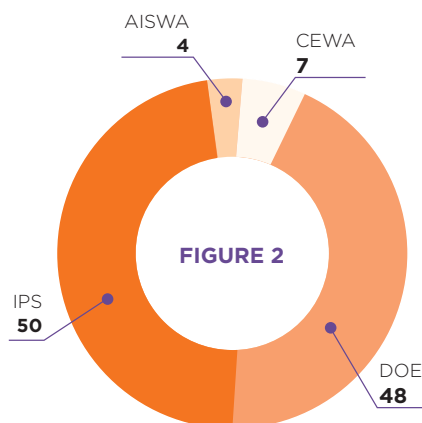
conducted by an external auditor in Term 4 2016 and Term 1 2017. An awarding ceremony will be held in early 2017 to celebrate their achievements.

A total of 109 schools have been engaged in *CHAT* (refer to Figure 2). All of these 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, alcohol and other drugs, and road safety education.

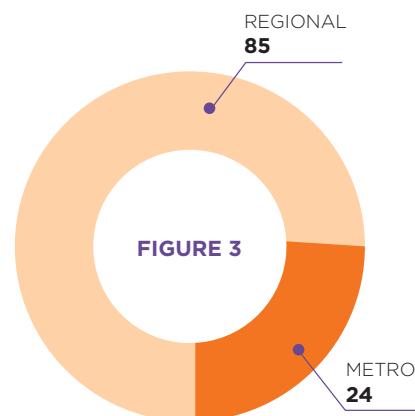




**FIGURE 1**  
NUMBER OF CHAT SCHOOLS WORKING ON CHAT LEVELS 2015/2016



**FIGURE 2**  
NUMBER OF CHAT SCHOOLS IN EACH SYSTEM/SECTOR 2015/2016



**FIGURE 3**  
NUMBER OF CHAT SCHOOLS IN METROPOLITAN AND REGIONAL AREAS 2015/2016

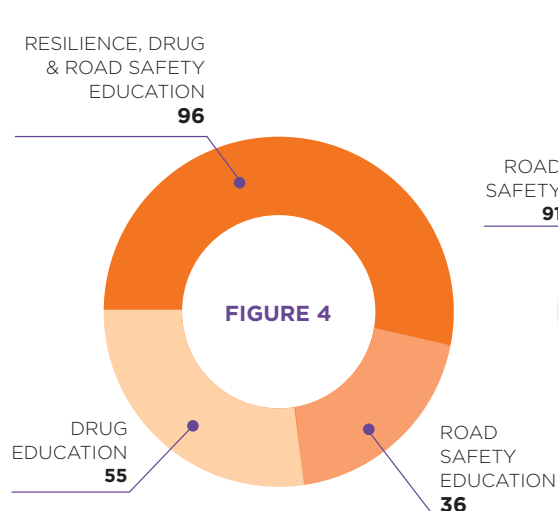
One of the real strengths of *CHAT* to date, has been the opportunity for these schools to network and collaborate, pool resources and ideas, and explore strategies to work through some of the barriers to enable a whole-school approach.

All 109 schools engaged in *CHAT* are working hard to develop a whole-school approach in resilience, alcohol and other drugs 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. Our *CHAT* schools have developed and reviewed the WA Curriculum Health and Physical Education Syllabus to include a scope and sequence across the years for resilience, alcohol and other drugs and road safety education.

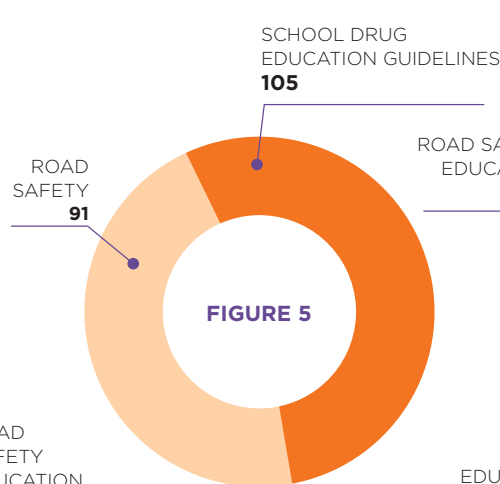
A total of 105 *CHAT* schools have developed School Drug Education Guidelines including Procedures for Incident Management and

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 entitled *Keeping in Touch*, to evolve approaches to pastoral care and thus promote student wellbeing.

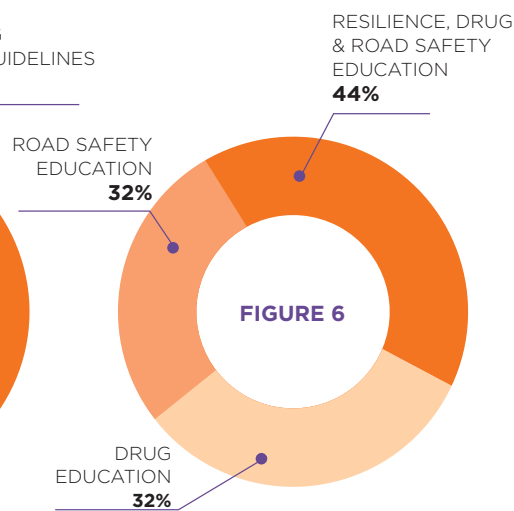
A total of 91 schools have developed School Road Safety Education Guidelines, using SDERA's *Getting it Together: A Whole-School Approach to Road Safety Education* (refer to Figure 5, below). The focus areas identified by *CHAT* schools are also shown in Figure 4 (below).



**FIGURE 4**  
NUMBER OF CHAT SCHOOLS FOCUSING ON RESILIENCE, DRUG AND/OR ROAD SAFETY EDUCATION 2015/2016



**FIGURE 5**  
NUMBER OF CHAT SCHOOLS WHO HAVE DEVELOPED SCHOOL DRUG EDUCATION GUIDELINES 2015/2016



**FIGURE 6**  
GUIDELINE DEVELOPMENT FOR CHAT SCHOOLS IN 2015/2016



# REGIONAL SUPPORT FOR SCHOOLS AND THEIR COMMUNITIES

SDERA employ a team of consultants who provide face-to-face support for schools located in regional and remote areas across Western Australia. Our consultants travel to schools, early childhood centres and agencies providing support, advice and professional learning in resilience, alcohol and other drugs and road safety education. They ensure our clients get the maximum benefit from each interaction. Our consultants help create customised programs for children and young people using a variety of resources and strategies.

Consultants often mobilise, coordinate, instigate and inspire a variety of community-based activities which focus on harm minimisation and injury prevention. Each

consultant works in conjunction with a localised strategic work plan that addresses local area needs in resilience, alcohol and other drugs and road safety education for schools, early childhood services and relevant government and non-government agencies.

Developing and maintaining partnerships and positive relationships with local and state agencies is a key focus for each consultant and includes agencies such as Community Alcohol and Drug Services, Local Drug Action Groups, WALGA RoadWise, Public Health Units, RAC, Local Councils and WA Police.



## ALBANY – SOUTH WEST

The Albany consultant works in a part time capacity (0.5 FTE). There are 40 schools in the region of which eight are currently *CHAT* schools. The consultant engaged with 60% of schools in the region from across the sectors in the reporting period.

### Highlights

- SDERA initiated many new school contacts and opportunities for professional learning through an exhibition at the July 2015 Building Capacity Conference with close to 400 attendees.
- Hosting *Talking Drugs* workshops with over 50 participants in attendance including local Members of Parliament.

Ongoing partnerships included: WA Country Health Services, Aboriginal Health, Palmerston (CADS), RoadWise, City of Albany, Main Roads, DOE Participation team, YouthCare (Chaplaincy services) DoE Student Services- Psychologists, Albany Engagement Centre (DOE), Manager of Aboriginal Education, Relief Teachers network, Home Schooling Moderator (DOE), KidSafe, WANSLEA Children services and the WA Police.

The consultant also provided schools with resources and links to activities in their *Keys for Life* program at the Albany Health Campus. The consultant facilitated links with the PARTY program at Albany Health Campus and participating schools to ensure that after attending the one day workshop students were engaged in ongoing learning through *Keys for Life*. Further engagement was encouraged with local *CHAT* schools that were keen to develop and review their existing alcohol and other drugs education guidelines and support whole school activities using SDERA resources.

The Albany region also held road safety events, such as: Bike Week 2016 which utilised SDERA's *Challenges and Choices* resources to deliver best practice road safety in the classroom, exciting school safety presentations and bicycle safety checks for primary school students.

The consultant was a panel member at the Great Southern Road Safety conference held in Cranbrook. It was attended by 8 local governments in the region, and members of the local road safety network including representatives from State Government agencies, private business and community members.

## CASE STUDY

### Improving road safety in Albany

Albany has a notorious five-exit roundabout at Chester Pass that can be intimidating and confusing, so a large aerial photograph was provided by the Albany office of the Department of Transport to enable students to practise on a replica model.

Kylie Rennie, *Keys for Life* teacher at North Albany Senior High School said, 'I used the aerial map in my 10-lesson *Keys for Life* program. Having it on the table with toy cars helps students better understand the road rules for roundabouts and takes some of the fear away. It helped my students develop the confidence to actually tackle the Chester Pass roundabout.'

Presentation of Albany roundabout maps were generously provided through Noel Chambers, Operations Manager Department of Transport.





## BROOME - KIMBERLEY

The Kimberley consultant works in a full-time capacity. There are 42 schools in the region of which four are currently *CHAT* schools. The consultant engaged with 22 schools (52%) and 97 professional learning participants in the reporting period.

### Highlight

- The consultant supported the Broome Local Drug Action Group (LDAG) at their 'Movies and Craft' community family event. The goal of the event was to provide an alcohol and tobacco free event promoting healthy lifestyles as well as raising awareness on a range of issues pertinent to the local community via a series of community and health information stalls. Local services in attendance included: Cyrenian House Milliya Rumurra, Kimberley Aboriginal Medical Services, Kimberley Population Health Unit, Kimberley RoadWise, Family Violence Legal Prevention Service, Cancer Council and West Kimberley Youth Justice Service. The event was supported by the Shire of Broome and LDAG.

SDERA plans in future years to regularly participate by continuing to provide health, alcohol and other drugs, and road safety educational activities and resources to the local communities.

The consultant formed partnerships with multiple agencies including Kimberley Community Alcohol & Drug Service, Cyrenian House Milliya Rumurra Outreach Team, Kimberley Aboriginal Mental Health - Drug and Alcohol Sub-Committee, Broome and Derby Alcohol and Other Drugs Management Groups, Broome, Derby, Halls Creek and Shire of Wyndham East Kimberley RoadWise Committees, Broome Local Drug Action Group and Derby Foetal Alcohol Spectrum Disorders Strategy.

The consultant also facilitated seven drug education professional learning workshops with representatives from 14 schools and four agencies. Additionally the consultant hosted two professional learning workshops focusing on a whole school approach and three to develop school drug education guidelines. Three road safety workshops were also offered with three schools in attendance and one agency.

## CASE STUDY

### School sectors and agencies focus on drug education in the Kimberley

The Kimberley region remains one of the most beautiful parts of the world, however the area is not without its share of health and social issues, many of which are directly attributable to alcohol and other drugs misuse.

This highlights the importance of effective preventative education in Kimberley schools and the broader community. Professional learning events held recently in Broome and Kununurra saw staff from DOE, AISWA and CEWA and local services across the Kimberley, come together to focus on drug education.

SDERA's consultant, Paul Searle, commented, "The workshops were well attended with some participants making a 500km each way trip to be there. It was great to have such a diverse and enthusiastic group of participants at both sessions."

The feedback from the workshops was extremely positive with participants impressed by the standard of information provided, the quality of SDERA's resources, having an opportunity to network, and the teaching and the learning strategies demonstrated that could be applied in the classroom. Broome teacher Judy Brittain from Roebuck Primary School commented, "Paul delivered an excellent workshop. It covered a lot of important information relevant to the Kimberley."



## BUNBURY - SOUTH WEST

The Bunbury consultant works in a part-time capacity (0.5 FTE). There are 58 schools in the region of which nine are currently *CHAT* schools. The consultant engaged with 59% of schools in the region in the reporting period.

### Highlights

- Bunbury now has nine *CHAT* schools, four of which are working on their Gold Level targets, three are working on Silver Level targets and two new schools starting at Bronze Level targets.
- A number of schools now have health and wellbeing as a school priority with many requesting whole school resilient kids professional learning during their school staff development days.

SDERA professional learning workshops continue to be popular in the Bunbury region. The consultant presented to almost 200 participants at 24 schools including nine *CHAT* schools. The consultant also engaged with Bunbury Council WALGA RoadWise Committee, South West Population Health, Collie Alcohol and Other Drugs plan Committee, Network Teach ECU University Bunbury, the Future Possibilities Conference and the St John of God Community Drug Service Team.

Alcohol and other drugs education continued to be a popular theme with eight schools reviewing their drug education guidelines using the new Department of Education Student Behaviour Policy. *Safer Kids* and *Talking Drugs* were also popular professional learning requests. Additionally, seven schools reviewed their road safety education guidelines and many attended further *Keys for Life* professional learning.

## CASE STUDY

### Network Teach at Bunbury ECU



**This workshop exceeded my expectations. I did not realise the resources were so great and easily available.**

**Kristy Roberts, Network Teach President South West Campus**

SDERA is continuing to work collaboratively with Network Teach to offer resilience, alcohol and other drugs, and road safety education professional learning to aspiring pre-service teachers. Students from Edith Cowan University Bunbury campus can now access the free professional learning offered by SDERA. The network opportunities are also available at Joondalup and Mount Lawley campuses.

The consultant recently presented SDERA's *Resilient Kids* workshop to Network Teach members at the Bunbury campus. Participants were shown how to implement effective resilience lessons in a primary classroom. Feedback from the Bachelor of Education students indicated that they were keen to implement SDERA programs and resources demonstrated during the workshop.

## DUNSBOROUGH – SOUTH WEST

The Warren Blackwood consultant works in a part-time capacity (0.8 FTE). There are 39 schools in the region of which eight are *CHAT* schools. The consultant engaged with 51% of schools in the reporting period.

### Highlights

- Over 500 attendees from 20 schools, agencies, TAFE, Universities and parent cohorts attended a SDERA sponsored event.
- Contact made with every school in the region.
- Eight schools were involved in the *CHAT* program with five schools at Gold Level.
- Professional learning was offered to TAFE and pre- service teachers, extending the reach of SDERA's programs.

The consultant was eager to debunk myths about crystal methamphetamine use in the South West by providing accurate and up-to-date information via latest published research and usage of the *Challenges and Choices* resources. The consultant continued to promote a whole school approach to drug education as a best practice principle as well as for road safety education. Schools in the region are now changing their safety practices to and from school (eg more bike usage) and the *Keys for Life* program continues to gain interest.

## CASE STUDY

### Margaret River Wellness Day

Margaret River Primary School recently celebrated Health and Wellbeing within their school community by holding a Wellness Day in April. The day was the culmination of three years involvement in *CHAT* and where each year the school has achieved set targets that have been monitored and resulted in extra funding being allocated to their health program. The day started with a whole school assembly where two winners were announced, each winning a new bike and helmet donated by local businesses. The pre-primary students rotated between four activities: yoga, healthy eating and shopping, massage and colouring in. Sonja Day, who helped organise the event said,

"The Wellness Day was a whole school initiative, which included student activities in all year levels and parent/community awareness displays set up in the undercover area, which gave parents an opportunity to interact with valuable resources within our community. The Kitchen Garden and Canteen provided tasty samples of their wonderful produce, student work was on display and the atmosphere was warm, friendly and positive. Highlights of the day included a visit from Izzy, the *Smart Steps* SDERA mascot. We are very appreciative of all donations and the expertise provided by our wonderful school community, which ensured this was a fantastic success."

Students across the school worked hard on safety posters and displays and prizes were given out throughout the day from the Margaret River Pro and SDERA.



## ESPERANCE - GOLDFIELDS

The Esperance consultant works in a part-time capacity (0.5 FTE). There are 19 schools in the region of which three are currently *CHAT* schools. The consultant engaged with 89% of schools in the reporting period.

### Highlights

- Hosted a *Talking Drugs* professional learning workshop for school staff and a parent information session.
- Partnered with WALGA RoadWise (funded through Western Australian Government's Road Safety Community Grants Program via the Road Safety Commission) for the *Design Your Own Seatbelt* project. Eight schools participated in the project and have staff who attended professional learning, Bike Week activities, *Smart Steps* parent workshops or have worked one-on-one with the consultant.

Partnerships with WALGA RoadWise, ELDAG, Population Health, Hope Community Services, the Department of Transport and local Police have been maintained or developed.

## CASE STUDY

### *Design Your Own Seatbelt* project

Seatbelts remain a road safety priority in the Esperance region. Goldfield-Esperance was the second worst performing region state-wide for fatal and serious injury crashes per 100,000 related to the non-use of restraints from 2003/2014. To address this issue a successful *Design Your Own Seatbelt* campaign was run in partnership with the Esperance RoadWise Committee funded through the Western Australian Government's Road Safety Community Grants Program via the Road Safety Commission.

Eight (100% of target) rural primary schools in and surrounding the Shire of Esperance participated in the project. By firstly engaging in age appropriate passenger safety (seatbelt) lessons from SDERA's *Challenges and Choices* resources, each student was then provided with a blank seatbelt sash. The sash was returned to the Committee as a decorated piece of art displaying a message to trigger the importance of wearing a seatbelt. Students were also asked to write a persuasive text that promoted the use of seatbelts and each school created and submitted a seatbelt slogan. The concept behind the project was to implement an initiative that not only educated students on the importance of seatbelts but also worked to develop positive attitudes towards restraint wearing.

The reach of this project extended to parents and community as participating schools included newsletter snippets and a display was presented at the annual Esperance Agricultural Show. At the display community members were invited to vote for the school's display that they felt connected with them most strongly. Salmon Gums Primary School won the People's Choice Award.





## GERALDTON - MID WEST

The Mid West consultant works in a full-time capacity. There are 77 schools in the region of which 12 are currently *CHAT* schools. The consultant engaged with 75% of schools in the reporting period.

### Highlights

- Two *CHAT* schools moved to Gold Level (Geraldton Senior College and Carnarvon Christian School).
- Coordinating the inaugural Geraldton Health and Wellbeing forum for Years 5-7. The forum involved 640 students and approximately 50 school staff, and focussed on the *Challenges and Choices* resources and community services young people can use to seek help.
- Participated in the Carnarvon School Term 3 Camp which allowed the Consultant to unpack *Challenges and Choices* resources top educators and parents and emphasise the purpose and special features of the resources while promoting the SDERA website as a useful resource for home tutors.

Despite vast geographic challenges, the consultant managed to visit almost 75% of schools in the Mid West and participate in five RoadWise Committees and two Alcohol and other Drug Management Groups. The consultant is also a member of the Mid West Early Network and contributes to initiatives such as Children's Week. Professional learning was offered in all schools. 25% of schools have drug education guidelines in their plan and eight *CHAT* schools provide whole school drug education programs for their students.

## CASE STUDY

### Geraldton schools health and wellbeing champions

SDERA Consultant Rose Power discussed problem-solving with students early intervention and empowerment was the sole focus of a recent Primary School Health Expo with 700 students and 50 teachers from 12 schools in attendance.

The four-day event was held at the Town's Football Club and hosted by SDERA in partnership with the Local Drug Action Group, Geraldton Police and the Department of Education. Students from local schools took part in the range of short focus sessions aimed at highlighting the potential harms that can occur through the use of alcohol and other drugs.

The aim of the expo was also to help students understand positive informed communication choices via a series of resilience lessons. Students met the community services available to them including targeted support networks for students and their parents.

Senior Sergeant Brad Bird said, "He hoped students would be ambassadors for the issues raised at the expo. We want to encourage these kids to be the next future leaders and show that it's wrong to smoke, take drugs and use alcohol."

Kate McConkey, SDERA's Mid West consultant said, "There was a positive response from students. The event highlighted that primary school children are eager to learn about these health and wellbeing topics, which is really encouraging." Kate has already begun planning the 2017 events and called on members of the public in Geraldton to get involved.

**MidWest Consultant Kate McConkey was awarded the Local Drug Action Group Community Service Award**





## KALGOORLIE - GOLDFIELDS

The Goldfields consultant works in a full-time capacity. There are 39 schools in the region of which three are currently *CHAT* schools. The consultant engaged with 81% of schools in the reporting period.

### Highlights

- Presented at Drugs and Alcohol, a Community Forum to review the Goldfields Alcohol and Other Drug Management Plan which provided much visibility for SDERA.
- Hosted a Leavers session for students and their parents which included up-to-date education and engagement of youth and community.
- Participated in the *Share the Roads* campaign with WALGA RoadWise.
- Hosted Magician for Resilience workshops for the Kalgoorlie Youth Festival which was an innovative initiative to engage students of all ages, focusing on their health and wellbeing.

SDERA has been actively involved in school and community engagement for both alcohol and other drugs and road safety education initiatives and messages in conjunction with WACHS, WAPOL, HeadSpace and Community Groups such as WALGA RoadWise and LDAG. The consultant was also involved in Bike Week, Youth festivals, three Community Expos and seven Child Car Restraint new parent sessions and multiple CCR checking sessions.

Several new partnerships were formed across the region and SDERA's resources were used in the Youth Council Leadership program, seven high schools, 16 primary schools and eight pre-schools. SDERA contributed to youth activities in Kalgoorlie such as the Red Frogs Community visit. SDERA engaged with external agencies such as the YMCA who deliver *Keys for Life* to their Brighter Futures students. Other organisations also use the program as a way to re-engage over 16 year-olds in schooling.

## CASE STUDY

### Goldfields *Share the Roads* campaign

The Kalgoorlie *Share the Roads* campaign was very successful with a community launch and the campaign of street banners and posters depicting local people. SDERA and local students demonstrating crossing the road safely were included and school participation continues in this important safety message.

Kalgoorlie-Boulder RoadWise launched their *Share the Roads* campaign in April this year. The launch took place at The Oasis Playing Fields at the conclusion of the KB Tri Club event. The community was invited to sit in the cab of a triple trailer toll road train and see if they could see Izzy statues the size of a small child and a bike near the rig or a four wheel drive that was behind the rig. Parents and children were amazed at the lack of vision beside and behind the rig.

They were equally surprised at their lack of vision of the Izzy statues behind a typical sized car. Five posters were made from photographs of local people sharing the roads with a relevant message for each road user group.

The five framed posters are now hanging in schools and coffee shops around Kalgoorlie. Banners have been made to hang in the main street and weekly posts of a road safety message are made on Facebook to keep reminding people to safely share the roads whilst looking out for each other. As part of the campaign during June, *Look Bike* stickers were given away from various takeaway coffee shops around town. The stickers were also handed out at the Menzies Outback Café during the Leonora Gift long weekend.

## KARRATHA - PILBARA

The Pilbara consultant works in a full time capacity. There are 38 schools in the region of which one is a *CHAT* school. The consultant engaged with 58% of schools in the reporting period.

### Highlights

- 11 schools engaged via a series of alcohol and cannabis workshops in Karratha, Tom Price and Hedland.
- *Safer Kids* workshop Karratha – total of five schools represented.
- *Keys for Life* workshops in Karratha, Newman and Hedland – six schools represented, including two remote community schools and five agencies.
- *Talking Drugs* educator workshop held in Karratha – nine schools represented and three agencies.
- *Resilient Teens* workshop in Tom Price – a total of three schools and one agency represented.

Engagement was varied and included provision of workshops, presentations to parents, meetings to discuss school road safety strategies, school road safety presentations, visits to schools with Izzy, road safety displays at regional events and joint initiatives to deliver health forums.

SDERA is also represented in the Karratha, Hedland, Tom Price and Newman Alcohol & Other Drug Management Groups. The groups have been formed to develop strategies to create a safer and healthier community. The consultant works alongside representatives from other agencies such as local police, City of Karratha, Shire of Ashburton, Mental Health Commission, community alcohol and drug services, Bloodwood Tree Association, Department of Child Protection, BHP and Rio Tinto. The groups take a coordinated and strategic approach to tackle issues around alcohol and other drugs within communities, including preventative education strategies. SDERA also collaborates with the City of Karratha's Community Safety Coordinator to support schools with safety initiatives such as road and bike safety around the school.

During the 2015/2016 period, SDERA directly engaged with 16 schools and approximately 16 agencies throughout the Pilbara region.





## CASE STUDY

### *Keys for Life* in Yandeyarra

Living in a remote community, 2 hours from the nearest fuel station, shop, bank and phone reception means that your driver's licence literally is your life - it is your access to the 'outside world'.

As such, the *Keys for Life* program has become an exceptionally important program at Yandeyarra Remote Community School. Success is seen as crucial among students, as well as the wider community, with the program leading to improvements in community road signage and adult engagement.

Due to age and damage, the Yandeyarra community no longer had road signs or clearly marked intersections, making application of the newly learnt road rules difficult.

Roads often had obstacles such as sand piles and potholes, so driving in a straight line was hazardous. Many students found several road rules hard to apply in Yandeyarra's context, making it hard to put theory into practice.

The school Principal sought action for the installation of new road signs. The community now has a school zone, give way and speed limit signs. Many of the major



blockages on roads were cleared, enabling students to drive in a straight line and apply road rules.

*Keys for Life* is only one of SDERA's programs, but for us, it is one with wide reaching affects. Through engaging resources, working closely with other road safety organisations and involving both students and community members, *Keys for Life* extends far beyond WACE points and is truly a life changing program.

Working closely with the Department for Transport, Remote Area Licensing and RAC has further promoted the safe driving message, facilitated the licencing process for students, and also increased community awareness of and access to licencing services. Mr Graham Boyd, Principal of Yandeyarra RCS, advises that, "We highly recommend the range of resources available from SDERA to create tailored programs for your school community. They are engaging, well written and can be used to suit the needs of each year's cohort".



New road signs were erected at the Yandeyarra Remote Community following requests from the local school Principal. INSET: Damaged or missing road signs made the application of newly learnt road rules very difficult.



## MANDURAH - PEEL

The Peel consultant works in a part-time capacity (0.7 FTE). There are 88 schools in the region and 11 *CHAT* schools. The consultant engaged with 34% of schools in the reporting period.

### Highlights

- Mandurah Community Youth Alcohol Strategy Plan launched in April 2016.
- Being Seen Being Safe Initiative partnership.
- Brad Hogg (SDERA Ambassador) visit to Comet Bay Primary School and John Tonkin College.

The Peel region was incredibly busy during 2015/16. Agency meetings alone kept the consultant occupied with ongoing collaboration with WALGA RoadWise, LDAG, Regional Youth Services, Communities that care, as well as college and school specific health expos and events.

The consultant also conducted whole school road safety sessions at South Halls Head Primary (K-6) and Living Waters Lutheran School (P-6) using SDERA's *Challenges and Choices* resources. Students participated in a range of activities which included a combination of discussion and interactive activities. Teachers were supplied with SDERA learning packages. Many youth safety strategies came into play that had an overall positive effect on the Peel region including parents and the community. Drug education workshops were conducted including SDERA's Talking Drugs methamphetamine strategy.



SDERA Peel consultant, Tania Gigg, with representatives from the City of Mandurah Community Safety and Youth Development teams, South Metro Population Health Unit, WA Police and Palmerston Mandurah

## CASE STUDY

### Mandurah region takes a proactive approach to youth and alcohol

Mandurah City Council launched the Our Mandurah Community Youth Alcohol Strategy. This strategic plan has been three years in the making and is a partnership between the City of Mandurah Community Safety and Youth Development teams, SDERA, South Metro Population Health Unit, WA Police and Palmerston Mandurah.

The strategy is the result of a whole-of community approach to issues in relation to youth and alcohol in the community. The strategy looks at actively coordinating, implementing and evaluating a whole-of community approach to addressing local alcohol issues and aims to engage youth and the parents of the 12 – 24 age group. It also targets community, sporting groups and licensed premises in the Mandurah area.

Guest speaker Professor John Toumbourou, CEO of the Communities that Care Project and Professor and Chair in Health Psychology from Deakin University in Victoria, spoke to the guests who comprised of representatives from local schools, the Mandurah community, WA Police, SDERA, Department of Education, Mandurah City Council, health agencies in the Peel region, South Metropolitan Population Health Unit and Palmerston.

Professor Toumbourou spoke about the need for alcohol education to start early. "If we can start early then youth can have a brighter future," John said. He highlighted the importance of delaying the onset of drinking for those under 18 years due to the irreversible effects on the developing brain. He elaborated that parents need to set rules for the consumption of alcohol with their children, saying that setting rules was not the end but the start of the alcohol journey for families.

"It is also a way to kick-start the conversation regarding alcohol between parents and their children," said John. SDERA's involvement with this strategy links perfectly with SDERA's tagline 'Educating for Smarter Choices'.

It is vitally important that communities provide young people with opportunities to gain accurate information about alcohol and its harms, ensuring they are more aware and knowledgeable. It also equips them to be able to make informed choices to keep themselves, their friends and peers safe and to reduce the risk in relation to alcohol use.

## NORTHAM - WHEATBELT NORTH

The Wheatbelt North consultant works in a part time capacity (0.8 FTE). There are 50 schools in the region of which four are currently *CHAT* schools. The consultant engaged with 60% of schools in the reporting period.

### Highlights

- Launch of road safety banner and books to all schools and libraries in the Wheatbelt North region.
- Izzy visits to over 36 schools and child care centres.
- *Smart Steps* training to 13 schools and five child care centres.
- LDAG outstanding community project award and honouree life membership.

The consultant was heavily involved in the community and partnered with the Northam Safer Community Committee, Northam AOD Management Committee, Northam Local Drug Action Group (Chairperson), Northam RoadWise Committee and Local Drug Action Group Board of Management. The consultant was awarded the Community in Action Outstanding Project Award and an honorary life membership award by LDAG.

Approximately 50% of schools in the region developed their drug education plans and most are using SDERA's alcohol and other drugs resources. Most schools are also using the SDERA road safety education resources and Izzy is very popular at classroom presentations across the region.

## CASE STUDY

### Crossing the road

The Road Safety Commission applauded the efforts of students at Northam Senior High School for publishing a road safety booklet for their younger peers, called *Crossing the Road*. With funding through the RSC Community Road Safety Grants, and support from SDERA, the students designed, created and published the book, which has now be distributed to all primary schools, child care centres and public libraries in the Wheatbelt.

Road Safety Commissioner Kim Papalia said the process had created multiple positive effects for the wider community. "These students have historically had low literacy levels, poor attendance rates and poor academic engagement. However, during the course of preparing this educational book there was full attendance from all students," Mr Papalia said. "Plus, as many locals are aware, the Wheatbelt is definitely on the Road Safety Commission's radar, due to the higher level of injuries and deaths in this specific locality. To create a meaningful book which once again reinforces positive road safety behaviours and tips for very young road users is a fantastic outcome for both the students and the recipients of the book."

Commissioner Papalia launched the book, along with a set of road safety banners at Northam Senior High School late last year. "Road safety is everyone's responsibility," Mr Papalia said. "By engaging with young people on these topics we are creating educated road users, which will help us achieve the targets of the *Towards Zero* Road Safety Strategy."





## NARROGIN - WHEATBELT SOUTH

The Wheatbelt South consultant works in a part-time capacity (0.5 FTE). There are 31 schools in the region of which 22 are currently *CHAT* schools. During the past financial year the consultant engaged with 94% of schools and had a total of 126 professional learning participants.

### Highlights

- High attendance at the *Talking Drugs* parents and school sessions.
- Re-engagement of some *CHAT* schools to continue the journey after staffing changes.
- *CHAT* celebration events at primary schools throughout the region.
- East Narrogin Primary School (a *CHAT* School using SDERA's resources) won the WA Regional Achievement Award in road safety from the Insurance Commission of WA.
- Six *CHAT* schools will be aiming for Gold Level *CHAT* status in 2016.

SDERA has a strong presence within the Wheatbelt South region in two Catholic schools and 29 Department of Education schools. Schools have engaged with SDERA through attendance at professional learning and also involvement with *CHAT*. The consultant made extra efforts to make ways with non-engaged schools and staff working with Indigenous students at local high schools.

Izzy had much presence in the region attending WA's largest regional agricultural show, Wagin Woolrama, and added value to many schools' comprehensive road safety programs. Likewise, child care centres and new teachers were trained in age appropriate road safety initiatives including the *Keys For Life* program. Road safety was absolutely a priority for Years 10-12 students at all schools in Wheatbelt South who were trained in *Keys For Life*.

Many schools in the region have developed their own whole school drug education plans, been involved with *Talking Drugs* education sessions or have been part of community events with a drug education focus.





## CASE STUDY

### Regional Community Awards

Out of the many WA schools endeavouring to teach effective road safety education, East Narrogin Primary School has been acknowledged for its efforts at the Regional Achievement and Community Awards. The Awards are designed to encourage, acknowledge and reward the valuable contributions that individuals, communities and businesses are making throughout regional and rural WA.

At a gala dinner held late last year, the school was announced as the winner of the Insurance Commission of WA Regional Safety Award. East Narrogin PS is dedicated to ensuring road safety is a key component of its whole school approach to health. The school began their *CHAT* journey in 2010 with SDERA and has successfully achieved Bronze and Silver Levels with Gold targets set for early 2016. Prior to becoming a *CHAT* school, East Narrogin was a great supporter of SDERA and its *Challenges and Choices* and *Smart Steps* programs. The school is strongly committed to the whole school approach that is widely acknowledged as best practice to promote and enhance student health, safety and wellbeing.

“

**Critical to the success of the whole school health education has been the on-going support from SDERA.**

Jo Hayes, Deputy Principal East  
Narrogin PS

Deputy Principal, Jo Hayes, was elated at the announcement. “The whole school approach in promoting a healthy school uses the components of Curriculum, Ethos and Environment and Parents and Community. Critical to the success of the whole school health education has been the ongoing support from SDERA. The small *CHAT* Committee have demonstrated committed leadership in driving the work forward and guiding the process of change within the school. It is not just about what happens in the curriculum, it is about the entire school day and also through the students daily experience of life in school and beyond. If consistent messages are evident across the school and wider community, the students’ learning is validated and reinforced.” Congratulations to East Narrogin PS staff, students and the wider school community.

nal Safety Award

Events and Tourism  
Award



# METROPOLITAN REPORT

## ENGAGEMENT AND PARTNERSHIPS WITH PARENTS AND COMMUNITY

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

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

SDERA actively reaches the parent cohort via parent associations, information nights, free parent education sessions and social media initiatives (competitions, articles, fact sheets).

## NATIONAL ICE ACTION STRATEGY PROJECT

Following the government establishment of the National Ice Taskforce whose report at the end of 2015 informed the National Ice Action Strategy, funding was received by SDERA through the Department of Education (DOE) to develop resources for school staff, parents and students that focused on methamphetamine.

In partnership with the DOE, SDERA created a diverse range of resources aligned to best practice in drug education. Congruent with the aims of the National Ice Action Strategy the intention with these is to increase awareness of the potential harms of methamphetamine and to assist in reducing demand for this drug, in any of its forms, and to reduce the harms that may arise from its use.

An extended component of the resources developed involved research to allow provision of information about appropriate services to support both students and those in the broader school community who may be concerned about their own or someone else's drug use.

The resources developed that can be accessed by schools, parents, staff and members of the community include:

- The *Talking Drugs* workshop for school staff that increased knowledge around illicit drugs and in particular methamphetamine and guided staff on how to be active and strategic in their delivery of prevention education through schools. 398 school staff were trained through 18 workshops delivered in the metro area and in every region in WA.
- The *Talking Drugs* parent session that provided a cohort of concerned community members with the real picture of methamphetamine use both nationally and in WA. SDERA was able to reassure parents that work is being done through their school communities to prevent harm around this as with other drugs. We were also able to guide parents towards sources of reliable information and support where required. (MLA's were in attendance at parent sessions in Bunbury, Busselton and Geraldton with interest expressed from MLA's since with requests for these sessions to be repeated). 309 parents were reached through 15 parent sessions in the metro area and in every region of the state.
- The methamphetamine section of SDERA's website developed to provide specific areas for schools, parents and students to access information, resources and support. Key components of this are the fact sheets and Frequently Asked Questions which have been developed to support easy to access, accurate information about methamphetamine and other drugs, drug education in schools, ways to communicate around drugs, as well as guidance to intervention support services in the community.
- The online professional development modules that have allowed an audio/visual and interactive format of information provision and knowledge extension around this content area. Those accessing this also gain awareness of how to engage in greater support from SDERA to enhance their provision of drug education or intervention in their schools.

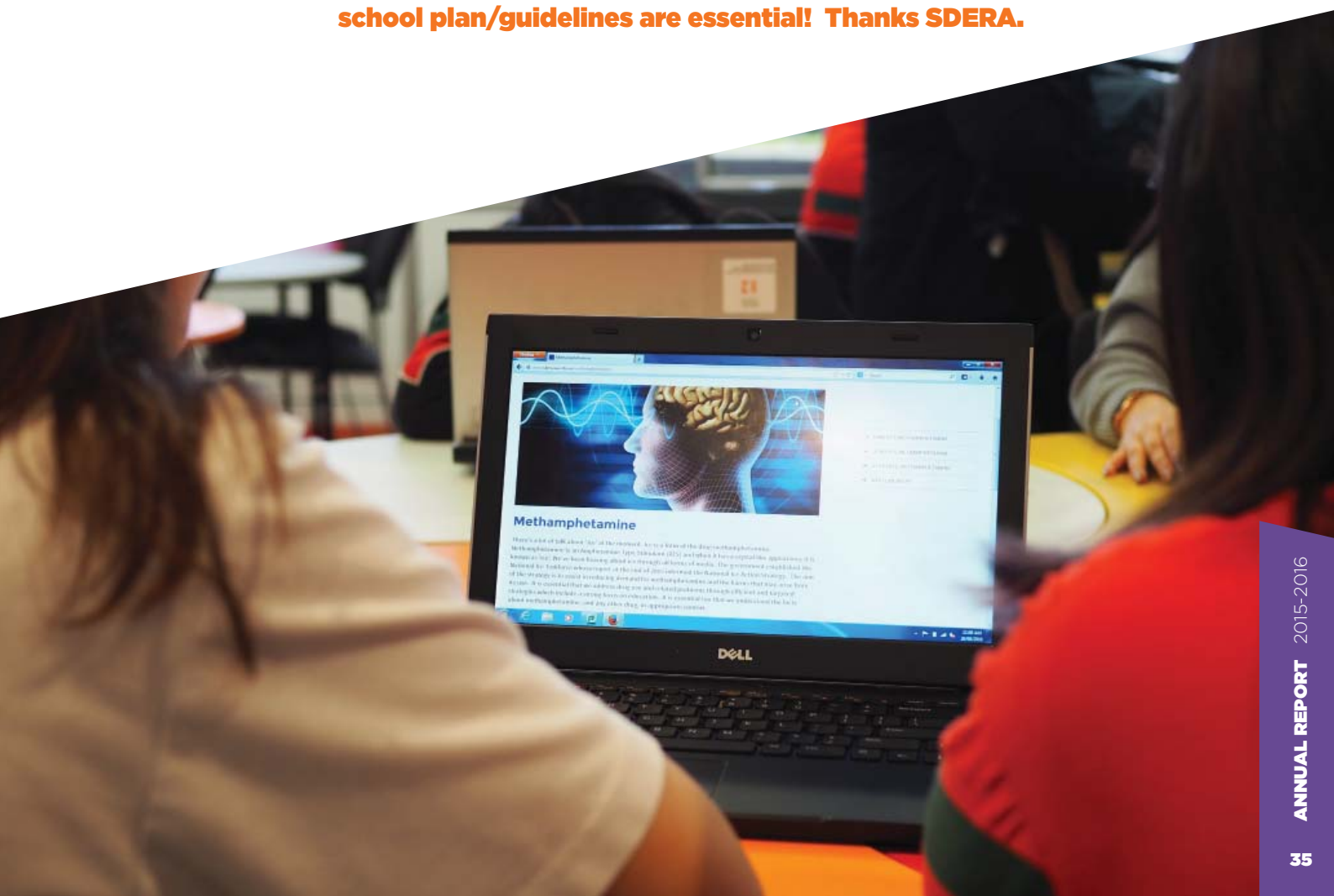
- The Who can help? area of our website that has been designed as part of this strategy works to inform and connect anyone accessing the site with support services located in the community, either face-to-face, via telephone or online. The research around these allowed us to provide information on the services most relevant to school staff, students and their families.
- The WA School Drug Education Reference Group (WASDERG) that has been established through SDERA's extended connection with community based support services through this work. In becoming more aware of the services that support schools and complement the work of SDERA we recognised the benefits to be gained by drawing key staff together for information sharing, understanding of service provision, and enhancing connections to ensure we can work increasingly well together in the support

of school communities. Membership of this group has grown since the first meeting that was held in May and now has representation from 10 relevant community based services in attendance. Three meetings have taken place this year and these meetings will continue tri-annually, co-ordinated and chaired by SDERA. Membership will also continue to grow as fits with the intentions of the group and the Terms of Reference.

Through all of this work, SDERA have gained increasing engagement from schools across the state to access consultancy support, resources, professional learning workshops and parent sessions. We continue to work to evolve the strategies and resources noted above and this work will extend further with the Western Australia Methamphetamine Strategy 2016 as we continue to work to prevent and reduce the harms from methamphetamine and other drug use.



**Great de-bunking of myths and stats – there is NO meth epidemic amongst school-aged students. Showed how schools can support students – no longer a punitive model. Whole school plan/guidelines are essential! Thanks SDERA.**





# KEYS FOR LIFE PRE-DRIVER EDUCATION PROGRAM

*Keys for Life* is an evidence based program for Year 10 to 12 school students as well as young adults not attending school. The program is linked to the Western Australian Curriculum Health and Physical Education Syllabus, WA Certificate of Education (WACE) and WA Licensing System. *Keys for Life* resources have supported educators since 2004 to implement a program that looks at all aspects of safer driving and licensing.

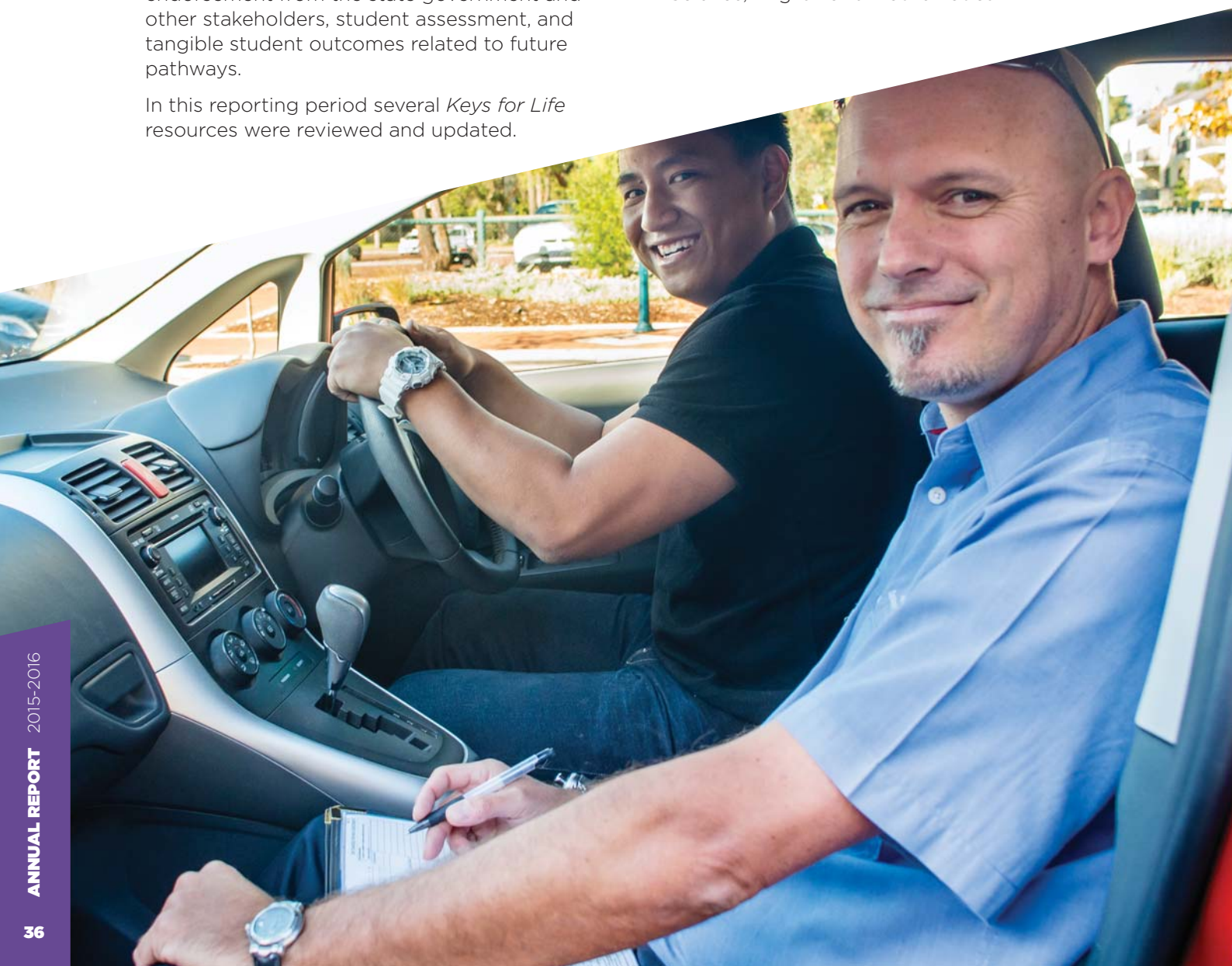
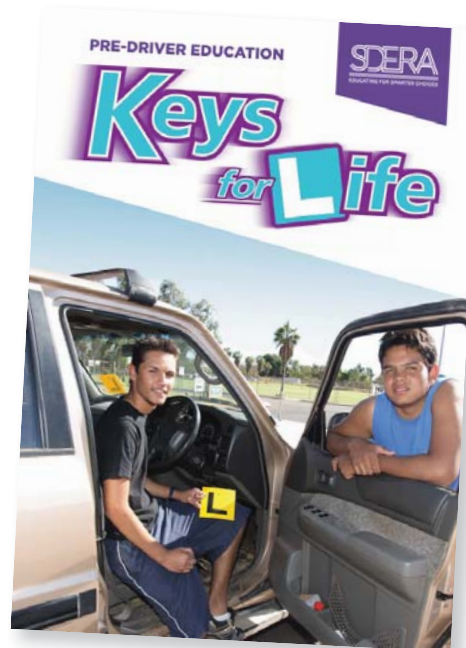
The continuing success of *Keys for Life* is attributed to several critical success factors including: quality teaching and learning support materials, compulsory professional learning, parent involvement, links to the licensing system, commitment and endorsement from the state government and other stakeholders, student assessment, and tangible student outcomes related to future pathways.

In this reporting period several *Keys for Life* resources were reviewed and updated.

## ACHIEVED

- *Keys for Life Teacher Resource 4th Edition*

The 4th edition of this popular resource was released in October 2015 and distributed at all *Keys for Life* professional learning workshops. It was updated to clearly demonstrate the mapping of road safety content to the General Capabilities, and to several WA Curriculum Year 10 Syllabuses including: Health and Physical Education, Humanities and Social Sciences, Science, English and Mathematics.





#### • *Let's Practise 5th Edition*

July 2014 – The 5th edition of this glove-box guide to road safety was updated to align with the current WA Licensing System and distributed at all school-based *Keys for Life* Parent-Student Workshops. It covers a range of topics including learning to drive, risk reduction, safer vehicles, insurance, first aid and licensing.

#### • *Behind the Wheel e-journal*

The Behind the wheel journal (e-journal or print version) is a compulsory prerequisite for students undertaking the school-based Learner's Permit Test. The e-journal was updated in response to teacher feedback, leading to 4899 students currently using it with a total of 370 schools registered which is an increase from the previous year. The benefits of the e-journal are that it reduces teacher assessment time, SDERA printing costs and eliminates the problem of students losing their journal.

### EVALUATION

A 2015 *Keys for Life* evaluation conducted by Metrix Consulting (WA) highlighted many positive results including program expansion and affirmation from all program users and stakeholders.

Trend data demonstrated steady growth in school implementation (refer to Figure 7 and Table 1) and student participation rates since the program launch in 2004.

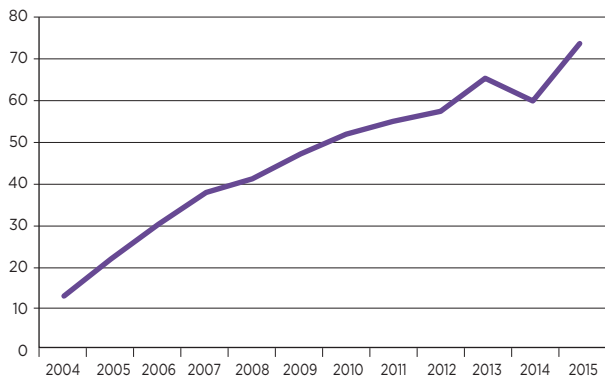
Recommendations were provided with strategic marketing initiatives to overcome implementation barriers and ensure continued improvement, expansion and development.

A significant increase in the proportion of schools and students participating each calendar year in *Keys for Life* was noted in the evaluation results.

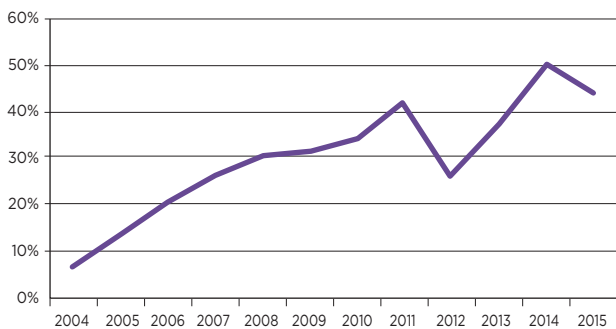
**Table 1: Percentage of schools and students engaged in *Keys for Life* since 2004**

Calendar Year	% of schools	% of students
2004	13%	7.1%
2005	22%	14%
2006	30%	21%
2007	38%	26%
2008	41%	31%
2009	47%	32%
2010	52%	35%
2011	55%	42%
2012	58%	27%
2013	65%	37%
2014	60%	50%
2015	74%	45%





**Figure 7: Percentage of schools implementing Keys for Life since 2004 program launch**



**Figure 8: Percentage of students participating in Keys for Life since 2004 program launch**

The methodology included surveys, consultation and focus group meetings, data collection and analysis, and a review of SDERA's marketing strategy. The feedback from students, parents, teachers, school leaders, SDERA Regional Consultants and stakeholders (ie Road Safety Commission, Department of Transport, School Curriculum and Standards Authority, Department of Education WA, Catholic Education WA, Independent Schools Association of WA, SDERA Regional Consultants and members of the WA Road Safety Education Committee) was analysed.

SDERA initiated the evaluation to optimise the *Keys for Life* program and in response to a recommendation in the report, *A Review of Road Safety Governance in Western Australia* (Peter Browne Consulting, March 2014) and as a follow up to the 2008 Road Aware Drivers evaluation conducted by Quantum Consulting for the Road Safety Council.

A conference abstract about the evaluation was accepted by the 2016 Australasian Road Safety Conference committee. A presentation to discuss the evaluation and subsequent reviews is being planned with the Road Safety Commissioner in 2016.

*NB: Figure 8 student and school numbers show a strong upward trend from 2004 to 2014 with a variance in 2012 and 2013 due to irregularities in data submissions and retrieval.*

## Highlights

- **School Curriculum and Standards Authority (SCSA) endorsement**

In 2016, 56 schools enrolled 6,242 students through SCSA in the 10-lesson *Keys for Life* (SCSA-endorsed) course. Another 6 schools enrolled 114 students through SCSA in the 40-lesson *Keys for Life* (SCSA-endorsed) course. Schools that implement *Keys for Life* can choose to enrol their students at SCSA in the 10-lesson or 40-lesson *Keys for Life* course, a process that enables students to gain graduation points and recognition for their WA Statement of Secondary Achievement (WASSA) and WA Certificate of Education (WACE). Students completing the 40-lesson course are accredited with a full unit of study (known as 'unit equivalence').

- **Department of Transport Agreement**

SDERA received a letter of agreement and support from the Department of Transport in June 2016. This heralded a stronger affiliation between SDERA and Transport, following the productive partnership between the two organisations from 2003 to 2015. The agreement provides ongoing support for schools and non-school sites in WA to continue to deliver the program and administer the Learner's Permit Test according to operational guidelines and protocols. Every staff member implementing the *Keys for Life* program must attend a SDERA professional learning workshop and sign an agreement with SDERA about complying with program guidelines and test protocols. To increase compliance, transparency and precision, SDERA has established an audit and monitoring process and also regularly liaises with the Department of Transport.



**Table 2: Schools/ Agencies who conducted the Theory Test through *Keys for Life***

System/ Sector	2015/16
Agency	32
AISWA	41
CEWA	26
DOE	99
Other	2
<b>TOTAL</b>	<b>200</b>

- **Auditing and compliance**

A review and audit process with 10 schools and non-school sites implementing *Keys for Life* in 2015, provided valuable feedback about compliance with test procedures and program relevance. The number of audits will increase to 40 sites in 2016.

- **Certificate I Entry to General Education**

The *Keys4Life Online* support material was mapped to the Certificate I Entry to General Education course to make the program more relevant for young people studying *Keys for Life* at non-school sites.

## Plans for the future

- Results from the 2015 *Keys for Life* evaluation will form the basis of a marketing plan for the program and will include for example, an online discussion forum for *Keys for Life* teachers, a one-on-one marketing plan for non-engaged metropolitan schools and a reduction in the size of the teaching materials
- A review of the school-based Learner's Permit testing process will be undertaken to assess the feasibility and reliability of an online test at schools implementing *Keys for Life*. This will be done in consultation with the Department of Transport.
- An alternative *Keys for Life* Certificate for non-school sites (agencies) implementing *Keys for Life*, will be presented to the Department of Transport, with the aim of streamlining the licensing application process for non-school applicants, at Driver and Vehicle Services centres.



**Very helpful workshop providing quality information and confidence for myself as a teacher.**





# SMART STEPS



**The *Smart Steps* child car restraint brochures are provided by SDERA in eight different languages. This visual, easy to understand resource has literally helped hundreds of children stay safer whilst travelling in cars. Thank you.**

**The Edmund Rice Centre**

SDERA's *Smart Steps* road safety program encourages parents, carers and early childhood educators to work collaboratively in guiding children's learning so they can eventually become safer independent road users. Compelling evidence indicates that the most effective time to involve children in good road safety practices is early childhood. It is therefore critical that parents, carers, teachers and early learning centres are empowered to deliver clear and consistent road safety messages to young children.

Implementation of the *Smart Steps* program is supported by four agreements between SDERA and Ngala, Meerilinga, Playgroup WA and Kidsafe. As a result of these partnerships, best practice road safety messages are received by a wide range of early learning services and community agencies. Examples include Kindergartens, students enrolled in early learning diplomas, supported playgroups, day care centres and recent migrant organisations.

In the metropolitan area, three professional learning seminars have been delivered to 39 early childhood teachers and professionals. Regionally, 16 professional learning workshops, engaging over 157 parents and carers were delivered.

Further communication of the *Smart Steps* message includes appearances from Izzy, the adorable *Smart Steps* road safety mascot. Izzy has engaged hundreds of young children in meaningful conversations and stories that include key road safety concepts such as holding hands around traffic and the wearing of seatbelts in a motor vehicle. Over 70 events and 30 schools have been visited by Izzy to spread *Smart Steps* messages. Izzy can be accessed by schools and early learning centres after staff attend a *Smart Steps* or *Safer Kids* professional learning workshop.

Developing road safety education that is relevant and easily understood by culturally diverse families is another important component of the *Smart Steps* program. This focus helps alleviate some of the many challenges surrounding parent engagement and the use of appropriate child car restraints.

## **Izzy everywhere**

The loveable *Smart Steps* program mascot known as Izzy, is fast becoming a road safety icon in WA. In fact, an online search for "Izzy SDERA" now brings up hundreds of relevant images and links that point visitors to our resources and road safety programs.

Izzy has been busy promoting road safety education to young children and their families in a wide range of settings throughout WA. Attendance at regional and metropolitan events such as World's Biggest Playgroup Day, Walk, Ride to School Day and Scitech's Toddlerfest has helped parents and children identify with Izzy's strong connection to road safety.

With the guidance of SDERA's Regional Consultants, Izzy has visited many parts of the State and has engaged with numerous community agencies, cultural centres and The WA Police. Izzy was present at at least 40 events in addition to primary school visits during this reporting period. SDERA is often contacted for bookings and enquiries from teachers and agencies wishing to utilise



Izzy as an added draw factor for their educational, age-appropriate events.

Izzy can be accessed by schools with Kindergarten and Pre-primary classes, early learning centres and community groups after staff have attended a *Smart Steps* professional learning workshop. The *Smart Steps* program encourages parents, carers and early childhood educators to work collaboratively in guiding children's learning so they can eventually become safer and independent road users.

Ruth Macaulay of Kapinara Primary School felt her students and their parents greatly benefited from Izzy visiting her school as part back-to-school road safety event.

"The pre-primary students were engaged in a number of meaningful conversations and stories that included key road safety concepts such as the wearing of seatbelts in a motor vehicle. They were very excited to see Izzy who helped reinforce these passenger safety messages such as 'click clack front and back when riding in a car'. The feedback from parents who attended this incursion was also very positive."

“

**After Izzy came to our school many children were saying, 'You must Stop, Look, Listen, and Think before crossing roads' and 'Always hold hands with an adult when you are near the road'. Izzy gives early childhood educators a focus point for introducing and extending road safety education for both children and their parents.**

Joanne Hassan-Raiyat,  
Deanmore Primary School





### Plans for the future

- The current *Smart Steps* workshop and support materials are currently being modified to make clear links to the National Quality Framework and the WA Kindergarten Curriculum Guide.
- The service agreements between SDERA and key community organisations have recently been revised to incorporate a new range of strategies and opportunities aimed at increasing the reach of the *Smart Steps* program. Practical ideas for early childhood educators on how to embed *Smart Steps* road safety messages in their centre's practices will enable this group to meet National Quality Framework requirements and target a large cohort of children with best practice road safety messages.
- A video clip demonstrating safe road use will be considered.

The past fiscal year has been an exciting journey for SDERA's promotion and advocacy initiatives. We commenced with a rebranding process with a plan to continue to grow resource utilisation and professional learning participation in an increasingly competitive school market.

SDERA became aware that a more focused and assertive approach to its marketing was needed, particularly with teachers and principals in Western Australia. Much was also needed to be done to increase overall brand awareness and promotion of SDERA's consultancy and services available throughout the state.



# PROMOTION AND ADVOCACY

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## Rebranding

Following a comprehensive assessment of potential marketing consultancies, SDERA engaged an external marketing and advertising agency to undertake the rebranding process. The rebranding aimed to understand the limits of the old brand, assess strengths and weakness and identify areas for improvement which could ultimately lead to greater uptake of products and services. The first phase of the process was completed by September 2015.

## Marketing personnel: roles and responsibilities

SDERA has filled a part-time role dedicated to promotion and advocacy since 2013. The role focuses on promoting the brand of SDERA by enhancing its profile and value to the community. Secondly, it promotes the importance of school-based, best practice alcohol and other drugs, and road safety education using innovative marketing tactics in an increasingly competitive market and amongst schools where staff are inundated with other pressing demands. The marketing consultant is also responsible for developing and coordinating strategies to maximise stakeholder engagement via a series of communication channels.

## Social media

In this day and age, it is imperative for businesses to have an active social media

presence online to drive targeted traffic to a company website and to provide an avenue for acquiring new customers. Social media can also assist with stakeholder management and relationship building, particular by utilising the interactive capabilities that allow you to liaise directly with your customer base.

One particularly useful option via Facebook, is that it allows the option to target location, education level, industry and even purchase history. SDERA has taken advantage of this fact by creating a Facebook business page ([www.facebook.com/SchoolDrugEducationandRoadAware](http://www.facebook.com/SchoolDrugEducationandRoadAware)), with an associated digital marketing plan to target new customers and build a sense of brand loyalty whilst providing regular relevant updates. With over 500 likes, the page is steadily growing and we have been able to reach almost 20,000 Western Australians who share our vision of keeping children and young people safe.

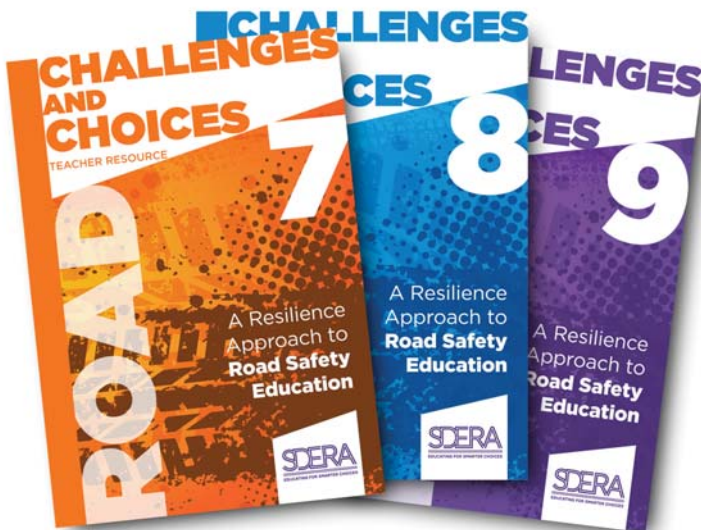


With almost 1000 likes, the page is steadily growing and we have been able to reach almost 100,000 Western Australians



## New look, new design

Following the rebranding process in 2015, SDERA's marketing consultant has been updating existing and creating new collateral utilising our new look logo, new corporate colours and incorporating our new style guide. The process has highlighted the need for many of the existing resources to be examined or reviewed, and has created opportunities to re-promote our excellent classroom-ready content in a fresh and exciting manner. More exciting branding updates with our new-look resources will be offered via our professional learning and online via a new website. The rebranding implementation process may extend over a few more years in order to roll out completely, as would be expected with any resource-intensive business, however feedback to date has been well received. New materials will be rolled out regionally and in the metropolitan area to articulate the new brand.





## New website

As part of the wider rebranding project, SDERA also designed and launched a new look website: [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au) in April 2016.

The new website is an engaging, intuitive online resource that provides a 'one-stop shop' for schools, parents, early childhood services and agencies who are seeking research based, curriculum-mapped, classroom ready resources and state-wide consultancy. SDERA's new and improved online presence, is authored and maintained by SDERA staff and fully integrates the new branding elements throughout while maximising SDERA's digital communication and marketing capacity.

Future proofing and cost reduction initiatives were also considered so that minor website edits and real-time updates can be performed entirely 'in-house'. In the following financial year, SDERA aims to significantly increase the number of downloadable digital resources in an effort to reduce hard copy expenditure, printing and waste.

## Website launch

The new website was officially launched in June by the Minister for Education, Peter Collier at a media event held at Applecross Senior High School. He was joined at the launch by Australian cricketer Brad Hogg, a SDERA brand ambassador, along with Mental Health Minister Hon Andrea Mitchell. The launch of the website was timed to coincide with publication of the online methamphetamine resources, funded by and developed in partnership with the Department of Education to support schools in alcohol and other drugs education, as per the government's National Ice Strategy.

Speaking at the launch Mr Collier said, "Crystal methamphetamine, also known as ice, is at the extreme end of the drug scale and not widely used by school-aged students, but we simply can't ignore the damage this drug can cause."



## Website highlights

The majority of visitors to the new website reviewed in order of views, are:

- SDERA News
- *Keys for Life*
- Primary school resources
- Secondary resources
- Professional learning and
- Methamphetamine resources.

(Source: Google analytics)

Following the SDERA News newsletters (which are promoted and distributed each school term), drug and resilience resources have been the most popular resources downloaded. In fact drug and resilience downloads made up 14 per cent of total downloads.

Google analytics were installed to track and report website traffic. This free tool will prove useful by informing future digital communication strategies that seek to inform and gain new customers and drive website traffic.

## Online resources

As part of the national and state strategy to address methamphetamine and other drug use behaviour, SDERA created an online resource kit. This is provided to ensure students gain access to accurate information about ice and other drugs. Drug education also ensures students get the opportunity to improve their ability to make safer choices, to build resilience, to extend their social and emotional awareness, and to strengthen their connection to school which encourages help seeking behaviour.

This section of our website has been funded by and developed in partnership with the Department of Education to support schools in their drug education programs. It provides staff, parents and students with up-to-date information about methamphetamine and other drugs and a range of teaching resources aligned to best practice in drug education.







Our Ambassadors share our objective of helping young people make smarter choices so that they can enjoy better mental health, greater physical wellbeing and greater resilience.

## BRAND AMBASSADORS

The SDERA Ambassadors advocate for the importance of school based resilience, alcohol and other drugs and alcohol and road safety education. All ambassadors bring with them their expertise, passion, commitment and experience to help support parents and young people in the community. In their diverse roles, they inspire students and educators, conduct professional seminars, advocate on a policy level, and educate the general public about the importance of SDERA's work. They share our objective of helping young people make smarter choices so that they can enjoy better mental health, greater physical wellbeing and resilience.

During the financial year our ambassadors presented at three events. Next year, we plan to host more events that present opportunities for parents, students and educators to network with our ambassadors and learn more about current trends in resilience, road safety and alcohol and other drugs education.

Ambassador Event	Ambassador	Focus	Total Participants
<i>Integrating Pastoral Care in School</i>	Donna Cross	Integrating pastoral care throughout in school culture	164 school staff
<i>Talking to your Teens</i>	Donna Cross	How to talk to teenagers	160 parents, 30 school staff
<i>Methamphetamine Resources Launch</i>	Brad Hogg	New online drug education kit (National Meth education strategy)	Media event: Channel 7, 9, 10 and online



### Brad Hogg

Brad Hogg is the epitome of resilience. He's been playing cricket professionally for 25 years and like most professional athletes, has had to overcome many challenges. He visits our *CHAT* schools to talk to young people about the importance of building emotional resilience and how he has prioritised his health so that he can continue to do what he loves. His work for SDERA is invaluable at helping to reinforce the health learning which is being led by the school.

While Brad is best known for his electric performances with the Perth Scorchers he has a long and illustrious career. He made his international cricket debut in the mid 1990's and was part of the victorious 2003 and 2007 Cricket World Cup teams. Originally dropped from the Australian side, he fought his way back to play after many of his colleagues had retired. Brad's infectious enthusiasm and commitment to his health makes him a highly sought after guest speaker.



### Donna Cross

Professor Donna Cross has an international profile in school health promotion intervention research and is a renowned campaigner for the wellbeing of children and young people. In 2012, Professor Cross was named WA Australian of the Year and became an Ambassador for Children and Young People by the WA Commissioner for Children and Young People. She joined the Telethon Kids Institute this year following 11 years as the Founding Head of the Child Health Promotion Research Centre at Edith Cowan University.

She has been a supporter of SDERA for many years and brings a great deal of experience, insight and true commitment to utilising resilience to improving the health and safety of young people in our community.



### Kylie Catto

Kylie Catto is President WA Council of State School Organisations (WACSSO). She has been a committed advocate for the role parents play in their child's education since the late 90's when her eldest daughter started school. She is one of the 10% of parents who do 90% of the work, crediting her enthusiasm for volunteer involvement to her parents, who were always active members of the community.

She was elected President of WACSSO in 2011 and in addition to her extensive voluntary involvement with education she has worked at a Senior High School in a number of roles. Her knowledge, passion and wonderfully outgoing personality make her the perfect Ambassador for SDERA.



## Hoggy Inspires Kids in the Mid-West

SDERA Ambassador Brad Hogg was the star of the show when he made a guest appearance at Geraldton Senior College (GSC) during their recent health festival. Students are focusing on resilience, alcohol and drug, and road safety learning as part of the College's implementation of Changing Health Acting Together (CHAT).

Brad spoke to students as part of a wider visit to the Mid-West where he also dropped in on Beachlands Primary School and the local Police and Citizens Youth Club (PCYC). At 44, "Hoggy" is still at the top of his game and shared some of the strategies he's used over the years to fulfil his dreams.

"I told the kids that you don't have to be into sport to want to be healthy, it's about making good decisions about what you put into your body so you give yourself the best opportunity to succeed, be it at school, music, in friendships or just being happy."

The students at GSC created a performance event, "Through the Rear View Window" to demonstrate what can happen when you don't think ahead. CHAT Coordinator at GSC Jo Corlette says, "We all want our young people to remember that the choices we make can have a lasting impact on our lives, be they positive or negative. Sometimes when we look back we wish we could change the decision we made and that provided the inspiration for our theme."

SDERA Mid-West consultant, Katie McConkey says Beachlands Primary School and Geraldton Senior College have both been working hard at implementing CHAT. "Brad was fantastic at reinforcing the messages that the students have been learning in the classroom all year. He has such an inspiring story to tell in the way that he has demonstrated enormous resilience and I think the young people really related to him" she said.



Albany Secondary Education Support Centre teacher Robyn Sellenger, students Jazman Allen and Imogen Nairn, School Drug Education and Road Aware regional consultant Annmarie Lynch, NASHS teacher Kylie Rennie, student Kayla Perry and Department of Transport operations manager Noel Chamberlain with the aerial photograph of the roundabout. Picture: Shannon Hampton

## Roundabout map eases students' fears

Shannon Hampton

Three Albany schools have received a useful tool for teaching learner drivers to navigate Albany's notorious Chester Pass Road roundabout.

The Department of Transport provided Albany and North Albany senior high schools and Albany Secondary Education Support Centre with an aerial photograph of the roundabout.

consultant Annmarie Lynch, Department of Transport operations manager Noel Chamberlain said the five-exit roundabout was uncommon in WA.

"It's quite a complex roundabout to navigate as a beginner driver," he said.

NASHS teacher Kylie Rennie said the map was a great tool for teaching learner drivers to navigate the roundabout.

"The first time they go on there they are really full of fear; so to have this map to lay out on the desk to practise on with little cars will really take some of that fear away because they develop the confidence that they need to actually tackle that roundabout," she said.

Ms Lynch said SDERA was the State Government's primary drug and road safety education strategy and its purpose was to contribute to the prevention of road-related injuries and harm from drug use.

## Week in Kalgoorlie

Week with representatives from SDERA, Population Health and Recreation and the Kalgoorlie Tri Club, to promote the importance of bike safety.

## 2 Advertiser News

# Students face crash reality

Talitha Wolfe

North Albany Senior High School students saw firsthand the behind the scenes of the Albany Health Campus emergency department as part of a reality education program.

Prevent Alcohol and Risk Related trauma in Youth or PARTY aims to influence decision making in young people around alcohol and to inform them of the consequences associated with poor decisions.

These consequences include becoming a statistic. In 2013, young people aged 17-24 accounted for 18 per cent of those killed or seriously injured in Great Southern, road crashes despite only making up 8 per cent of the population.

Great Southern Population Health promotion co-ordinator Kade Sims said the students had access to emergency services personnel, doctors and physiotherapists and were shown procedures used to stabilise trauma patients and to rehabilitate those with serious injuries.

"The idea of this is to make it as real as possible," he said.

"There is quite a strong focus on alcohol because it has the strongest association with risk-taking behaviour and the consequences of trauma."

"And just by coming into these spaces behind the scenes makes it hit home."

The program is open to secondary students across Albany and Denmark pursuing their driver's licence through the school-based Keys for Life program.

PARTY, which has partnered with local agencies including St John's Ambulance, Palmerston and School Drug Education and Road Aware, will continue for another three years.



NASHS students at the Albany Health Campus in the Emergency Department. Pictures: Laurie Benson



St John Ambulance paramedic Dean Fasolo speaks to students about risk-taking behaviour and alcohol.



Students show techniques used at the Albany Health Campus Emergency Department.



St John Ambulance paramedic Dean Fasolo with NASHS students Rachel Kent, patient Pia Finch, Jamie Widdison and Lachlan Matheson.



NASHS students Jamie Widdison, Sam Steele, Rachel Kent and Pia Finch with Dr Justin Young.



are held around town including bike skills sessions and a competition to 'ride like a champion'. Displays were set up in schools with information on bike skills, road safety and the importance of bike safety.

Safety Mascot came to town for the first time when he visited Year 2 at O'Connor Primary School. Displays were set up in schools with information on bike skills, road safety and the importance of bike safety.

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Ms Lynch said SDERA was the State Government's primary drug and road safety education strategy and its purpose was to contribute to the prevention of road-related injuries and harm from drug use.



## MEDIA

SDERA's media profile has continued to gain traction with the implementation of the digital marketing and communications plan thanks in part to the new website and social media initiatives. Recent media coverage included local and radio interviews as well as almost 100 media articles published in regional and metro newspapers, radio, TV and online news.

News organisations in which the work of SDERA has appeared include Channel 7, Channel 9 and Channel 10 (local afternoon news).

A new media monitoring platform, Meltwater also proved useful to monitor electronic news and online news sites, industry newsletters and websites, social media, blogs and other online publications. The tool was installed following customer research (as part of the rebranding process) which indicated that school staff are looking for up-to-date information on research, legislation, guidelines and topics of relevance to SDERA's work.

The contract with Meltwater allows SDERA to monitor trending topics, contribute to, comment on and republish articles of interest to our customers





**STUDENT WELLBEING**

**Integrating pastoral care for better student outcomes**

**Tuesday, August 4, 2015**  
**4.15 pm – 5.30pm**  
**Sacred Heart College, Sorrento**

*Presented by*  
**SDERA**  
SCHOOL DIVERSITY EDUCATION & RESEARCH AGENCY  
*with Professor Deana Cross*

**Enhancing pastoral care in schools is more than a complementary practice. Evidence strongly supports the principle that student personal, social and academic needs are best met by integrating wellbeing practices into curriculum and organisational structures.**

**This seminar will:**

- Use empirical evidence and case studies to provide a snapshot of some of the most effective policies and practices being used in schools today.
- Demonstrate what measures schools can take to build student wellbeing and resilience.
- Examine ways of increasing the approachability of school staff for students seeking help.
- Discuss how schools can manage the community's expectations of pastoral care.

**SDERA Ambassador Deana Cross** is one of Australia's leading experts in a whole school approach to student welfare. Over the past 25 years she has built an international reputation for her expertise in school health promotion intervention research. She is a renowned campaigner for the wellbeing of children and young people and received the WA Australian of the Year award in 2012 for her outstanding contribution in the field.

**Refreshments provided**  
 Enter through Gate 1 off Hoddle Parade, Sorrento

**Registration essential at [sdera.wa.edu.au](http://sdera.wa.edu.au)**

## CONFERENCES AND EVENTS

This financial year, events continued to create more opportunities for a variety of stakeholders to engage with SDERA. While professional learning workshops remain core business for the organisation, events provided opportunities for extended learning, networking, acknowledgment and the celebration of achievements. Ambassadors were used to facilitate this growing emphasis on relationship building.

Likewise, SDERA's work and achievements are promoted at both a State and National level through presentations at conferences for key target groups. We are particularly strategic in our choice of abstract submissions, event sponsorships and exhibits in order to most effectively reach our target audiences.



## SPONSORSHIP

In early 2016, SDERA was offered the unique opportunity to be the Category Naming Rights Sponsor for the upcoming Western Australian Young Achiever Awards with extensive media coverage amounting to an estimated \$424,500.

The aims and objectives of the Awards are to encourage, acknowledge and reward the valuable contribution young people up to the age of 29 are making throughout Western Australia (includes teachers, parents and school-aged students).

The consideration for sponsorship presents enormous opportunities for exposure and branding for SDERA across Western Australia, particularly as an extension to the considerable efforts to revamp our brand and launch a new and exciting website.

Opportunities will include a state-wide marketing and promotional campaign

utilising all areas of the media, social media, direct mail, local government and corporate and community involvement. As a category naming rights sponsor, SDERA will receive extensive positive recognition and branding throughout Western Australia for a nine month period.

Sponsorship will also assist SDERA achieve its core purpose to help improve the health and wellbeing of young people by recognising the efforts of young people who understand the importance of resilience and safety, especially in our schools.

The effects of the sponsorship will be discussed in next year's annual report.





Sponsorship will also assist SDERA achieve its core purpose to help improve the health and wellbeing of young people by recognising the efforts of young people who understand the importance of resilience and safety, especially in our schools.





# LEADERSHIP AND COORDINATION

SDERA is a key player in decision making, policy influence and coordination in drug and road safety education, and works proactively with the following agencies.

ACT Department of Education and Training  
Albany District Education Office  
Albany Local Education Office  
Alcohol and Other Drug Management Group – Esperance, Fitzroy Valley, Goldfields, Halls Creek, Lower Great Southern, Manjimup, Mid West  
Alive & Kicking Goals (AKG)  
ALTA-1  
Amity Health  
AquireEd  
Ashburton Aboriginal Corporation  
Association of Independent Schools of WA  
Australian Counselling Association  
Australian Curriculum, Assessment and Reporting Authority  
Australian Research Alliance for Children and Young People  
Avon Youth Services Northam  
Balga Detached Youth Work Project  
Ballidu- Wongan Shire  
Bandyup Women's Prison  
Banksia Hill Detention Centre  
Bike Ed  
Bindoon Shire  
Bloodwood Tree Association  
C Y O'Connor Institute  
Camp Australia c/- Noranda Primary School  
Capes Early Years Network  
Carine Calisthenics Club  
CentaCare – Exmouth  
Central Institute of Technology  
Centre for Health and Social Research

Centrecare - Midwest  
Child And Adolescent Community Health (CACH)  
Child Car Restraint Fitting Service Reference Group  
Child Health Promotion Research Unit, Edith Cowan University?  
City of Albany  
City of Karratha  
City of Mandurah  
Collie Public Library  
Commission for Children Young People  
Communities that Care  
Community Alcohol and Drug Services  
Community Drug Service Teams  
Constable Care  
Curtin Monash Accident Research Centre (C-MARC)  
Curtin University of Technology – Bentley, Esperance, School of Public Health  
Dampier Community Association  
Department for Child Protection and Family Support  
Department of Child Protection – Broome  
Department of Corrective Services – Kalgoorlie, Perth, Education Unit  
Department of Education  
Department of Health, Injury Prevention  
Department of Transport – Travelsmart; Sustainable and Active Transport; Licensing  
Directions (Narrogin)  
Drug and Alcohol Research and Training Australia – Paul Dillon  
Early Learning Australia (VIC)  
Early Years Group – Pilbara, Peel

Eastern Goldfields Regional Prison  
Ed Connect  
Edith Cowan University – Joondalup, Mt Lawley, Bunbury  
Edmund Rice Centre Lions  
Emergence (Australia)  
Enable Southwest  
Esperance Shire  
Essential Personnel  
Geraldton Endeavour Centre/ Midwest Behaviour Centr  
Geraldton Flexible Learning Centre  
Goldfields Country Health Service  
GoodStart Childcare Centre Halls Head  
Great Beginnings - Toodyay  
Greenough Regional Prison - Education  
Headwest Brain Injury Association of WA  
Healthway  
Hedland Alcohol Management Group  
Hope Community Services/ Headspace - Kalgoorlie  
Injury Control Council of Western Australia (ICCWA)  
Institute for Professional Learning, Department of Education  
Intework –Balcatta, Busselton, Greenfields  
Irwin Shire  
Job Drive & Skills Training Inc  
Jobs South West (Bunbury)  
JSW Training and Community Services  
KAATA - Koorliny Employment and Enterprise Development  
Kalungah-Myah Family Centre  
Key Assets WA

Kidsafe WA	Ngala Kensington	School Curriculum and Standards Authority (SCSA)
Kimberley Regional Education Office	Northam Local Education Office	School Nurses
Kimberley Training Institute	Northern Regional Hospital	Scitech
Kwinana Alcohol Strategy Group	Ord Valley Aboriginal Health Service	Shire of Moora
LAMP	Outcare Western Australia	Sideeffect
Leaning Tree Community School	Palmerston	SMYL – Bunbury, Peel, Fremantle
Legal Aid WA	Palmerston - Albany	Snuggles Playgroup MW
Leonora Laverton Cross Cultural Association	Paraplegic Benefit Fund	South Metro Public Health Unit
Life Without Barriers	Parents and Friends Federation (PFFWA)	South West Education Regional Office
Little Rainmakers Childcare Centre	Parkerville Children & Youth Care Inc	St John Ambulance (Belmont)
Local Drug Action Groups	PCYC – Albany, Broome, Bunbury Camp Mornington Carnarvon Cloverdale (Head Office) Collie Exmouth. Geraldton, Gosnells, Harvey, Kalbarri, Kalgoorlie, Kensington, livALIVE Outreach, Midland, Northam, Rockingham, Roebourne, Serpentine	St John of God Foundation Horizon House Program
Local Information Network Karratha (LINK)	Peel Regional Youth Services Group	Statewide Services Centre Padbury
Mandurah Youth Alcohol Strategy Stakeholders Group	Pilbara Institute	Swan Children and Family Centre
Master Builders WA	Pilbara Population Health	Swan City Youth Service
Mawarnkarra Health Service Roebourne	Playgroup WA	TAFE – Albany Curtin, South Regional, Busselton, Central West (Geraldton)
McCusker Foundation	Population Health – Pilbara, Mandurah, South West	Therapy Focus - Disability Services
Meekatharra Government	Quinns Districts Amateur Football Club Inc	Transport Accident Commission
Meerilinga Children's Foundation and Family Centres	RAC WA	University of Southern Queensland
Mental Health Commission	Red Hawks Football Club	VicRoads
Menzies Nursing Post	Regional Home Care Services	WA Council of State School Organisations (WACSSO)
MercyCare	Regional Office Northam	WA Health Promoting Schools Association
Mid West Regional Education Office	Regional Training Centre - Albany	WA Police
MidWest Early Years Network Steering Group	Rise	WA Road Safety Education Committee (WARSEC)
MidWest Education Services Network	Road Safety Commission	WACHS
Mission Australia	Road Safety Education Reference Group Australasia (RSEGA)	WALGA RoadWise Committees
Mission Australia - Tom Price	Rotary WA Driver Education (RWAE)	Wanslea
Mothers Encouragement Group – Esperance	Royal Automobile Club	Waroona Interagency Group
Murdoch University – Murdoch, Campus, South Street	Royal Perth Hospital, PARTY program	WestCycle Inc
Murray Shire Crime Prevention and Safety Group	Salvation Army Karratha	Wirrpanda Foundation
Narrogin District Education Office	Scarborough Netball Club Inc	Yaandina Family Support
National Drug Research Institute		YMCA Byford, Eastern Goldfields, Youth Diversion Service
Network Teach ECU		York Child Care Centre
		Youth Futures
		YouthCARE

# ORGANISATIONAL EXCELLENCE

SDERA's organisational culture supports accountable, effective and fair practices. We aim to provide a healthy, safe, respectful and inclusive workplace with qualified and skilled workforce. Our strategic framework guides core business and future directions, utilising optimal governance and operational practices. We also aim to incorporate current literature and legislation into our research and resources.

## FINANCIAL STATEMENTS

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





## Independent Auditor's Report to the Catholic Education Office of Western Australia and the Mental Health Commission (Drug and Alcohol Office)

We have audited the accompanying Statement of Income and Expenditure which comprises details of the grant monies received and expended (the "Report") of Catholic Education Office of Western Australia ("the Recipient" or the "CEOWA"). The Report has been prepared by the CEOWA in accordance with the SDERA - Drug and Alcohol Office Agreement (the "Agreement") for the funding year from 1 July 2015 to 30 June 2016.

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

The CEOWA is responsible for compliance with the Agreement and the preparation and fair presentation of the Report and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Agreement and the needs of the CEOWA and the Mental Health Commission (Drug and Alcohol Office) ("MHCDAO"). The CEOWA responsibility also includes such internal control as the CEOWA determine is necessary to enable compliance with the Agreement and the preparation and fair presentation of the Report that is free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

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

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



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

*Opinion*

In our opinion, the Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Agreement for the funding year from 1 July 2015 to 30 June 2016.

*Basis of Accounting and Restriction on Distribution and Use*

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

*Deloitte Touche Tohmatsu*

DELOITTE TOUCHE TOHMATSU

**Peter Rupp**

Partner

Chartered Accountants

Perth, 23 September 2016

Registered Company Auditor Number: 278411

**CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA**  
**MENTAL HEALTH COMMISSION (Drug and Alcohol Office)**

**STATEMENT OF INCOME AND EXPENDITURE**

**FOR THE YEAR ENDED 30 JUNE 2016**

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
<b>INCOME</b>		
Grant Funding	1,394,945	1,382,472
Interest Income	12,466	567
Resource Recoup and Miscellaneous Income	3,927	237,801
<b>TOTAL INCOME</b>	<b>1,411,338</b>	<b>1,620,840</b>
<b>EXPENSES</b>		
Administration	54,717	42,826
Curriculum and Resource Development	22,753	4,705
Personnel Costs	1,167,543	1,022,831
Publicity & Promotions	27,786	20,785
Regional Organising Committees	99,739	82,030
Strategic Planning	722	3,325
IT Expenses	39,012	53,192
Transfer to Methamphetamine Initiative	227,273	-
<b>TOTAL EXPENDITURE</b>	<b>1,639,545</b>	<b>1,229,694</b>
<b>(Deficit) / Surplus for the Period</b>	<b>(228,207)</b>	<b>391,146</b>
Surplus Brought Forward	751,350	360,204
<b>Surplus Carried Forward</b>	<b>523,143</b>	<b>751,350</b>



## Independent Auditor's Report to the Catholic Education Office of Western Australia and the Department of Education

We have audited the accompanying Statement of Income and Expenditure which comprises details of the grant monies received and expended (the "Report") of Catholic Education Office of Western Australia ("the Recipient" or the "CEOWA"). The Report has been prepared by the CEOWA in accordance with the Methamphetamine Initiative (the "Program") for the funding year 1 July 2015 to 30 June 2016.

### The CEOWA's Responsibility for the Report

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

### Auditor's Responsibility

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

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

Liability limited by a scheme approved under Professional Standards Legislation.

Member of Deloitte Touche Tohmatsu Limited



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

#### Opinion

In our opinion, the Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Program for the funding year from 1 July 2015 to 30 June 2016.

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

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

DELOITTE TOUCHE TOHMATSU

**Peter Rupp**

Partner

Chartered Accountants

Perth, 23 September 2016

Registered Company Auditor Number: 278411

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

METHAMPHETAMINE INITIATIVE

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2016

	2016 \$
<b>INCOME</b>	
Methamphetamine Program Funding - Department of Education	227,273
Interest Income	1,196
<b>TOTAL INCOME</b>	<b>228,469</b>
<b>EXPENSES</b>	
Curriculum and Resource Development	19,330
Personnel Costs	96,247
Regional Organising Committees	8,116
IT Expenses	18,800
<b>TOTAL EXPENDITURE</b>	<b>142,493</b>
<b>(Deficit) / Surplus for the Period</b>	<b>85,976</b>
Surplus Brought Forward	-
<b>Surplus Carried Forward</b>	<b>85,976</b>



**CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA**

**NATIONAL SCHOOL DRUG EDUCATION STRATEGY**

**STATEMENT OF INCOME AND EXPENDITURE**

**FOR THE YEAR ENDED 30 JUNE 2016**

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
<b>INCOME</b>		
Grant Funding - State Government	432,247	419,657
Interest Income	4,654	-
<b>TOTAL INCOME</b>	<b>436,901</b>	<b>419,657</b>
<b>EXPENSES</b>		
Administration	29,844	33,094
Curriculum and Resource Development	25	1,457
Personnel Costs	147,776	301,146
Regional Organising Committees	14,424	36,564
Publicity & Promotions	5,098	50,923
Strategic Planning	950	1,177
IT Expenses	11,177	15,891
Payments to Schools	55,770	81,306
<b>TOTAL EXPENDITURE</b>	<b>265,064</b>	<b>521,558</b>
<b>Surplus / (Deficit) for the Period</b>	<b>171,837</b>	<b>(101,901)</b>
Surplus Brought Forward	25,040	126,941
<b>Surplus Carried Forward</b>	<b>196,877</b>	<b>25,040</b>

**CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA**

**ROAD AWARE PROJECT**

**STATEMENT OF INCOME AND EXPENDITURE**

**FOR THE YEAR ENDED 30 JUNE 2016**

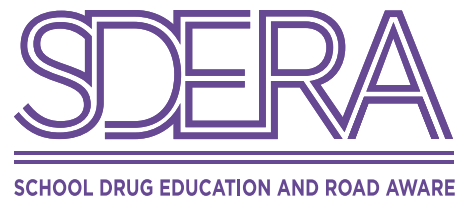
	2016 \$	2015 \$
<b>INCOME</b>		
Grant Income - Office of Road Safety	1,618,364	1,552,000
Interest Income	1,026	-
Other Income	250	357
<b>TOTAL INCOME</b>	<b>1,619,640</b>	<b>1,552,357</b>
<b>EXPENSES</b>		
Administration	59,203	50,368
Curriculum and Resource Development	181,624	82,515
Personnel Costs	1,201,698	1,164,925
Publicity & Promotions	47,328	38,439
Regional Organising Committees	100,530	91,919
Strategic Planning	1,870	2,736
IT Expenses	25,252	54,554
Return of Funds	66,902	64,180
<b>TOTAL EXPENDITURE</b>	<b>1,684,407</b>	<b>1,549,636</b>
<b>(Deficit) / Surplus for the period</b>	<b>(64,766)</b>	<b>2,721</b>
Surplus Brought Forward	66,899	64,178
<b>Surplus Carried Forward</b>	<b>2,133</b>	<b>66,899</b>



It costs approximately \$7.80 each year to give every Western Australian child and their family the opportunity to access high quality resilience, alcohol and other drugs and road safety education through SDERA's programs and services.

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School Drug Education  
and Road Aware  
Statewide Services  
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PADBURY WA 6025

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**W:** [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)