

ANNUAL REPORT

2014 – 2015



SDERA
EDUCATING FOR SMARTER CHOICES



READING THE REPORT

This 2014 - 2015 Annual Report outlines activities conducted by SDERA, the drug education service outcomes and the road safety education initiatives.

DATA CONSIDERATIONS

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

- Comparisons between 2013-2014 and 2014-2015 data will be influenced by school closures and registration of new schools.
- AISWA and 'Other' school data will reflect the fact that all Independent schools in WA are members of AISWA. However Government independent schools are not members.
- 'Other' may also refer to a school such as a 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 systems and sectors, or an agency.
- The Catholic Education Office (CEO) underwent a name change to Catholic Education Western Australia (CEWA) on 1 July 2015. As the change took place outside the reporting period, it will be referred to as CEO in this document.
- The Drug and Alcohol Office (DAO) of Western Australia also underwent a structural change and was absorbed into the Mental Health Commission. As the change took place outside the reporting period, it will be referred to as DAO in this document.
- Similarly, 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.

SDERA is proudly funded by the Mental Health Commission and the Road Safety Commission through the Road Trauma Trust Account.



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



Department of
Education

SDERA is endorsed and supported by the Association of Independent Schools of Western Australia, Catholic Education Western Australia and the Department of Education.

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HIGHLIGHTS OF 2014-2015

- **PARTICIPATION** in SDERA's professional learning workshops increased significantly in the past financial year. 96% of participants reported a very high level of satisfaction with professional learning, with 97% of workshop participants recommending SDERA to others and indicating a desire to attend more workshops in the future.
- As part of SDERA's *Professional Learning Journey* the **RESILIENT TEENS WORKSHOP WAS INTRODUCED**, and proved to be popular in secondary schools.
- The review and **UPDATE** of the **CHALLENGES AND CHOICES** resource for Year 7-10 commenced in this reporting period and will be completed for the start of the 2016 school year.
- Two new road safety education storybooks for children aged four to eight years were produced. SDERA **PARTNERED WITH VICROADS** to create the stories that are available to schools as hard copy books and engaging apps.
- **A RECORD 15,885 STUDENTS PARTICIPATED IN THE KEYS FOR LIFE** program in the last financial year. Since the program's inception over 130,000 students and around 4,500 teachers have received road safety messages.
- A suite of updated resources was released for the **KEYS FOR LIFE PROGRAM** and the School Curriculum and Standards Authority approved two Keys for Life endorsed programs which provides participating students with unit equivalence for their **WA CERTIFICATE OF EDUCATION**.
- **GUIDELINES FOR MANAGING STUDENT DRIVERS AND THEIR PASSENGERS** were published to support schools with learner and P plate drivers.
- 25 schools from around the State were presented with **BRONZE AND SILVER CHAT ACHIEVEMENT AWARDS** and gave SDERA the opportunity to congratulate these schools on their commitment to the CHAT initiative.
- The CHAT Evaluation Report was completed and found it is one of the most effective ways of implementing a whole school approach to core health areas in WA. The evaluation conducted by the *Child Health Promotion Research Centre (CHPRC)* at Edith Cowan University provided evidence that **CHAT SCHOOLS ARE LEADING THE WAY** in ensuring that resilience, drug and road safety education is delivered to the highest standard.
- SDERA's Ambassadors added **ENORMOUS VALUE** to our advocacy with a range of media appearances, events and school presentations.
- A comprehensive **REBRANDING** process was initiated as part of the Strategic Plan to continue to grow resource usage and professional learning participation in an increasingly competitive market.
- SDERA's **MEDIA PROFILE** has continued to **GROW** and during this reporting period over 100 media articles were published in regional and metropolitan newspapers, radio, television and online news.

MANAGER'S REPORT



SDERA HAS HAD A VERY SUCCESSFUL YEAR IN ITS CORE AREAS OF OPERATION. THERE HAS BEEN AN INCREASE IN ATTENDANCE BY TEACHERS, SCHOOL STAFF AND AGENCY PERSONNEL TO THE WORKSHOPS CONDUCTED IN THE COMBINED AREAS OF DRUG, ROAD SAFETY AND RESILIENCE EDUCATION. A RECORD NUMBER OF STUDENTS ENGAGED IN OUR PRE-DRIVER PROGRAM KEYS FOR LIFE, ENSURING NOVICE DRIVERS RECEIVED QUALITY ROAD SAFETY EDUCATION BEFORE VENTURING ONTO OUR ROADS. SDERA HAS MADE SIGNIFICANT HEADWAY IN THE DEVELOPMENT OF TEACHER SUPPORT RESOURCES FOR YEARS 7-10 AND FOR THE FIRST TIME WE WILL BE PRODUCING STUDENT JOURNALS SO THAT OUR SUPPORT MATERIALS ARE EVEN MORE 'CLASSROOM READY TO USE.'

In the communication and promotion area SDERA commenced a rebranding process by engaging Marketforce to explore how SDERA's brand is perceived by our stakeholders and consumers. The results have pleasingly revealed that the SDERA brand is perceived as "quality and trustworthy." There is still some work to do however, to bring the brand into a contemporary space so that it is top of mind for educators. Rebranding is more than changing colours and the SDERA team is excited about how we can present ourselves in a more meaningful and innovative way.

Our Ambassadors continue to spread the good word about keeping young people safe and promoting SDERA as part of their day to day work. During this reporting period Brad Hogg was very active and attended numerous schools to talk to students about the importance of being resilient, setting goals and being the best you can be. Gary Adshead provided regular opportunities to reach his radio listener audience through interviews on his morning show broaching issues such as parent/child communication, transition to high school, and road safety. We look forward to working with Donna Cross and Kylie Catto in the future.

Changing Health Acting Together (CHAT) is SDERA's whole-school engagement strategy. It aims to build the capacity of schools to improve student wellbeing using a well-researched framework that addresses curriculum, school ethos and environment, and parents and community. CHAT was evaluated by Edith Cowan University over the last 18 months and the results of the research became available earlier this year. A raft of very positive findings provides SDERA with the confidence to continue supporting schools using a whole-school engagement model. A CHAT school summed it up nicely:

"We see how it impacts the children and the families and...I couldn't speak of it highly (enough)...to see it through the whole school and a more integrated approach, and holistic, you know, you just think, why wouldn't you jump on board?"

The evaluation summary is in this report.

In reaffirming the old saying, "the only constant in life is change" two of SDERA's high level partners have changed in name and in nature. From 1 July 2015 the Drug and Alcohol Office (DAO) amalgamated with the Mental Health Commission (MHC) and is subsequently referred to as the MHC thereby providing a linked up service for alcohol and drug and mental health conditions. In the area of road safety, the Office of Road Safety (ORS) is now referred to as the Road Safety Commission and an interim commissioner has been appointed. SDERA looks forward to working within the new structures to maintain a strong education presence in both the State drug and road safety strategies. Note: As the above mentioned changes officially occurred from July 1, 2015, outside this reporting period, the organisations in question will be referred to in this document by their previous names; the Drug and Alcohol Office and the Office of Road Safety.

With the advent of the change from the Drug and Alcohol Office to the Mental Health Commission there has also been a change in the composition of the SDERA Management Committee. Michelle Gray has replaced Grant Akesson as the representative that provides advice on matters related to alcohol and other drugs. We welcome Michelle to the Committee. SDERA would like to thank Grant for the many years of support he provided and his advocacy for SDERA to be an important part of the State's drug strategy. Grant has taken a role with the MHC and we wish him well.

I would like to thank the SDERA Management Committee for their valuable and committed support throughout the year.



Bruno Faletti
Manager SDERA





OVERVIEW OF SCHOOL DRUG EDUCATION AND ROAD AWARE



SERVICE DESCRIPTION

SDERA IS THE STATE GOVERNMENT'S PRIMARY DRUG EDUCATION AND ROAD SAFETY EDUCATION STRATEGY FOR YOUNG PEOPLE. SDERA WORKS WITH SCHOOLS AND THE WIDER COMMUNITY TO PROVIDE PREVENTION EDUCATION AIMED AT KEEPING YOUNG PEOPLE SAFER BY PREVENTING ROAD RELATED INJURIES AND THE HARMS OF DRUG USE.

SDERA is a collaborative initiative of the Association of Independent Schools WA (AISWA), Catholic Education Western Australia (CEWA) and the Department of Education (DOE), and is funded by the Department of Health through the Mental Health Commission and the Road Safety Commission through the Road Trauma Trust Account (RTTA).

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

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

- Development and distribution of teaching and learning materials.
- Provision of professional learning through face-to-face workshops and online modules
- Support in the development of school guidelines for drug education and road safety education
- Support to engage parents and the wider community
- Access to grant schemes
- Evaluation and monitoring of the implementation of SDERA outcomes
- Local, State and National conference and event representation
- Metropolitan and regional consultancy support.



STRATEGIC FRAMEWORK



WITH INPUT FROM STAKEHOLDERS, FUNDING GROUPS, THE SDERA MANAGEMENT COMMITTEE AND THE SDERA TEAM, A STRATEGIC FRAMEWORK IS APPLIED OVER SDERA RESILIENCE, DRUG AND ROAD SAFETY EDUCATION INITIATIVES AND PROGRAMS.

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

PURPOSE

To prevent road related injuries and the harms from drug use in children and young people.

MISSION

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

VALUES

Excellence We seek to be the experts in our field and offer the evidence to support this.

Innovation We are committed to modern approaches that enhance the quality of teaching and learning.

Adaptability We adapt our approach and product based on the unique needs of each school community.

Community We take our societal responsibility seriously and we are constantly searching for better ways to improve the wellbeing of young people in our community.

PLANS FOR THE FUTURE

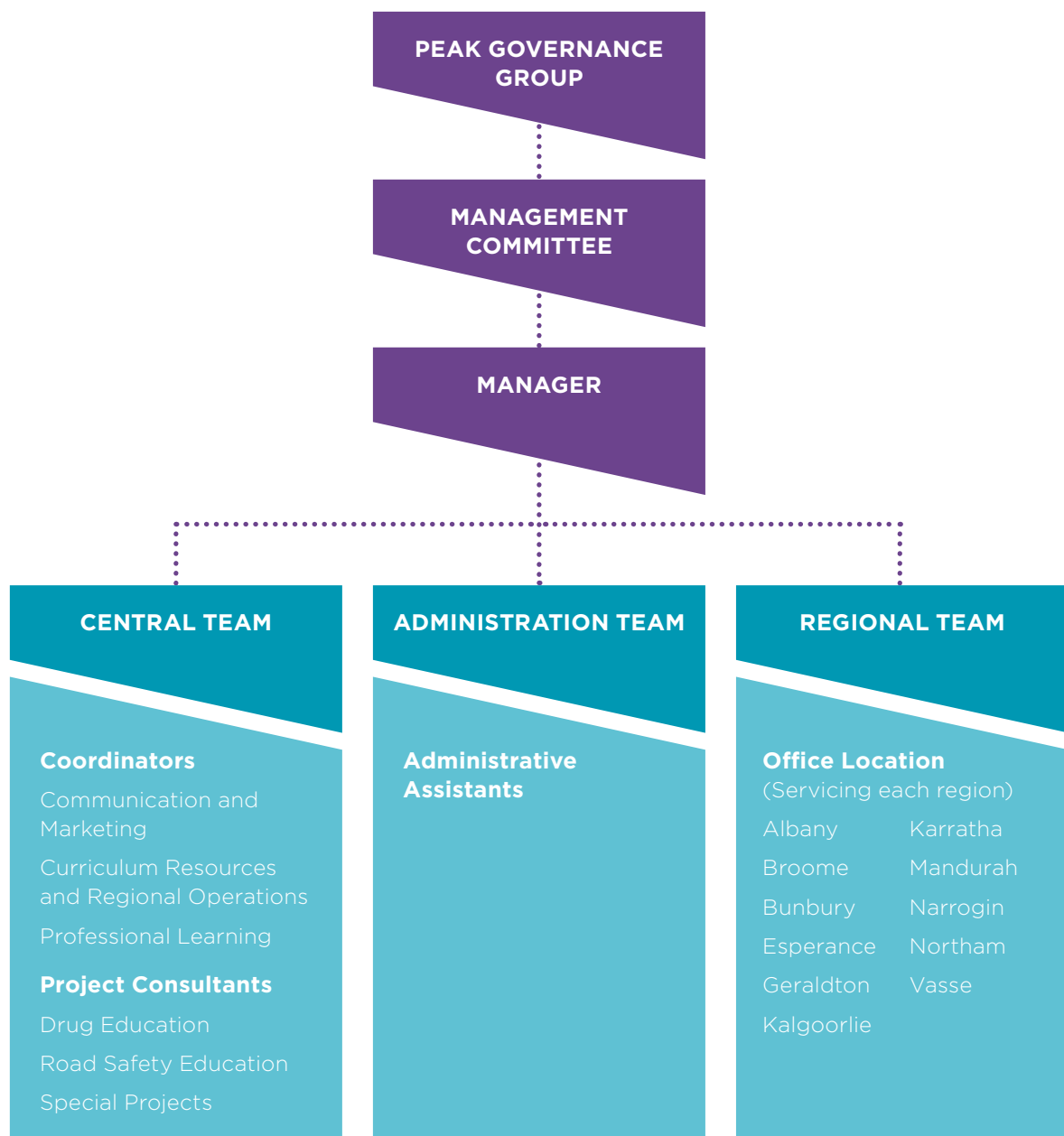
SDERA is committed to ongoing planning that allows it to review its work constantly and endeavours to anticipate future trends in education, drug use prevention and road safety.

The Framework as shown (Table 1) guides SDERA strategic thinking.

TABLE 1: SDERA STRATEGIC FRAMEWORK

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

ORGANISATIONAL STRUCTURE



MANAGEMENT COMMITTEE

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

PURPOSE OF THE COMMITTEE

The purpose of the Management Committee is to:

- 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 drug and road safety strategies.
- Oversight of governance – the Committee will monitor and guide the management of SDERA to ensure ethical, transparent and accountable operational processes are in place.
- Coordinate the development of the vision, purpose and strategic plan.
- Oversight of evaluation, monitoring and reporting – the Committee will ensure that appropriate evaluation processes are implemented to monitor and measure the impact of SDERA work. The Committee will liaise with the SDERA Manager to facilitate timely delivery of reports to funding groups and education systems and sectors.
- Provide a forum for communication and decision making about drug and road safety education issues related to young people.
- Advocate and champion the work of SDERA – provide a vehicle to promote the work undertaken by SDERA in the school and community settings.



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COMPREHENSIVE APPROACH

SDERA HAS AN ONGOING COMMITMENT TO EMBED A MORE COMPREHENSIVE APPROACH TO RESILIENCE, DRUG AND ROAD SAFETY EDUCATION IN WA SCHOOLS AND IS CONTINUING TO ACHIEVE THIS THROUGH A BEST PRACTICE APPROACH BASED ON THE PRINCIPLES FOR SCHOOL DRUG EDUCATION AND ROAD SAFETY EDUCATION.

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

Key deliverables to a comprehensive approach include:

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

PROFESSIONAL LEARNING

Participation in professional learning increased substantially in the period, due in part to the introduction of the new professional learning workshop, *Resilient Teens*, which had proven enormously popular and useful to school staff. Another new workshop, *Talking Drugs* was developed and will be presented for the first time in July 2015. A new *Keys for Life* professional learning refresher was piloted and is now being rolled out across the metropolitan area. *Keys for Life PD Refresher* is designed specifically for teachers already trained to deliver *Keys for Life* and includes a brief update about resources, legislation and protocols.

The new workshops add greater value to the SDERA Professional Learning Journey for educators. The introduction of this clear pathway for educators and agency representatives during the previous reporting period provided a more tangible way to engage in SDERA's suite of professional learning.

Coupled with a Professional Learning for Educators brochure that clearly illustrates the learning journey, our resources, support and professional learning has provided a new impetus to engage and re-engage participants with SDERA.

Number of teacher/agency representatives who attended Professional Learning by Workshop Content

WORKSHOP CONTENT	PARTICIPANTS 2014-2015	PARTICIPANTS 2013-2014
Drug Education	264	110
Road Safety Education	528	553
Resilience, Drug and Road Safety Education	1581	1354
Total	2373	2017

The increase in numbers this year was complemented by a 96% rate of participant satisfaction with most indicating they are now aware of SDERA's professional learning journey. 97% of workshop participants would recommend our professional learning to others and also indicate a desire to attend more workshops in the future.

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 this year have had a focus on curriculum issues and how they are incorporated into resources and workshops. The days also offer broader professional learning opportunities for the team by dove-tailing with other relevant events in Perth.

Talking Drugs is for participants who have completed the pre-requisite content in the Level One drug education workshops 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 breed 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.

Continued growth and development of partnerships with pre-service teachers through Edith Cowan and Murdoch Universities, and associated organisations such as Network Teach, has seen an increased participation in our workshops by pre-service teachers.

ACHIEVED

The development of *Resilient Teens* and *Talking Drugs* professional learning workshops has been finalised with *Resilient Teens* first presented in August 2014 and May 2015. The workshop is for school-based staff working with Year 7-12 students. It explores the Western 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 *Challenges and Choices* resources.

PLANS FOR THE FUTURE

With the suite of professional learning and resource development ongoing, the number of participants increasing 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.

The *Talking Drugs* professional learning workshop has integrated substantial information about methamphetamine and in particular crystal methamphetamine which supports the National Ice Taskforce. Workshop content will continue to evolve as the strategy rolls out over the next 12 months.



RESILIENT KIDS

"Clear, concise and practical session, understanding of context and being positive about the difference good teachers can make."

"Thank you, you are a great team. I always come away from SDERA courses feeling like I've learned something. Built on my own knowledge and yearn to know more. Good stuff."

"Loved this workshop, will now be able to implement Challenges and Choices resources effectively."

"I intend to implement this program next term for sure. I look forward to telling the staff back at school about how important this is."



ALCOHOL AND CANNABIS

"Great PL with up-to-date data. Awesome presenters. The day was very well planned and interesting and good pace."

"Great acknowledgement of different levels of schools, super delivery, loved the fact we were up out of our seat in a great activity to use in our classroom."

"Excellent well versed presenters who were a wealth of knowledge regarding drug and alcohol info and appropriate resources for students."

"It is great to have an organisation such as SDERA to equip teachers with the knowledge and skills to use in the classroom."

"Having used SDERA before I was keen to fully investigate the new year aligned resource and how it connects to the new curriculum."



SAFER KIDS

"Excellent workshop with great examples and practical strategies. Really liked how you broke it down into how to explain different concepts to the kids."

"Fantastic PD, with plenty of opportunities to apply concepts in a classroom setting."

"Awesome presentation/ delivery of material. Very clear simple activities, interesting and informative. Very engaging and a good connection with participants."

"Both presenters were knowledgeable and presented the content in an easily processed way. It was one of the best PD sessions I've attended this year and the resources are high quality. Thank you."

"A fabulous presentation supported by excellent resources."

"Great energy, great experience, great interaction on all levels. Great resources. Loved it."

"This will make planning my health program so much easier and provide a lot more knowledge and ideas to the class."

"Very engaging on task fun, interesting, sent me away feeling very enthusiastic and confident."





CURRICULUM AND RESOURCES

SDERA CONDUCTED EXTENSIVE CUSTOMER RESEARCH AS PART OF A STRATEGIC REBRANDING PROCESS (OUTLINED IN THE ADVOCACY AND PROMOTION SECTION OF THIS REPORT) WHICH PROVIDES USEFUL INSIGHTS INTO THE USE OF RESOURCES. RESEARCH PARTICIPANTS IDENTIFIED SDERA RESOURCES AS USER-FRIENDLY AND CURRICULUM FOCUSED, WITH AGE-APPROPRIATE CONTENT LINKED TO TEACHING AND LEARNING STRATEGIES THAT SUPPORT BEST PRACTICE IN DRUG EDUCATION AND ROAD SAFETY EDUCATION.

SDERA provides early childhood services and schools with contemporary resilience, drug and road safety education resources suitable for Kindergarten to Year 12 students, and their parents. These resources reflect new directions in Western Australian Curriculum implementation, current research and statistics, and innovative strategies to reach target groups.

Resources are initially distributed free of charge to all public and non-government Western Australian Schools, and are then uploaded onto the SDERA website to ensure teachers can readily access the materials.

ACHIEVEMENTS AND PROGRESS

In this reporting period seven projects were undertaken and resulted in the release of two new road safety storybooks, the 3rd edition of *Keys for Life*, and the review of three resources.

1. **Challenges and Choices - A resilience approach to drug education and road safety**

Showing clear links to the Western Australian Curriculum and in an easy-to-use format, the release of the 2nd edition of *Challenges and Choices* for Kindergarten to Year 6 continues to receive applause from educators and has seen an increase in participant numbers at the accompanying professional learning workshop, *Safer Kids and Resilient Kids*.

The review and rewrite of the *Challenges and Choices* resource for Year 7 to 10 commenced in this reporting period and will be completed for the start of the 2016 school year. The delay in the Year 7-10 project is attributed to the review of the Australian Curriculum requested by the Federal Government and the subsequent development of the Health and Physical

Education Syllabus by the School Curriculum and Standards Authority in Western Australia. The Syllabus was released in July 2015 and will guide the resilience, drug and road safety content of the Year 7 to 10 resources.

2. **Smart Steps - Road safety education for young children and their parents and carers**

A road safety education booklet for parents of children up to four years of age was updated to reflect the new Child Car Restraint laws and information about choosing the right restraint. The booklets were published in May 2015 and are distributed to parents through the *Smart Steps* information session.

3. **Getting it Together**

Released in 2010, the *Getting it Together: A Whole-School Approach to Drug Education* resource has been instrumental in assisting schools to assess their drug education plans and set targets to work in all three areas of the Health Promoting Schools Framework. One of the key components is a set of templates that schools can use to develop their guidelines for school drug education including 'Procedures for Incident Management and Intervention Support.' A review of the resource commenced in this reporting period, and identified that further information on Volatile Substance Use, New Psychoactive Substances and Synthetic Cannabis was required. The resource will be rewritten and released in January 2016.

4. **Road safety education storybooks**

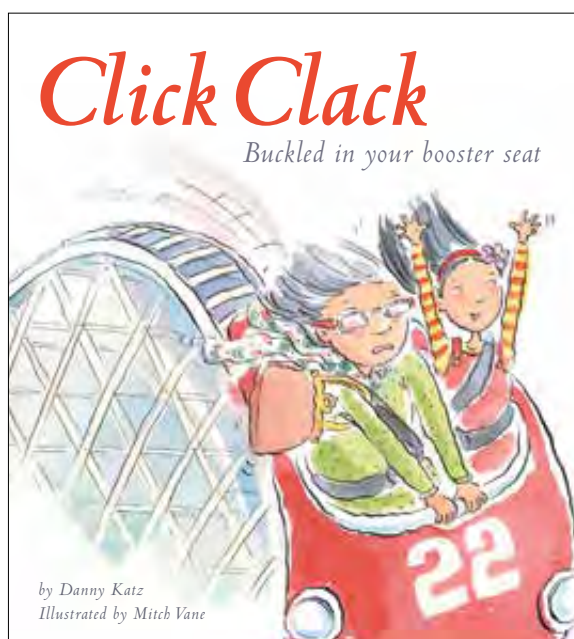
Early childhood drug education and road safety programs can be introduced using literature linked to learning activities in the *Challenges and Choices* resources. To support this approach, SDERA partnered with VicRoads and contracted renowned Australian author Danny Katz and Red Dog Books to create and produce two road safety education storybooks suitable for children aged four to eight years. The two stories, *Click clack buckle up* and *That's the sound the street makes* have been made available for schools as hard copy books and as engaging apps which are free and suitable for iPads, iPhones, android tablets and android mobile devices.

5. **Drug education storybooks**

To support the implementation of drug education in the early childhood programs, SDERA purchased the copyright ownership of two storybooks, *Out of Reach* and *Dr Gemma* which were originally produced by NSW Drug Education Branch. The books link to drug education learning activities in the *Challenges and Choices* resources that focus on medicines and hazardous substances.

6. **Students Driving to School: Managing student drivers and their passengers**

This online resource was completed in July 2014. It aims to support secondary schools that have a cohort of student drivers and includes proformas for principals to adapt and adopt to suit their context. The PDF is available on the website for schools to download.



7. Keys for Life pre-driver education

Keys for Life is a comprehensive, evidence based pre-driver education program suitable for students in Year 10 to 12, with links to the Western Australian Curriculum Health and Physical Education, WA Certificate of Education (WACE) and WA Licensing System. *Keys for Life* resources have supported teachers since 2004 to implement a ten lesson program that focuses on building a culture of respect, responsibility and safety.

The continuing success of *Keys for Life* is attributed to several factors including the excellent curriculum materials that participants, after attending a SDERA delivered professional learning workshop, are given to implement the program in their classroom.

In this reporting period several *Keys for Life* resources were reviewed and updated, including:

- **Keys for Life Teacher Resource**

July 2014 – 3rd edition released.

- **Keys for Life DVD**

January 2015 – The DVD gives teachers a range of visual materials, road safety media campaigns developed by the Office of Road Safety and other road safety organisations, to engage students in their program.

“

Keys for Life is an integral component of two programs at Sevenoaks Senior College: the Canning Skills Senior School Engagement Program which supports and scaffolds young people re-engaging with education; and the Trade Training Centre (TTC). As a result, each year about 60 students aged between 15 and 18, achieve the Keys for Life Certificate at our school and the students gain literacy skills and important knowledge about safer driving. Keys for Life content is extremely valuable for our Year 11 and 12 students enrolled in the TTC Certificate II course in Automotive and Metal Fabrication who are about to embark on an apprenticeship and career, where a driving licence is essential.

Sevenoaks Senior College, Lynda Lynch

”

- **Let's Practise 5th Edition**

July 2014 – The booklet is distributed at all *Keys for Life* parent workshops. It covers a range of topics that aim to give parents ideas on how to safely supervise a young person through the learning to drive process and the WA Licensing System.

- **Behind the Wheel e-journal**

The *Behind the Wheel* hard copy journal is used by students to record their learning while completing a *Keys for Life* classroom program. The ongoing cost of producing this resource and feedback from schools highlighted to SDERA the need for an electronic version of the journal. SDERA contracted *Glide* to develop an e-journal that students can complete online. It also allows teachers to view and monitor their students' progress. Since going live in March 2015, registrations have been received from 546 teachers and 2,233 students, and 131 students have completed the e-journal. Promotion strategies aim to increase the use of the e-journal and reduce the number of hard copies needing to be printed each year.

- **Good practice guides for road safety education**

Research conducted by Anne Hams in Victoria has been used by SDERA, VicRoads and TAC to produce five fact sheets relevant to young drivers. In January 2015, the fact sheets were distributed to all secondary schools and were also included on the *Keys for Life* DVD. Schools and parents can access the fact sheets from the website.

PLANS FOR THE FUTURE

- In the next reporting period, a new online *Volatile Substance* resource will be developed to provide schools with a process to follow when managing incidents involving these substances.
- The Department of Education has funded the development of an online resource that focuses on methamphetamine, as one strategy in WA to support the National Ice Taskforce. A consultant has been appointed to manage this project.
- A review of the whole-school approach resource, *Changing Health Acting Together* (CHAT) will be completed by the Special Projects Consultant in the next reporting period.
- Links to the new Western Australian Curriculum P-10 Health and Physical Education Syllabus and SDERA's *Challenge and Choices* F-6 resources will be distributed to all schools.



KEYS FOR LIFE: PRE-DRIVER EDUCATION



ACHIEVED

SDERA reached a significant milestone in 2014 with the iconic *Keys for Life* program achieving ten years of implementation.

A dynamic event was held in Perth on 17 September 2014 which involved representatives from all over WA. More than 100 schools were honoured for their dedication to road safety education and the ongoing implementation of *Keys for Life*.

Several teachers were also at the launch of *Keys for Life* in 2004 and duly received special commendation for becoming leading advocates for the program. Every region was represented which is testament to the quality, efficacy and reach of the program.

Greg Grant, teacher at Jigalong Remote Community School and Kevin Peterson, Head of Health and Physical Education at Governor Stirling Senior High School spoke about the tremendous impact the *Keys for Life* program has had on their students. They described how their students had developed a sound understanding of the importance of safer

driving, extensive driving practice and the responsibilities associated with having a licence.

The Department of Transport was awarded a special honorary certificate for providing ongoing support to *Keys for Life* through its licensing policies. In 2002, two years prior to the launch of *Keys for Life*, Transport executive staff recognised the importance of supporting pre-driver education that suited Western Australia's schools, road network and licensing system. Transport ensured that from the outset, the program would be embedded and acknowledged within the licensing system, providing an important incentive for schools seeking to implement the program in the curriculum.

The Insurance Commission of WA and the Road Safety Council were acknowledged for providing significant funding for the program over ten years. BHP Billiton was also acknowledged for a 2013 grant which contributed to the development of an online version of the *Behind the Wheel* student journal.

HIGHLIGHTS

• Student participation

A record 15,885* students participated in *Keys for Life*, an increase from 11,757 in the previous year.

*The figure shown in the RTTA 2014-15 report of 12,286 did not reflect data received from schools after 30 June 2015 for students who had completed the program within the reporting period.

• Staff participation

468 staff attended a total of 53 *Keys for Life* professional learning workshops conducted across the state. This is the highest staff attendance and the greatest number of workshops held (annually) since the program's inception.

• School Curriculum and Standards Authority (SCSA) endorsement

A major accomplishment occurred when SCSA approved two *Keys for Life* endorsed programs. This provides participating students with unit equivalence for their WA Certificate of Education and acknowledgement on their Statement of Results.

• Evidence-informed practice

With evidence-informed practice being fundamental to *Keys for Life*, a landmark agreement was established between SDERA and the Victorian Road Safety Education Reference Group, to co-brand five *Good Practice Guides* for the *Keys for Life* DVD. These can be downloaded from the SDERA website.

• New publications and initiatives

It was a significant year of development for the *Keys for Life* program with many resources being finalised, published and distributed:

- *Keys for Life* Teacher Resource (3rd edition)

- *Keys for Life* DVD (1st edition)
- *Let's practise* booklet (5th edition)
- *Behind the wheel* student journal (5th edition)
- *Behind the wheel e-journal* – online alternative to the *Behind the wheel* student journal
- *Good practice guides for road safety education* – five reports about effective road safety education.

• Whole-school approach

For the first time since the program's inception, schools can implement a whole-school approach to pre-driver education by implementing *Keys for Life* curriculum materials, guidelines for managing student drivers and the *Keys for Life* parent workshop.

“

Eastern Goldfields Regional Prison

The flexibility of the Keys for Life program and the opportunity to be able to sit the Learner's Permit Theory Test makes it ideal for delivery to eligible students in Western Australian prisons and the EGRP Education Centre. In response to the positive approach to Keys for Life, EGRP students collaborated with Angela Leech (Visual Artist and Program Coordinator) and the Laverton-Leonora Cross Cultural Association to create a stop animation film called Deadly Driving which has been included in SDERA's Keys for Life DVD.

”

“

John XXIII College

The Keys for Life program at John XXIII College has been engaging and interesting program for our Year 10 students since 2008 and we currently have twelve staff qualified to deliver this valuable course. It increases student awareness on a range of issues that all road users may encounter. The Behind the Wheel journal has been an effective teaching and learning tool beyond the classroom.

”

PLANS FOR THE FUTURE

- An evaluation of *Keys for Life* will be completed in the next reporting period. Schools, families and stakeholders will be included in the evaluation methodology.
- Links with the Certificate 1 in Entry to General Education will be identified to make the program more relevant for young people disengaged from school and studying *Keys for Life* at non-school sites.
- Moderation and auditing of the *Keys for Life* program will commence in the next reporting period at some schools, to engage in discussions about program relevance and compliance.

- Marketing the program at non-engaged metropolitan schools will continue with a stronger focus on seeking innovative strategies with other agencies, in line with SDERA's communication and rebranding strategies.

KEYS FOR LIFE CELEBRATING 10 YEARS

TEACHERS DESERVE RECOGNITION

Since its inception in 2004, *Keys for Life* has reached more than 100,000 students, 198 schools and over 4,000 teachers and community-based staff. The Department of Transport has also been pivotal to the program's success, providing important links to the licensing system for participating students.

The *Keys for Life Decade of Action* ceremony awarded 100 schools with a certificate, and a place on the *Keys for Life Honour Roll*. Those listed represent a dedicated group of educators including:

- 54 schools and 2 agencies for 9 to 12 years of continuous implementation of the *Keys for Life* program.
- 90 schools and 2 agencies for 5 to 8 years of continuous implementation of the *Keys for Life* program.
- 14 individual teachers for their outstanding leadership in this field.
- 71 schools providing a testimonial describing how they have tailored the *Keys for Life* program to suit their school community and students' needs.

Road safety expert Peter Palamara of Curtin University's C-MARC, spoke to guests about the proven benefits of education in changing young driver behaviours. He echoed recent Australian studies which show that advertising campaigns, shock tactics and advanced driver training are no match for integrated education at changing driver attitudes and behaviour.

Further details of the event are contained in the *Events* section of this report on page 58.

“

HALO Leadership Agency

HALO has run Keys for Life for many years and recently included it as part of the Intensive English Program with 45 participants. One HALO graduate has gained his licence, is now supporting his family and driving to work every day as a concreter. His next career move will be to the police force. Our latest Aboriginal and Torres Strait Islander (ATSI) mentor is a Keys for Life 'graduate', proudly driving to work every day and serving his community with pride.

”

KEYS FOR LIFE REFLECTS NEW RESEARCH

SDERA has co-badged with the Victorian Road Safety Education Reference Group and the Victorian Community Road Safety Partnership Group to demonstrate research about effective road safety education. It shows that schools should ensure road safety is delivered in the following ways:

- Ongoing programs are delivered over time and are developmentally appropriate.
- Programs fit within the school curriculum.
- Programs are interactive and encourage students to develop social competence and resilience.
- There is a whole-school approach ensuring that appropriate traffic safety policies and teacher support and training is in place.
- Initiatives to enhance school connectedness among students and their parents are implemented.
- Initiatives to engage with school parents and the local community are implemented.

“

La Salle College

The Keys for Life program commenced at La Salle College in 2004 when the program first rolled out in WA. At first we only offered it to one Science class (60 students) and within three years we were including it in Science and Careers for all Year 10 students (ie 235 students). It also involves parents and develops among parents and students, an understanding of the benefits of extensive supervised driving practice.

”



YOUNG PEOPLE LEAD WITH KEYS FOR LIFE

The importance of road safety education for young people who are in the process of earning their driver's licence was in the spotlight last October when students at Warwick Senior High School were acknowledged by the Minister for Road Safety, Liza Harvey and Minister for Education, Peter Collier.

The two State Government leaders joined Lesley Wintle, Warwick Senior High School Principal and Elise Smith, *Keys for Life* and VET Coordinator at the school of senior

students for a pre-driver education lesson using *Keys for Life* materials. The school was one of the first schools to implement *Keys for Life* over 10 years ago to help students develop safe driving habits, and was also one of the first schools in the State to implement *Keys4Life Online*.

Mr Collier said schools played an important role in a variety of curriculum areas, one of which was preparing students for life after school. *"We want to ensure every Western Australian child has the best opportunity to succeed in all areas of their lives - this resource is helping to achieve that goal,"* he said.



SUPPORTING SCHOOLS IN THE WIDER COMMUNITY

CHANGING HEALTH ACTING TOGETHER

In 2014-2015 SDERA has continued its commitment to embed a more comprehensive approach to resilience, drug and road safety education in WA schools through the *Changing Health Acting Together* initiative (CHAT).

The CHAT Model is one that recognises the close association between the good health of individuals and positive educational outcomes and works through the three key areas of the Health Promoting Schools Framework – Curriculum, Ethos and Environment, and Parents and Community. By this means, the initiatives that schools develop are inclusive and add value to each other, extending the commitment to resilience, drug and road safety education from the classroom to the broader school community. (See Figure 2, CHAT Model)

All schools start the process at Bronze level, setting a CHAT target for each area of the CHAT Model. When the Bronze targets have been met, the school will re-audit and move to Silver level, setting a further three targets. At Gold level, schools will extend into new initiatives and consolidate those that are working, as well as meeting specific criteria identified with SDERA that can be sustained long term. (See Figure 3, CHAT Levels)

Some targets will take longer to implement than others and it is anticipated that each level will require at least one academic year to complete. During this reporting period, 36 schools have been working on Bronze level, 49 on Silver Level and 18 schools have been working on Gold Level.



Figure 2: CHAT Model

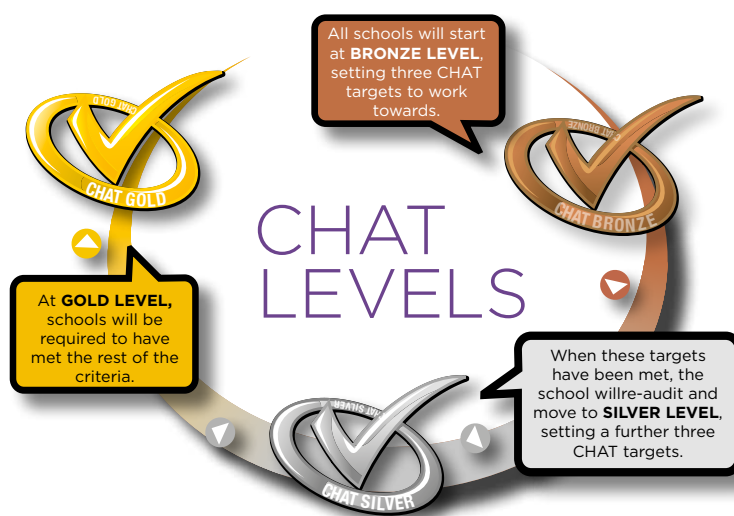


Figure 3: CHAT Levels

ACHIEVED IN 2014 – 2015

The focus this year has been to assist existing schools to work their way through the levels, rather than trying to recruit more schools. A total of 103 schools have been engaged in CHAT as shown in Figure 4. All have accessed CHAT resources enabling them to conceptualise and implement whole-school approaches. The schools have also had opportunities to be involved in CHAT professional learning through whole-staff workshops and/or intensive in-school support, and a range of professional learning focusing on resilience, drug and road safety education. One of the real strengths of CHAT to date, has been the opportunity for these schools to network and collaborate, pool resources and ideas, and explore strategies to work through barriers to enable a whole-school approach.

There is a total of 662 schools in the metropolitan region of which 22 are CHAT schools.

All 103 schools engaged in CHAT are working hard to develop a whole-school approach in resilience, drug and road safety education, to ensure that learning occurs not only through the formal curriculum but also through students' daily experience of life in school and beyond. These schools have developed and reviewed the formal curriculum to include a scope and sequence for resilience, drug and road safety education.

A total of 91 CHAT schools have developed *School Drug Education Guidelines* including *Procedures for Incident Management and Intervention Support*, using *SDERA's Getting it Together: A Whole-School Approach to Drug Education*. CHAT schools have also been targeted to assist their staff in developing increased awareness, confidence and competence in working within these procedures to provide appropriate, role-based support for students where drug use issues have been identified. For this, staff from CHAT schools have attended SDERA's early intervention focused professional learning workshop, *Keeping In Touch*, to evolve approaches to pastoral care thus promoting student wellbeing.

A total of 79 schools have developed *School Road Safety Guidelines*, using the *Getting it Together: A Whole-School Approach to Road Safety Education*, as shown in Figure 8. The focus areas identified by CHAT schools are shown in Figure 7.

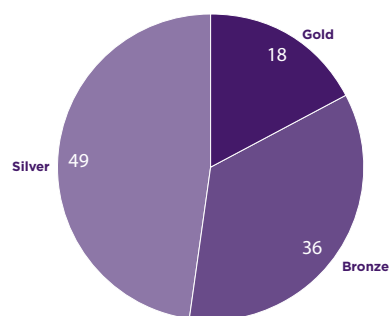


Figure 4: CHAT Engagement by CHAT Levels to June 2015

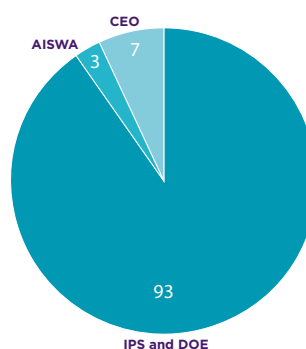


Figure 5: CHAT Engagement by Systems/Sectors to June 2015

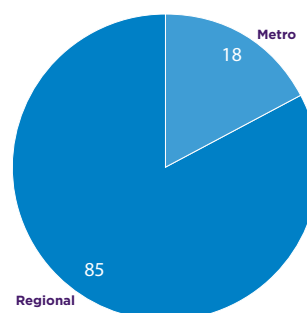


Figure 6: CHAT Engagement of metropolitan and regional schools to June 2015

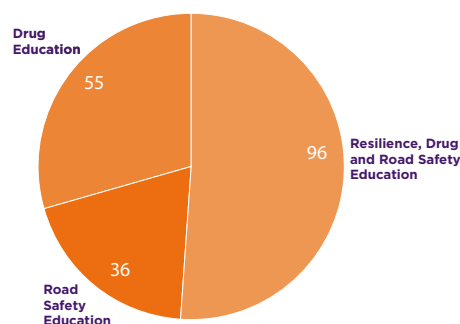


Figure 7: Focus areas for CHAT Schools to June 2015

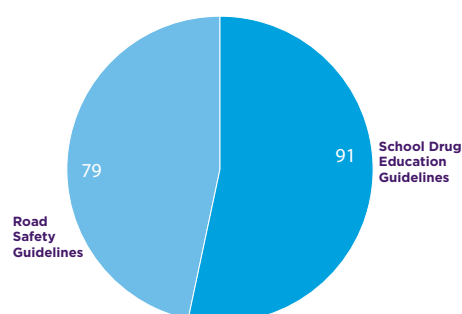


Figure 8: Guideline development for CHAT Schools to June 2015



CONGRATULATIONS TO OUR CHAT SCHOOLS

BRONZE

Canning Vale College
 Charthouse Primary School
 Clarkson Community High School
 Cyril Jackson Senior Campus
 Deanmore Primary School
 East Waikiki Primary School
 Esperance Senior High School
 John Tonkin College
 Kapinara Primary School
 Leeman Primary School
 Mount Barker Community College
 Morawa District High School
 Narrogin Primary School
 North Albany Senior High School
 Ocean Reef Senior High School
 Shelley Primary School
 St Matthew's School
 St Anthony's School
 Yule Brook College

SILVER

Comet Bay Primary School
 East Narrogin Primary School
 Esperance Primary School
 Lake Grace District High School
 North Lake Senior Campus
 Williams Primary School

CHAT ACHIEVEMENT AWARDS

On 17 September 2014, 25 schools from across WA were presented with Bronze and Silver CHAT Awards by Jenni Perkins, Acting Commissioner for Children and Young People and Lindsay Hale, Executive Director Statewide Services, representing Education Minister, Peter Collier. This was to celebrate their achievements in promoting staff and student health and wellbeing.

The awards gave SDERA the opportunity not only to applaud their achievements but to assist in school networking and collaboration.

It was also gratifying to have the ongoing support of Professor Steve Allsop, Director of the National Drug Research Institute at Curtin University who made the keynote address and officially opened the ceremony.

SDERA looks forward to assisting more schools across WA to achieve their goals around whole-school health initiatives with a resilience, drug and road safety education focus.

CHAT EVALUATION

SDERA is committed to ensuring that initiatives conducted in schools are effective and adhere to a best practice evidence base. To that end SDERA commissioned the Child Health Promotion Research Centre (CHPRC) at Edith Cowan University to evaluate the CHAT strategy. A number of research stages were undertaken in 2014-2015, with the final evaluation report completed in January 2015. Whilst the CHAT strategy includes its own audit tool for schools to assess their level of implementation of practices within the three Health Promoting School Framework (HPS), additional audit and evaluation tools currently being used nationally and internationally to evaluate the Health Promoting Schools Framework (World Health Organisation, 2009) were sourced and used to inform the development of the specific evaluation tools for this project.

A thorough search of the available current (post 2000) published empirical, descriptive, theoretical and 'grey' literature relating to the evaluation of strategies implemented within the HPS Framework was conducted using Edith Cowan University's Scholarly Electronic Databases for Health, Education and Social Sciences.

A mixed methods approach was taken using online surveys, telephone interviews, group discussions and case studies and included data collected from the SDERA Regional Consultants, School CHAT Coordinators and Teams and students and parents implementing the CHAT strategy in their school. As reliable standardised tools are not available to evaluate HPS focused interventions, evaluation instruments were designed specifically for this project informed by a synthesis of the Health Promoting Schools evaluation literature, theory and current CHAT audit tool.

The evaluation report contained recommendations for the improvement of the CHAT initiative which SDERA will take up within its capacity. For further information, please read the Executive Summary which can be found in the Evaluation section of this report on page 87.

CHAT SPECIAL EVENT

Kapinara Primary School in City Beach signed up to become a CHAT school following a presentation from the SDERA CHAT Consultant in September 2013. The aim was to develop a scope and sequence for Road Safety education from Years K-6. The scope and sequence enabled the school to embed consistent teaching strategies and content, and to promote sound road safety practices within the school and community. This included promoting parent and community awareness of road safety issues and value of modelling safe behaviours via the development of *Road Safety Education Guidelines* and subsequent discussions at school and home.

The school attained their Bronze Level Award in September 2014 and subsequently hosted a multi-agency road safety day in April 2015 attended by Road Safety Minister, Liza Harvey. The Minister not only observed a road safety lesson with students utilising the *Challenges and Choices* resource, she had the opportunity to talk to parents, students and staff about the importance of remaining safe in the traffic environment.

During the event the Minister asked students to raise their hand if they had seen their parent using a mobile phone while driving. About a third of the students responded prompting the Minister to encourage the children to tell their parents not to use it in future. This partnership between government, SDERA, schools and their communities is helping to improve road safety in WA. Special thanks to Principal, Elizabeth Blackwell, CHAT Coordinator, Ruth MacCaulay and all the staff at Kapinara for their enthusiasm and professionalism.



**REGIONAL SUPPORT
FOR SCHOOL
COMMUNITIES**



TIME AND AGAIN, SDERA'S CUSTOMER RESEARCH SHOW THE VALUE SCHOOL STAFF PLACE IN THE FACE TO FACE SUPPORT PROVIDED BY SDERA CONSULTANTS. THIS YEAR, RESEARCH UNDERTAKEN AS PART OF THE REBRANDING STRATEGY REINFORCED THE VALUE OF THIS PERSONAL RELATIONSHIP BETWEEN REGIONAL CONSULTANTS AND THEIR LOCAL SCHOOLS. REGIONAL CONSULTANTS NOT ONLY PROVIDE EXCELLENT SERVICES TO THEIR LOCAL EDUCATIONAL INSTITUTIONS, THEY OFTEN MOBILISE, COORDINATE, INSTIGATE AND INSPIRE A VARIETY OF COMMUNITY-BASED ACTIVITIES WHICH FOCUS ON HARM MINIMISATION AND INJURY PREVENTION.

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

Developing and maintaining partnerships and positive relationships with local and State agencies is a key focus for each Consultant and includes agencies such as Community Drug

Services, Local Drug Action Groups, WALGA RoadWise, Public Health Units, RAC, Local Councils and WA Police.

REGIONAL REPORTS

NB: The term 'engaged' used throughout the regional reports refers to schools that have attended a professional learning workshop, hosted a training session from a Consultant or are actively using SDERA resources.



Albany Secondary Education
Support Centre Staff Mary Lear, Jennie McComb
and Robyn Sellenger with Albany Secondary Education
Support Centre students Storm Lee, Megan Kellett and Ashley Russell.

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.

During the past financial year the Consultant engaged with 14 schools and had a total of 97 professional learning participants.

Albany Secondary Education Support Centre

Albany Secondary Education Support Centre (ASESC) is the only public high school in the Great Southern which provides an individualised program for students with specialised learning needs.

Student Services Coordinator, Robyn Sellenger shares her school's journey:

"Over the last 11 years staff at ASESC have been able to cater for our students in providing a driver education program through Keys for Life. It was through this relationship with our local Consultant, Annmaree Lynch and Mick Jackson-Pierce, that ASESC has been able to be involved in the CHAT program.

A committee was formed with the Principal and members of the teaching staff. Input was also given by parents on the School Board. Through an analysis of our school in the areas of Ethos and Environment, Parents and Community and Curriculum, the school decided there was a lack of age appropriate resources in road safety, resilience and drug education. The committee members put together an application to SDERA to have time for an education assistant to work on finding resources.

Although the content of the primary school Challenges and Choices resources suit our teenage students with higher support needs, the images were too young for these older students. The education assistant was able to amend the resources using the images from the older age group books to put into the resource books for the lower school. The support, both financially and physically, has enabled the ASESC CHAT Committee to achieve our goal of age appropriate resources for our unique student cohort which had previously not been available.

Thank you SDERA."

BROOME - KIMBERLEY

The Kimberley Consultant works in a full time capacity. There are 42 schools in the region of which three are currently CHAT schools.

During the past financial year the Consultant engaged with 21 schools and had a total of 60 professional learning participants.

Partnerships and capacity building in remote settings

Christ the King Catholic School is located within the adjacent Aboriginal Communities of Djarindjin and Lombadina, 200 kilometres north of Broome, on the Dampier Peninsula. The partnership between SDERA and the school (also referred to as Djarindjin Lombadina Catholic School) began at a community consultation conducted by the Drug and Alcohol Office in 2011. There, Consultant Paul Searle met the Principal, Steve Carroll and discussed the school's needs with regards to drug education curriculum, prevention and early intervention strategies.

Since then the partnership has grown and many positive outcomes have been achieved. These include all staff undertaking professional learning with *Alcohol and Cannabis, Getting it Together*, regular curriculum planning workshops, and all staff involved in the drafting of the *School Drug Education Guidelines* and consultation with parents and community.

This year the school has seen a number of their plans come to fruition. The school's *Drug Education Guidelines* were ratified and shared with the community and a Health and Wellbeing Expo was held. The Expo was a school event to mark the culmination of the students' drug education program and to encourage parent and community engagement. Geraldine Hourigan, Counsellor and Educator at Cyrenian House Milliya Rumurra Outreach said, *"The Expo was a great success. The students were very engaged and I was really impressed with their level of knowledge."*

Principal Steve Carroll said, *"The partnership we have developed with SDERA over the past four years has been very important to the learning environment we provide our students. Paul has introduced excellent resources, teaching and learning strategies, and provided engaging and locally relevant professional learning. He has also been there with responsive and practical consultancy support that enabled us to develop a whole-school approach to drug education at Djarindjin Lombadina."*

The nature of the partnership means that, while the school is working within a CHAT framework, they are still able to adapt to situations that arise such as staff turnover and emerging local issues. Despite the very fluid nature of learning in the region all staff are involved in and committed to drug education. The enthusiastic involvement of the Aboriginal Teaching Assistants has been invaluable at ensuring that teaching and learning at the school is relevant and culturally appropriate.





BUNBURY – SOUTH WEST

The Bunbury Consultant works in a part time capacity (0.5 FTE). There are 58 schools in the region of which eight are currently CHAT schools.

During the past financial year the Consultant engaged with 26 schools and had a total of 81 professional learning participants.

Maiden Park Primary School

For the past six years Consultant Lisa Gartrell has worked intensely with Maiden Park Primary School, (previously named Withers Primary School), a Level 4 Department of Education school located in the central Bunbury region. Staff at Maiden Park PS started working with SDERA when they received professional learning on the *Challenges and Choices* resources. Over the past five years the school has had a number of Health and Wellbeing Coordinators and even with staff changes, health has remained a priority at the school.

In 2010 the school accessed the Road Safety Grants that SDERA offered and with the funding, developed a whole-school approach to road safety. The school then committed to CHAT and implemented a whole-school approach to resilience and drug education, while maintaining their road safety programs.

CHAT Coordinator and Deputy Principal, Kate Rogers was recently nominated for a 2015 Positive Schools Award for her outstanding effort in her Health and Physical Education role. Kate received a special mention at the Awards Ceremony for working tirelessly to promote resilience in the school. Kate said, “Students had progressed in leaps and bounds since the SDERA program was introduced into the school.”

Kate has been also been using *Challenges and Choices* to teach drug education. As a result, students have appropriate skills and knowledge to help them abstain and minimise the harms associated with drug use. Although Kate has been teaching drug education to her students for many years, she found that the teaching and learning strategies presented at the *Alcohol and Cannabis* workshop have increased her confidence and helped her deliver sequential drug education more effectively. Kate works with children across the school and finds *Challenges and Choices* an excellent resource to support a comprehensive whole-school approach.

The workshop has not only helped build her own professional capacity, but now she is passing on her knowledge to colleagues. Kate says, “I joined the School Health Committee and set about developing our school health and drug guidelines in collaboration with the school community.” In keeping with the Health Promoting Schools Framework, Kate has added informative articles to the school newsletter on resilience, drug education and road safety.

Through SDERA, Maiden Park PS will continue to provide a safe, supportive environment that promotes the prevention of drug-related harm and increases parent engagement.

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.

During the past financial year the Consultant engaged with 12 schools and had a total of 40 professional learning participants.

Esperance Bike Week 2015

One of the year's highlights in the Esperance region was Bike Week in March 2015. A vibrant program of events was coordinated by Consultant Jill Fitzpatrick and community members including primary school bike safety checks, family velodrome activities, 'come and try' road and mountain bike events, ride to work promotions, free spin sessions and social road rides.

The school bike safety checks were an all-time success with 166 bikes and helmets checked across seven schools. A couple of bikes were declared un-roadworthy while the majority required minor adjustments. Most of the helmets checked required some adjustment to fit correctly. Our Lady Star of the Sea Principal, Sheldon Carey said, *"The checks were a welcomed initiative, something that our school community is always eager to participate in."*

The Esperance Cycle Club organised the Bike Week community events while the Consultant coordinated school based programs with

support from school staff, the local WALGA RoadWise Committee and representatives from Department of Transport and WA Country Health service (WACHS) Health Promotion. Each of the five Esperance town schools participated, and this year for the first time, two outlying Level 3 schools were involved. The week's events were generously sponsored by Esperance Cycle Club and local businesses that provided merchandise and prizes.

Esperance Christian Primary School added value to the bike safety checks by conducting a whole school bike education event with practical and classroom-based learning. The SDERA Consultant prepared age appropriate activities from *Challenges and Choices* around helmet use and safer riding. Four concurrent sessions were delivered by WALGA RoadWise representatives rotating around classes. Further embracing the whole-school approach, the school engaged in the community family event after school at the recently resurrected local velodrome. The response was overwhelming. School parent Tab Meerman said, *"It was a great afternoon. The kids loved it and are already asking when they can go back for another race. Thank you everyone for your time and effort. Well done."*

Wendy Norris sums up Bike Week by saying, *"Thanks to all involved in organising this. It got me back on my bike (no mean feat) after a very long stint and I'm already planning my next ride. Great fun!"*

Regional Consultant Jill Fitzpatrick helping a student with his helmet.





GERALDTON - MIDWEST

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

During the past financial year the Consultant engaged with 27 schools and had a total of 100 professional learning participants.

Morawa Keys for Life

The Western Australian College of Agriculture Morawa has included *Keys for Life* as part of the curriculum for the past 11 years. The importance of this program to their students' knowledge, attitudes and safety has once again been reinforced in 2015. The *Keys for Life* program has become part of the set competency skills that the students are required to address as part of their learning to achieve graduation from the College.

The students at this school, situated in the northern grain growing region of the state, can only access the school by road and will most likely begin their working life in a rural community. This places road safety skills high on their list of priorities.

Matthew Purser, the VET coordinator at the College has been implementing SDERA programs said, *"I attended my first SDERA workshop delivered by Bruno Faletti at the WACA, nearly two decades ago and have been implementing programs in my many roles as a teacher since that day. I think the activities such as the decision making exercises really engage and promote life skills development with the students."*

In 2015, *Keys for Life* was delivered to Year 11 students in a two day format during orientation week. The College will deliver the program twice as they are moving to a model where *Keys for Life* will become part of the Year 10 curriculum to accommodate the students who will turn 16 in Year 10.

This year it will be delivered to Year 10 students over a term. *"This will allow more time for students to apply the abundant information and knowledge the program provides and to practice and develop a set of skills to achieve the required competencies to become safer road users,"* said Matt.

The school also places great importance on the *Keys for Life* parent workshop by making it part of the orientation day for parents and carers.

KALGOORLIE - GOLDFIELDS

The Goldfields Consultant works in a full time capacity. There are 44 schools in the region of which three are currently CHAT schools.

During the past financial year the Consultant engaged with 26 schools and had a total of 33 professional learning participants.

Restraint checking in the Goldfields

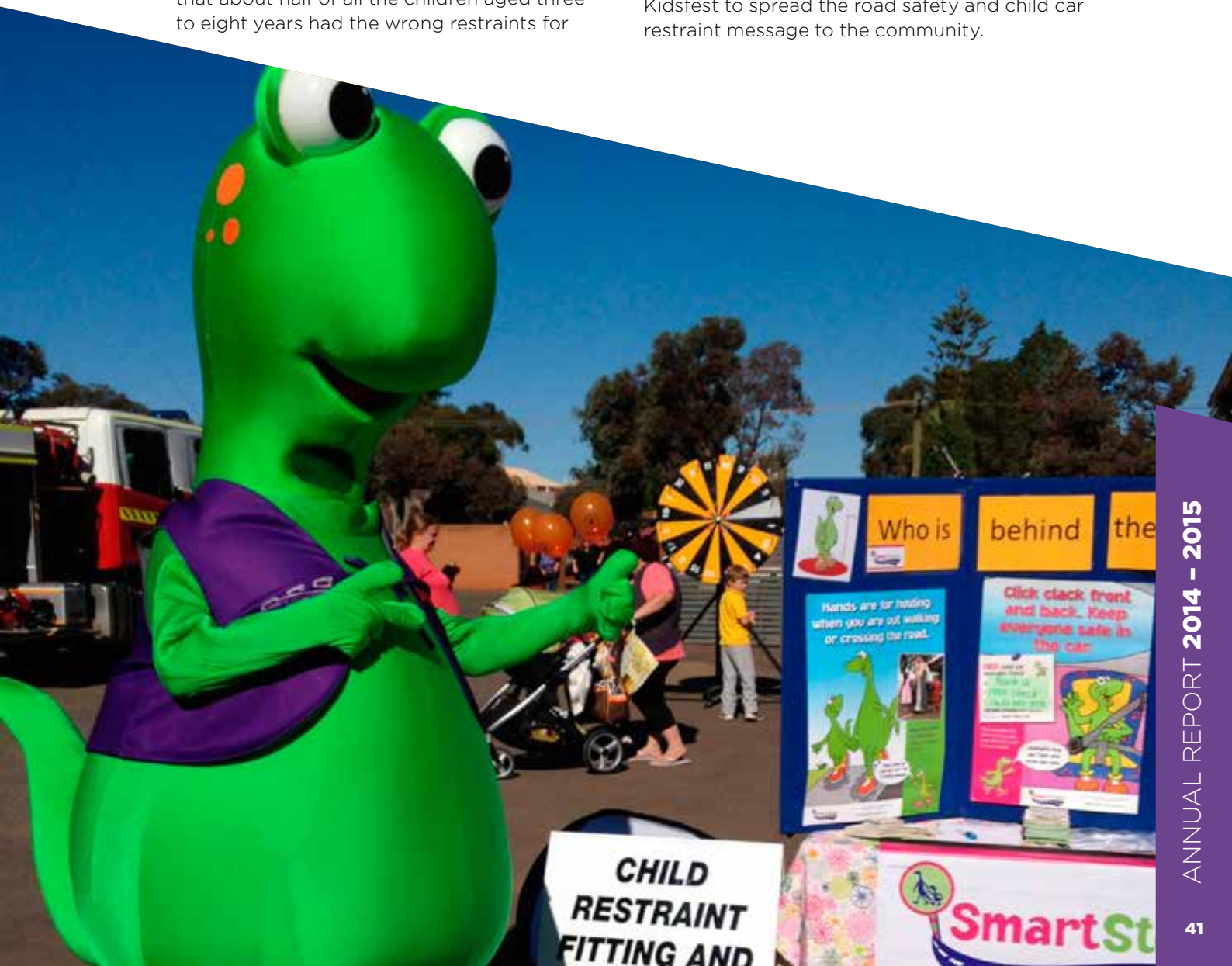
Making child car restraints safer was identified as a priority for the Goldfields. In February 2015, the Kalgoorlie Boulder WALGA RoadWise Committee was able to offer a Level 1 Child Car Restraint Fitters' Course with funding from the RAC. The Consultant Carol-Anne Bradley and other community members were trained to offer free child car restraint (CCR) checking in the community.

The committee were responding to a recent study conducted at Princess Margaret Hospital which analysed the injuries of children following car crashes. It was observed that the wrong restraint could cause harm to children's internal organs. The research also showed that about half of all the children aged three to eight years had the wrong restraints for

their age and size in the car at the time of the crashes. Among children aged over eight years, about 14% had the wrong restraints.

Since February, the Consultant and a fitter from Population Health have been offering free regular CCR checking at a New Mothers' Group, ensuring restraints are not only fitted correctly, but that they are the correct size for the child. Information is given to parents as well as follow-up checks when the child grows and moves to a new restraint. The service has now expanded to include short information sessions at the ante natal classes at the hospital to help parents find the correct restraint to fit their vehicle.

The Goldfields Consultant has also focused on training Playgroup and Kindergarten leaders in the *Smart Steps* program to ensure ongoing road and play safety messages are shared with children and their parents from an early age. Izzy, SDERA's road safety mascot, has also visited Kalgoorlie primary schools and has taken part in a Family Expo at Boulder Primary School. The local Playgroup Association has also joined WALGA RoadWise at the Kalgoorlie Kidsfest to spread the road safety and child car restraint message to the community.



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.

During the past financial year the Consultant engaged with 15 schools and had a total of 145 professional learning participants.

Pilbara schools engaging with SDERA

The SDERA Consultant has continued to provide support to schools throughout the Pilbara region. Both Newman Senior High School and Jigalong Remote Community School have previously been engaged with SDERA through the *Keys for Life* program and are incorporating the *Challenges and Choices* resources into their health programs.

"Newman Senior High School participated in the Keys for Life program again this year. All Year 10 students were given the opportunity to learn about safe driving practices and sit their Learner's Permit Theory Test. A large proportion of our student group are now gaining their Learner's Permit and beginning the exciting journey of learning to drive. Our main focus was the dangers of driving in the Pilbara. I am confident we are sending safer drivers out into the community thanks to this program. I would like to thank SDERA, the Newman Police and St John Ambulance for their contributions to this program. We are also grateful to access the Challenges and Choices resources during our drug education programs with Years 7-10 Health lessons." Jennifer Lawton, HPE Teacher, Newman SHS.

Pilbara schools are recognising the importance of building resilience in our young people, providing them with the knowledge and skills to deal with life's challenges through a holistic approach to health and wellbeing.

"SDERA resources are of great value for Jigalong Remote Community School. They significantly reduce the planning workload of teachers by providing a program that is linked to the Australian Curriculum across the year groups. The activities and resources provided are accessible, and of interest to students across a wide variety of contexts and can be easily adapted to suit the needs of Aboriginal learners. Issues such as resilience, drug and alcohol use, road safety and protective behaviours are pertinent to the needs of Jigalong Community and help with discussion of topics that may be difficult for some groups to raise with children. The sequence of activities across the year levels is developmentally attuned and the workshops provided by SDERA, for teachers to continue to build on skills, make a valuable contribution to professional learning that also translates into value for students and communities alike. Jigalong's secondary students are especially enjoying the Keys for Life program." Shane Wilson, Principal, and Patricia Burke, Teacher, Jigalong Remote Community School.





Teacher Amanda Ulyatt teaching a road safety lesson to her Year K-3 students.

MANDURAH - PEEL

The Peel Consultant works in a part time capacity (0.7 FTE). There are 88 schools in the region (this includes the Rockingham area). There are currently nine CHAT schools in the region.

During the past financial year the Consultant engaged with 23 schools and had a total of 298 professional learning participants.

Resilience and safety learning experiences worth a go

Working in an Education Support Centre is both very rewarding and challenging. Staff are faced with many experiences throughout their school day that require them, as well as their students, to be resilient and safety aware. Meadow Springs Education Support Centre is taking the challenges in their stride and is using the CHAT initiative to further enhance their learning programs. With a school population of 56 special needs students, 15 teaching staff and 32 education assistants as well as seven classes, the centre has found the flexibility of CHAT invaluable.

The journey for the centre began when staff attended a *Safer Kids* professional learning workshop several years ago. From there, the decision was made to incorporate SDERA resources into the classroom as well as engage in the CHAT initiative. With support and assistance from Consultant, Tania Gigg and under the direction of the Health and Wellbeing Committee, the school developed a whole-school approach to health and wellbeing. This has provided classroom teachers with a clear direction for the health curriculum, helped them to work collaboratively, and to provide explicit and meaningful classroom experiences

for the students through the use of the *Challenges and Choices* resources. The school has dedicated one day per week for a staff member to provide SDERA support, gather resources and provide communication to parents on health initiatives that are happening within the school.

Meadow Springs Principal, Gwen Evans said, *"Our school has three key curriculum focus areas – English, Maths and Health and Wellbeing. We are developing a shared understanding of these focus areas through our whole-school approach. The CHAT initiative has become a key component of our Health and Wellbeing focus area. CHAT Co-ordinator and Lead Teacher, Janette Hindmarsh has been a passionate leader in this area and has worked hard to actively and positively support staff."*

Janette added, *"The CHAT process has been a successful partnership between the school and the SDERA team. This has resulted in students developing an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to become more resilient, decreasing anti-social behaviour such as bullying and violence, and promoting safe and healthy relationships."*

Classroom teacher, Amanda Ulyatt said, *"The SDERA resources are invaluable because they are time saving, provide teaching strategies based on best practice and seamlessly integrate the General Capabilities of the Australian Curriculum. I have used Bounce-Back Bear, from the Challenges and Choices resources during my teaching sessions. The bear has sleepovers at each student's home and has been a great way to share the messages between home and school."*

NARROGIN - WHEATBELT SOUTH

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

During the past financial year the Consultant engaged with 27 schools and had a total of 126 professional learning participants.

Inspiration from the top

The appointment of Brad Hogg as an Ambassador for SDERA has been a positive way to lift the profile of the organisation and has had a special impact in his home town of Williams. Brad visited his local region to speak to over 400 children and parents at the combined Primary Interschool Lightning Winter Carnival where seven CHAT schools were participating. The visit was a culmination for schools of their CHAT journey.

His endearing personality allowed him to share his journey of resilience through the highs and lows of the demands of international, national and state cricket. He told students that along the way there may be obstacles that hinder your progress, but you must be prepared to show resilience for the journey to continue.

Brad also visited Narrogin Senior High School, as part of their Drug Awareness Week, where he spoke to Year 8-12 students about resilience and the effects of drugs in sport. He also took a select group of students for a short cricket clinic. In the afternoon he visited East Narrogin Primary School and spoke at length to students about making better choices.

Brad's celebrity status did not go underutilised, with several students conducting a radio interview that was broadcast throughout the region on Radio West. The culmination of his visit was a cricket clinic for students with the assistance of parents and carers. It was an effective way to engage the community as an aspect of the school's Gold CHAT targets.

Brad's connectedness to the region allowed him to share his journey from his associations with his grandparents in Narrogin, to his schooling in Williams and Darkan. He talked about his journey from the young guy wanting to excel at his chosen sport to other aspects of his life where he needed to cope. His candid revelations about his emotions as a young person made his story easy to relate to for the students.



Brad's role as an Ambassador for SDERA has been a great way to engage students and to show that perseverance, self-belief, hard work and resilience are integral ingredients to success.

"It was great that someone of his calibre make the time to visit a country school and enjoy the company of the students. He was very keen to answer every question and meet every student individually." Johan Van Wyk.

"Brad's visit certainly inspired everyone with his positive messages about resilience and being the best you can be. The students really appreciated the effort he made to talk about his career and answer their questions. The clinic was very well organised and it was lovely to see the whole school community involved." Jo Hayes.

"I liked it when he said never give up until you have done it. I thought Brad Hogg was very fit and healthy, and a good sport." Anelise, Year 2.

"I enjoyed his positive messages about being your best and the value of being a fair team player." Mark, Year 6

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.

During the past financial year the Consultant engaged with 49 schools and had a total of 121 professional learning participants.

Crossing the Road storybook

Northam Senior High School in partnership with the Office of Road Safety Community Grants Scheme and SDERA received funding to implement road safety education with their Life In Focus for Education (LIFE) class, an Alternative Education Program operating at the school.

The grant included a visit from Wheel Chair Sports, RAC Community Education, Paraplegic Benefit Fund and the P.A.R.T.Y. Outreach program from Royal Perth Hospital. Students also focused on road safety in their classroom programs.

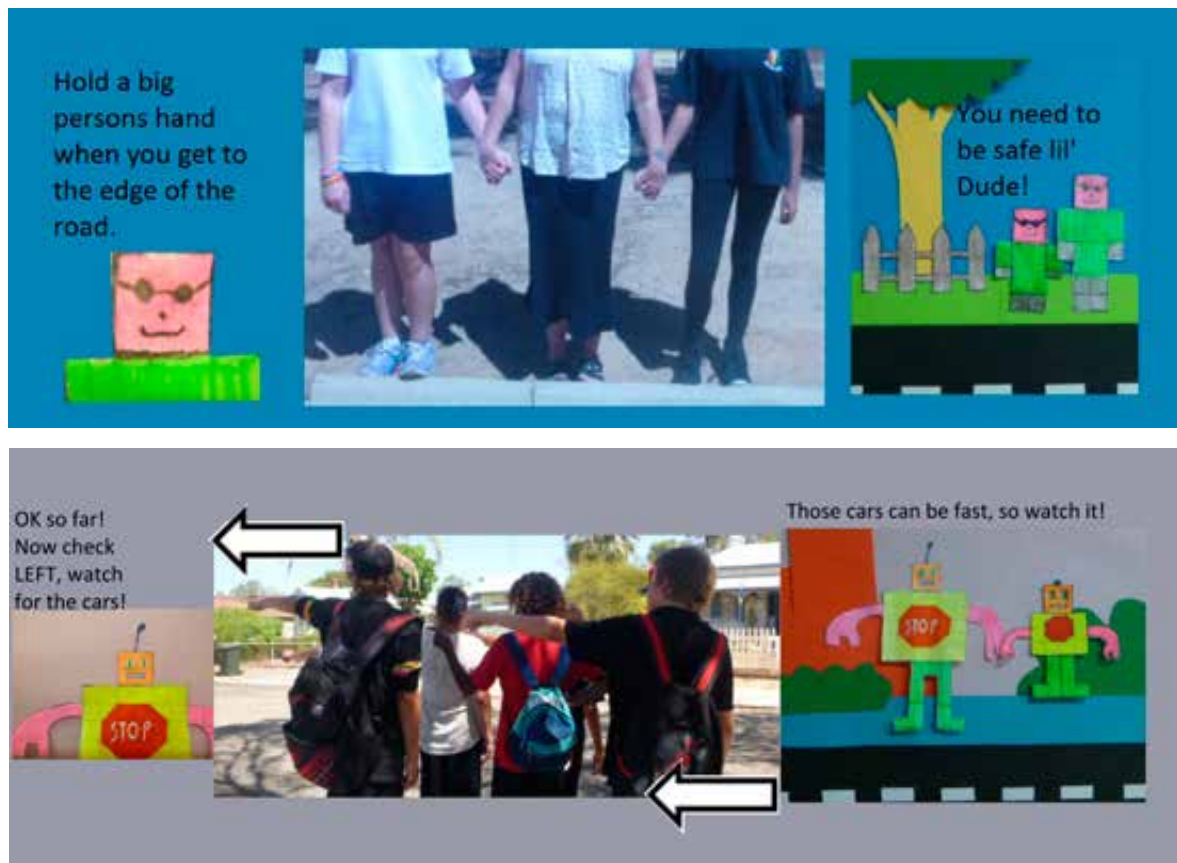
The literacy strategy involved producing a reading book targeting pre-schoolers and focused on teaching them how to cross a road safely. The book titled *Crossing the Road* has been developed by LIFE with assistance from their teacher Kate Williams.



As part of the learning process, students were involved in developing storybook charts, dioramas, photography skills, editing processes including edit feedback from the ORS and SDERA. They also created art work for the Northam Shire to produce a new set of road safety banners.

The students involved were in Year 8 at the time of the project. They chose the theme of 'robots' to deliver the information as they felt that pre-schoolers would be more interested in something that they would enjoy. LIFE8 also made models of the robots and tableaux to illustrate the road safety messages.

The book has been published and distributed to Wheatbelt primary schools and libraries.





VASSE - WARREN-BLACKWOOD

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

During the past financial year the Consultant engaged with 18 schools and had a total of 402 professional learning participants.

Resilient Kids

Shorter travel distances and the availability of teacher relief in the South West often means there is a demand to attend SDERA professional learning opportunities. This was evident when an advertised *Resilient Kids* professional learning workshop attracted interest from a record number of participants. Those that attended were mostly from primary schools in the South West as well as 13 pre-service teachers and a lecturer from Edith Cowan University in Bunbury.

Comments from teachers prior to the workshop stated they wanted strategies to use in their classrooms and across their school community to engage with the increasing numbers of students with low levels of resilience. This notion was further explored during the workshop where there was unanimous agreement that the social and emotional skills of students has declined over the years and there is a greater need for schools to address this area than previously, hence the demand for this workshop. One participant stated, *"It's great to be motivated and focus on the child and not always on academic results. One leads to the other."*

Geographe Primary School music teacher Karen Baker said, *"I feel more mindful of my own behaviour with regards to 'at risk' children. I have some tools I can use to address their issues."* She went on to say, *"This workshop helped me to see past my own prejudices with regard to constant disruptions and behaviour choices and to see there's a person there that needs some sense of belonging. Every educator should have an opportunity to do this Resilient Kids workshop. Essential!"*





METROPOLITAN REPORT



ENGAGEMENT AND PARTNERSHIPS WITH PARENTS AND COMMUNITY

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

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

KEYS FOR LIFE WORKSHOP FOR PARENTS AND YOUNG PEOPLE

Engagement with parents of young people during the learning to drive process is an important part of the *Keys for Life pre-driver education* program. The *Keys for Life Parent* workshop was developed as an extension of the *Keys for Life* program complementing SDERA's whole-school approach to road safety education. The main focus of this workshop is to increase parent confidence in teaching a young person to drive and to reinforce the message that the more time learner drivers spend under supervised conditions, the safer they become. Schools have embraced this opportunity to engage parents and many



have made student attendance at the parent workshop a compulsory requirement of completing this pre-driver education program.

The RAC Community Education Team delivers the *Keys for Life Parent* workshop on behalf of SDERA in Perth and its surrounds whilst SDERA Regional Consultants are responsible for this delivery outside of the metropolitan area. 57 metropolitan workshops were held during this reporting period with a total of 4,475 parents and learner drivers attending. 19 regional workshops were held with a total of 395 parents and learner drivers in attendance.

The *Keys for Life Parent* workshop includes additional information related to the risks associated with drink/drug driving and the use of mobile devices whilst operating a motor vehicle.

Due to the increasing number of schools participating in the *Keys for Life* program, demand for parent workshops continues to increase. 52% of schools who delivered the *Keys for Life* program during the 2014-2015 business year also ran a parent workshop.

"I wish this workshop was around when I was learning to drive. As a supervisor it has made me more confident and less stressed by explaining a step by step approach that can be followed when teaching a young person to drive. Thank you." Parent.

SMART STEPS

Through the *Smart Steps* road safety program, parents, carers and early childhood teachers are informed of the vulnerability of young children as passengers and pedestrians. Strategies are provided to ensure safety of those children in their care. The *Smart Steps* program aims to deliver clear and consistent road safety messages that can be easily understood by young children under the age of four.

Implementation of the program is supported by service agreements between SDERA and Ngala, Playgroup WA, Kidsafe WA and Meerilinga. As a result, a wide range of community settings deliver *Smart Steps* messages to their clients. Examples include TAFE students enrolled in early childhood degrees, community health centres, migrant centres, day care centres and a number of maternity hospitals throughout WA.

In the metropolitan area, five professional learning workshops have been delivered to 67 early childhood teachers and professionals. Following a 'train the trainer' model, these newly trained teachers and agency staff presented 19 *Smart Steps* Parent workshops to a total of 169 parents and carers.

Regionally, SDERA Consultants delivered 11 professional learning seminars to a total of 75 teachers and agency staff, resulting in 14 parent workshops being facilitated, engaging 107 parents and carers.

Further communication of the *Smart Steps* program includes appearances from Izzy, our *Smart Steps* road safety mascot, e-newsletter mail-outs, multi-language resources, road safety displays, community events and visits to our service provider websites.





IZZY EVERYWHERE

Izzy, the loveable *Smart Steps* program mascot, is fast becoming a road safety icon in WA. 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, The Dowerin Field 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 and the four service providers, Izzy has visited many parts of the State and has engaged with numerous community agencies, cultural centres and The WA Police. A total of 75 events and 18 schools were visited by Izzy during this reporting period.

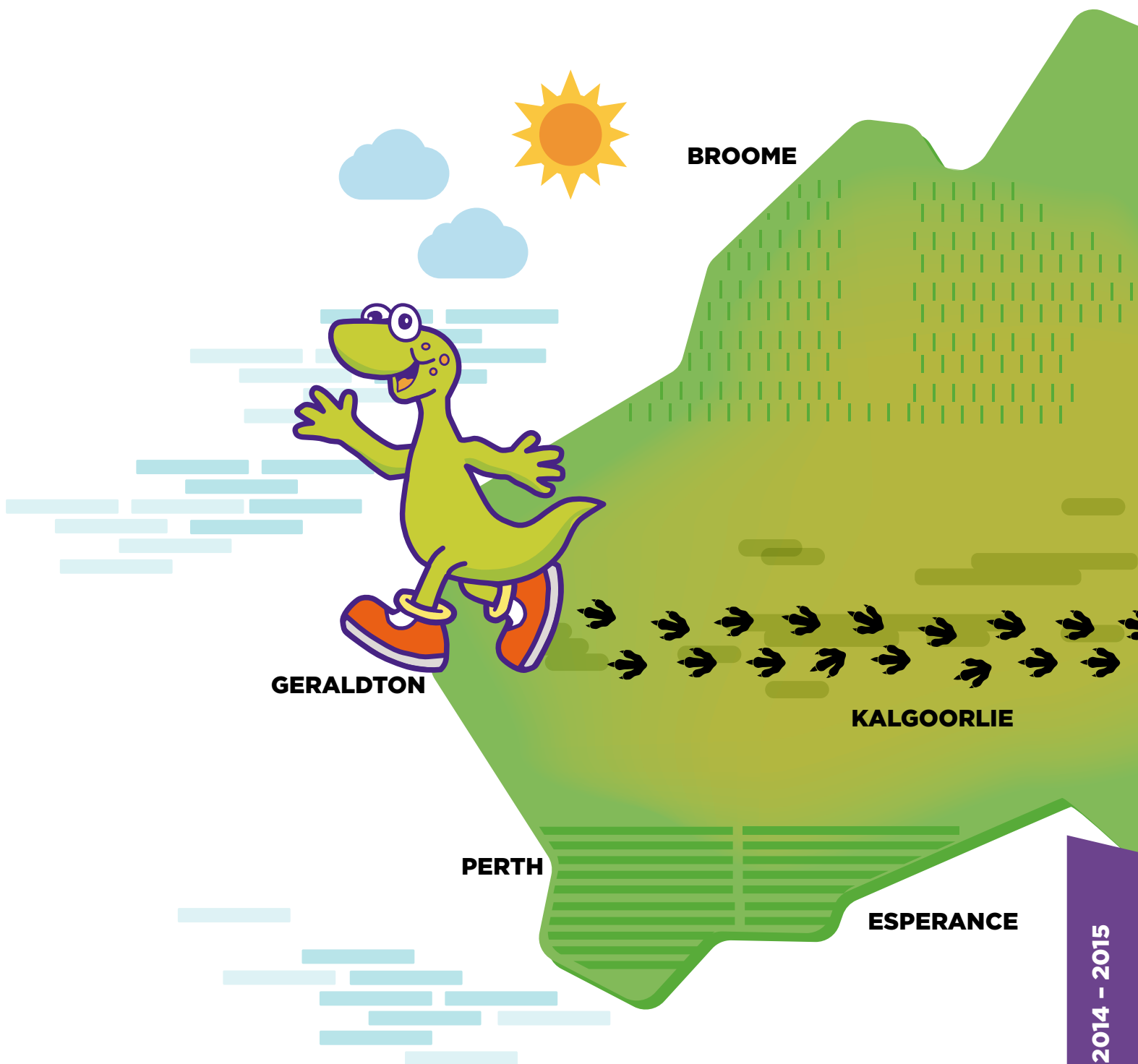
Joanne Hassan-Raiyat of Deanmore Primary School, said her students learned a lot from Izzy's visit.

"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." Ruth Macaulay of Kapinara Primary School also 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."

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.





PROMOTION AND ADVOCACY



A REBRANDING PROCESS WAS INITIATED THIS YEAR AS PART OF THE STRATEGIC PLAN TO CONTINUE TO GROW RESOURCE USAGE AND PROFESSIONAL LEARNING PARTICIPATION IN AN INCREASINGLY COMPETITIVE SCHOOL MARKET. IT FOLLOWED NUMEROUS RECOMMENDATIONS FROM REPORTS, SURVEYS AND EVALUATIONS THAT SUGGEST SDERA NEEDS A MORE FOCUSED AND ASSERTIVE APPROACH TO ITS MARKETING.

Following a comprehensive assessment of potential marketing consultancies, SDERA engaged marketing and advertising agency, *Marketforce* to undertake the rebranding process. Through May and June there was significant consultation with staff, SDERA's Management Committee and key stakeholders including funding bodies, teachers, principals and other school-based staff.

The rebranding aims to understand the limits of the current brand, assess strengths and weaknesses and identify areas for improvement which can ultimately lead to the greater uptake of products and services. The first phase of the process will be completed by September 2015, with full implementation expected by mid 2016.

The role of promotion and advocacy at SDERA is two-fold. Firstly, is to promote the brand of SDERA by enhancing its profile and value

to the community. Second is to promote the importance of school-based, best practice drug and road safety education. In a market where there are many easy solutions for schools wanting a 'tick the box' approach to health education, SDERA has a responsibility to ensure that schools have access to accurate, well researched, high quality education that is most effective at building resilience and keeping young people safer.

The rebranding coincides with shifts in SDERA's funding bodies that have both changed structures and identities. The Drug and Alcohol Office has been absorbed into the Mental Health Commission and the Road Safety Council has become the Road Safety Commission. Together, it is anticipated that the values and aspirations of SDERA and its funders will be fully integrated and communicated to our stakeholders.

SDERA AMBASSADORS

This year marked the full activation of the Ambassadors program which was established in the previous period. A planning day with the Ambassadors was held in July to determine how they could best utilise their influence and talent for SDERA. The planning day took the form of a facilitated workshop that included most of the Management Committee, the SDERA Manager and the SDERA Marketing Coordinator. The Ambassadors proposed various ideas for SDERA events, expressed their desire to see the organisation consider rebranding and made generous offers of their time and resources. As a result an 'Ambassadors Plan' was developed and rolled out throughout the year.

The complexity of working with the varying professional and travel commitments of the Ambassadors created some obstacles, however, the program was officially launched at a media event in March 2015. All Ambassadors spoke passionately about their commitment to the health and wellbeing of young Western Australians and how they planned on promoting the work of SDERA. Gary Adshead joined the launch from behind the microphone while presenting live on radio 6PR. The broadcast of the launch was heard by more than 20,000 Perth listeners.

ACHIEVEMENTS



Gary Adshead

Ambassador Gary Adshead has implemented a monthly radio segment to discuss SDERA related topics either with the SDERA Manager or other partners. Interviews with Bruno Faletti covered a range of topics, from road safety to

teenage risk taking and the transition to Year 7. Rather than create a segment based on pre-arranged subject matter, third party advocates were used where appropriate to contribute to SDERA content. This approach ensures that the public have a broader understanding of the value of drug and road safety education.

For example in September, secondary supply campaigner, Samantha Menezes was interviewed regarding the *Leavers' Parent Information Evening* at which she was a special guest panellist. Keynote speaker at the event, Paul Dillon, Drug and Alcohol Research Training Australia (DARTA), also conducted an interview about teen risk taking and a parents' role in teenager drug taking behaviours. Gary followed up after the event with a story on Channel 7's *Today Tonight* program.

During the past financial period other radio interviews included:

- October – Brad Hogg spoke on radio about the importance of building resilience in young people prior to his visit to Shelley Primary School.
- November – the SDERA Manager was interviewed about Leavers preparation.
- January – the SDERA Manager highlighted some of the issues facing schools in the transition of Year 7 to high school.
- March – Gary spoke to Donna Cross about the importance of drug education for teenagers.
- April – Gary interviewed Road Safety Minister, Liza Harvey about the SDERA road safety event at Kapinara Primary School.
- May – Gary again spoke to the SDERA Manager about adolescent risk-taking.

Gary Adshead also facilitated the *Leavers' Parent Information Evening* in 2014 and will do so again in September 2015.



Kylie Catto

Ambassador Kylie Catto invited the SDERA Manager to speak at the WACSSO Conference in July 2014 and has facilitated the promotion of parent events through the WACSSO e-newsletter. Kylie also participated

as a panellist at the *Leavers' Parent Information Evening*.



Brad Hogg

Ambassador Brad Hogg's primary role has been to visit CHAT schools to reinforce resilience messages and inspire students to take charge of their wellbeing. Brad talks about his personal experience of growing up in country WA and

his rise, fall and rise again in professional cricket. His key messages are to seek support when you need it, set personal goals and to be a supportive friend to others. School visits typically include a cricket session with students, teachers, parents and other invited guests from the community.

Brad also speaks to the media to articulate the purpose of his school visit and promote the work of SDERA. In the period he conducted the following school visits:

- October - Brad spoke to the students at Shelley Primary School and played cricket with the River Rangers which is a special reward program for students.
- November - Brad spoke to Year 12 students at Clarkson Senior High School.
- June - Geraldton. Brad attended the CHAT inspired Health Expo at Geraldton Senior College, presented to students and played a cricket friendly with parents, teachers and senior students. He then visited Beachlands Primary School and addressed the whole school before speaking to another 30 children of various ages at Geraldton Police and Citizens Youth Club.
- June - Brad spent two days in Narrogin, firstly attending a District Sports Carnival (10 schools) where he presented awards. He then visited Narrogin Senior High School and East Narrogin Primary School giving his resilience presentation to students and conducting mini cricket clinics.

Outside of his work with SDERA, Brad also participates in numerous charity sporting events each year, runs junior cricket clinics, undertakes corporate motivational speaking

and is the Ambassador for several other not for profit organisations. Where appropriate, Brad uses these opportunities to promote SDERA. In June he was invited to attend several schools in Newman by a corporate client and kindly spoke about the work of SDERA in the Pilbara.



Donna Cross

Ambassador Donna Cross travels extensively and attends numerous conferences and forums as a keynote speaker. Her time dedicated specifically to SDERA was limited during this financial period, however she promotes

SDERA where and when appropriate. Donna has conducted several media interviews, attended the Ambassadors' Launch and has two learning seminars scheduled for August 2015.





MEDIA

SDERA's media profile has continued to grow, thanks in part to the support of Gary Adshead at 6PR. He has conducted regular interviews with the SDERA Manager, other Ambassadors and advocates which in turn has led to media coverage on networked stations. For example, Triple J picked up an ABC interview with Bruno Faletti about Leavers which lead to national coverage on the afternoon program, *Hack*. There have been over 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 - *Today Tonight*, Channel 9 - *A Current Affair*, Sky News (National) almost all regional newspaper publication, Radio 6PR, Radio 720 ABC, Triple J (National) and GWN.

At the end of the reporting period a new media monitoring platform, *Meltwater* was installed 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. It is expected that this tool will be utilised on the new SDERA website, which is due to launch late in 2015.

EVENTS

This 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.

On 17 September 2014 three events were held consecutively to mark some significant milestones and pilot a new parent engagement format. They were designed to coincide with the SDERA Team Development Days to give Regional Consultants the opportunity to participate in and contribute to these important functions.

Keys for Life A Decade of Action - September 2014

This event sought to acknowledge and reward the dedication and expertise of *Keys for Life* facilitators, many of whom have been with the program from its inception. A select group of VIP's joined the celebration to better understand the program, its outcomes and the work of SDERA more broadly. They included the Acting Commissioner for Children and Young People, Jenni Perkins, Member for Mount Lawley, Hon. Michael Sutherland, MLA; Opposition Spokesperson for Education, Hon. Sue Ellery MLC and the Member for Regional and Pastoral, Hon. David Grills, MLC. The event exposed these community leaders not only to the work of SDERA but to the passionate and tireless efforts of educators to the safety and wellbeing of the young people in their care. Guest speaker, road safety researcher Peter Palamara outlined the evidence underpinning *Keys for Life*. Special acknowledgement was made of SDERA's funders, supporters and sponsors.

Further details about the event are outlined in the *Keys for Life* section of this report on page 25.

CHAT Awards - 17 September

The Awards were primarily an opportunity to acknowledge those who had reached Bronze or Silver levels in their CHAT implementation. The awards were accompanied by an expo style display area where participants demonstrated the CHAT initiatives being utilised in their schools. The Principals of three schools also spoke to elaborate on their CHAT journey and share their experiences. The special keynote address by Professor Steve Allsop from the National Drug Research Institute explained some of the research that provides the foundation for drug education. Assistant Director General of the Department of Education, Lindsay Hale represented the Education Minister Peter Collier. He joined Members of the SDERA Management Committee and the VIP's named above to assist in presenting the awards.

Leavers Parent Information Evening - 17 September

The increasing promotion and commercialisation of Leaver's to young people is of great concern to many parents who want to ensure their children celebrate safely. As such, SDERA utilised the expertise of harm reduction educator, Paul Dillon of 'Drug and Alcohol Research and Training Australia' to conduct a special public presentation for parents. He addressed Year 11 and 12 students at Mount Lawley Senior High School before participating in the evening forum alongside fellow presenters:

- Clint Browning, Project Manager Leavers WA, Youth Policing Division, Western Australia Police
- Kim Hutchinson, Acting District Superintendent of South West District (Dunsborough Leavers)
- Kylie Catto, President WA Council of State Schools Organisations (representing Parents)
- Samantha Menezes, Secondary Supply Campaigner
- Bruno Faletti, Manager SDERA

The Forum aimed to educate parents about the importance of modelling responsible drug and alcohol use in the home and encourage schools to uptake preventative drug and alcohol education. It also aimed to support young people to make responsible lifestyle choices throughout their teenage years and encourage safer Leavers celebrations.

Parents learned how to prepare their son or





daughter for Leavers celebrations by being given the real picture of drug and alcohol use by young people in WA. The importance of preventative education in safer partying and strategies for dealing with Leavers over the age of 18 was also discussed. The event was facilitated by Ambassador, Gary Adshead who generated questions and conversation points among speakers.

More than 80 parents attended the free event which also generated a story on Channel 7's *Today Tonight* and two radio interviews on the 6PR morning show. Video excerpts of Paul Dillon's presentation and the panel discussion were made available on SDERA's website.

Ambassadors Launch - 16 March

Although the Ambassadors had been significantly active in their role with SDERA since July 2014, the official launch of the program didn't take place until the start of the 2015 school year. The objective of the launch was to engage SDERA's Management Committee and the organisations they represent, as well as the media. A significant number of researchers from the Telethon Kids Institute, which hosted the event, also attended.

The Ambassadors spoke about their personal

experiences, their passion for education and the ways in which they will contribute to SDERA initiatives in 2015.

Professor Donna Cross used the opportunity to call for a greater emphasis on health education for young people. She gave the audience an insight into her research and conducted an interview with Channel 9 to reinforce the importance of preventative drug education for young people.

Brad Hogg was also interviewed by the media. At the launch he spoke about his passion for supporting young people to make smarter choices. He also told the audience about some of the many challenges he had faced as a professional cricketer and how he had overcome them.

Kylie Catto used her speech to assert the value of education for parents. Kylie said that she believed most parents want to keep their kids away from alcohol and other drugs and they feel more confident when there is comprehensive drug education program in schools. As a partner with SDERA, WACSSO is running articles where appropriate in their newsletters which are distributed to 640 Parents and Citizens groups throughout the State.

Gary Adshead told the guests and his live audience on Radio 6PR that he has a special interest in road safety. He said that he was worried about the prospect of his two teenage boys getting behind the wheel of a car given the number of times he has to report on road trauma. He finished by encouraging listeners to support their schools in implementing resilience, drug and road safety education.

The event was covered briefly on Channel 9 News, by the WACSSO e-newsletter, Catholic Education News, the Telethon Kids Facebook page and through SDERA publicity channels.

Kapinara Road Safety Day - 20 April

Kapinara Primary School in City Beach played host to a special road safety day held on the first day of Term 2. The event which featured the Road Safety Minister, Liza Harvey as a special guest, aimed to remind motorists to slow down in school zones. It brought together several SDERA partners and aligned with the theme of the Road Safety Council Media Committee to encourage seatbelt usage. Kidsafe and SDERA staff conducted child car restraint safety checks, the Minister addressed staff, parents and students and then SDERA staff modelled a road safety lesson to pre-primary students.



L-R Sean L'Estrange MLA, Minister Liza Harvey, Izzy the SDERA Road Safety Mascot, Anne Miller SDERA Consultant, Elizabeth Blackwell, Kapinara PS Principal with the pre-primary class during a road safety lesson.



Liza observes Georgia Tresise having her booster seat adjusted during a child car restraint safety check.

The event engaged school leaders who facilitate the CHAT program, as well as the school council and other community members. It received media coverage on radio 6PR, the Minister's facebook page and in the local newspaper, the *Western Suburbs Weekly*.



L-R Barry House, Nola Hickey and Lorraine Macaulay of Margaret River Primary School with Libby Mettam.

REGIONAL EVENTS

CHAT Celebration Event 2014

A successful CHAT Celebration event was held in Busselton in September 2014 where Silver and Bronze Awards were received by 15 schools in the Bunbury and Warren Blackwood regions. Each school was able to showcase their achievements through displays. Staff from three schools presented a snapshot of the impact the initiative has had on their practice and the outcomes their school has achieved as a direct result of being a CHAT school.

One of the presentations was delivered by Ruth Foley of Cape Naturaliste College who said, *"The process has given us the opportunity to really focus on student resilience and improving the health, wellbeing and general learning outcomes in our school. Through this process our focus is directed towards developing well rounded individuals who will be an asset to their local community."*

Schools received awards from South West MLC Barry House and Vasse MLA Libby Mettam.

Young drivers get road safety lesson

A comprehensive Road Safety Expo was held in Karratha to help young people in the Pilbara become safer drivers. Most of the students who attended had participated in *Keys for Life*.



The expo, initiated by SDERA, brought together local transport, education, and community organisations to help high school students in the Pilbara, stay safe on the road. The comprehensive event included information about the process of getting a licence and all the rules, regulations and information they need to know before they get behind the wheel.

The SDERA Consultant said, *"A driver's licence is essential for many young people to get a job, have access to education and training, and to help their family and friends. It is a major step towards adulthood and independence."*

The Expo hoped to create safer drivers and help improve the future pathways and educational prospects for young locals.

Ongerup Bike-A-Thon

The tiny town of Ongerup, 150km North East of Albany created a fun community activity to ensure children stay safe when out riding their bikes by. Ongerup Primary School undertook a Bike-A-Thon around the town and invited family and community members to take part.

The event which was held during Bike Week started with a discussion on the importance of regular bike checks, bike visibility and a quick helmet check. SDERA's Consultant brought along Izzy, the road safety mascot to promote bike safety messages.

Ongerup Primary School Principal Amanda Ixer says, *"We appreciate the effort SDERA have put into the development of these resources. The activities across the year levels are appropriate and engaging for students."*

Resiliency Celebration Day

Hyden Primary School hosted a fabulous day full of activities and events to celebrate teaching and learning which focused on building resilience as part of their whole-school approach to health, using the CHAT initiative. The day involved informative activities catering to students, parents and community members.



To begin the day, students had the pleasure of attending a performance entitled 'Viking Storm' presented by the Fine Edge Theatre Company. This engaging and insightful performance taught students meaningful strategies to combat fear and doubt that could be applied immediately to their lives. This fitted in perfectly with the strategies previously taught in the classroom using the *Challenges and Choices* resources.





Hyden PS also ran two concurrent sessions, one for parents and one for students. Community member and psychologist Glenda Miners developed a session on Raising Resilient Children which gave parents some ideas on how to develop their children's resilience. At the same time, all students were involved in a range of cooperative activities aimed at building and strengthening relationships.

The Ripple Effect

A crash which killed five members of one family has proved a tragic lesson to high school students in the Esperance region in a project called *The Ripple Effect*.

More than 250 students from the Esperance, Ravensthorpe and Norseman area received a chilling insight into the consequences of mixing drugs and driving. The event began with a film created by students from three local high schools. When the film stopped abruptly at a scene the morning after a party, viewers were escorted outside to witness the film continue in real life. Students witnessed the devastation and aftermath of the crash with the treatment of the injured, rescue of an occupant trapped in a vehicle, and removal of a deceased pedestrian.

The event culminated in a debrief examining the legal consequences for each character in the film. A parent recounted the life changing impact of her son's choice to drive while affected by drugs, telling the students how the crash tore her family apart.



No regrets in the Midwest

Students are focusing on resilience, alcohol and drug and road safety learning as part of Geraldton Senior College's implementation of CHAT. A student lead health event provided the ideal opportunity for SDERA Ambassador Brad Hogg to visit the college. He spoke to students as part of a wider visit to the Midwest where he also visited on Beachlands Primary School and the local PCYC.

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 proved the inspiration for our theme."*

MidWest Consultant, Kate McKonkey 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 young people really relate to him."*

No smoking in the Goldfields

SDERA teamed up with Bega Garnbirringu Health Services, Population Health and the Cancer Council of WA to deliver the 'No Smoking' message and tobacco education to the Goldfields community. Events and media campaigns were delivered for World No Tobacco Day. Sessions were also delivered at the Eastern Goldfields Prison, Leonora District High School and The Clontarf Boys Academy at Kalgoorlie Boulder Community High School. The workshops and activities have been well received and ongoing education is being undertaken in the schools.

L - R: Sachin Khera, Regional Tobacco Coordinator Bega Garnbirringu; Andrea McGill, Health Promotion Officer, Population Health; Carol-Anne Bradley, Goldfields SDERA Regional Consultant; Pam Foulkes-Taylor, Cancer Council WA Regional Education Officer; Irene Saunders, Healthy Lifestyle Officer, Bega Garnbirringu.



WEBSITE

During the reporting period a full audit of SDERA's online communication was conducted in tandem with the rebranding research. As a result of ongoing challenges with SDERA's existing websites sdera.org.au and sdera.wa.edu.au, a new website build was commissioned. Similar to the rebranding process, the work was put out to tender, with *Clarity Communications* selected as the successful agency.

In an effort to increase online learning functionality, modernise and simplify website communication, SDERA will build a single site in the second half of 2015. The process will integrate online learning opportunities, news feeds and social media to create 'one source of truth' for all SDERA resources, programs and information.

MARKETING MATERIALS

In anticipation of the rebranding process, few new printed marketing materials have been produced. The focus has remained in the expansion of digital tools for event management, electronic newsletters, invitations and the media monitoring tools. Existing collateral such as pull up banners and pens have been reprinted as needed, while the professional learning brochure and corporate brochure have been distributed from existing stock. In 2015-2016 a suite of new materials will be rolled out regionally and in the metropolitan area to articulate the new brand.

CONFERENCE PRESENTATIONS

SDERA's work and achievements are promoted at both a State and National level through presentations at conferences for key target groups. The following conference presentations were achieved during the reporting period.

- Road Safety Education Workshop preceding the Australasian Research Policing and Education Road Safety Conference. Melbourne, November 2014. Deb Zines.

Keys for Life – a whole-school approach to road safety education

This workshop focused on how a best practice Health Education model is the foundation of the *Keys for Life* program. *Keys for Life* is relevant and practical, preparing and connecting students with the licensing system, the Western Australian Curriculum and the WA Certificate of Education. Schools that deliver *Keys for Life* tailor the program to meet the needs and aspirations of students, parents are engaged and guidelines for safe traffic management are provided. Participating students are assessed and receive licensing and graduation credits as a result of SDERA's ongoing affiliations with the Department of Transport and the School Curriculum and Standards Authority. Ultimately *Keys for Life* is about helping students develop the 'fourth R': understanding the responsibilities of being a safe driver while developing a positive attitude to road safety and respect for the road environment and road users.

- ACHPER WA Health Conference *Keys for Life and SDERA resources for Health Education*. Murdoch University, February 2015. Deb Zines.

Keys for Life and SDERA programs building a culture of respect, responsibility and resilience

This presentation focused on the *Keys for Life Pre-driver Education* program and a brief overview of SDERA's other programs and how they provide evidence based and age appropriate learning through all stages of development. Development of personal and social capabilities is supported in the literature and highlighted in the Western Australian Curriculum and all SDERA resources and programs.

- 29th ACHPER International Conference Values into Action – A brighter future *Adelaide*, April 2015 Bruno Faletti.

Let's CHAT about a whole-school approach to health

The presentation described the CHAT approach to whole-school engagement, reported on the key findings of the evaluation and explored how the findings impact on plans for developing a sustainable model for the implementation of a whole-school approach to student health.





LEADERSHIP AND COORDINATION



SDERA IS A KEY PLAYER IN DECISION MAKING, POLICY INFLUENCE AND COORDINATION IN DRUG AND ROAD SAFETY EDUCATION.



RSERGA

The Road Safety Education Reference Group Australasia (RSERGA) consists of key road safety education agencies in each state and territory of Australia, and New Zealand. Established in 2000, RSERGA's

purpose is to facilitate evidence-informed practice across early childhood, school and community settings. SDERA continues to be a leader in RSERGA by undertaking coordination and executive functions.

ACHIEVED

In this reporting period SDERA:

- Undertook two executive roles by chairing and organising meetings in 2014-2015.
- Attended all meetings, liaised with all members and developed and distributed meeting papers.
- Contributed to working groups that reviewed Terms of Reference and Operational Guidelines and the development of a new RSERGA logo.
- Presented at the RSERGA Road Safety Education Workshop in Melbourne, in November 2014 by providing information about *Keys for Life* in the context of effective road safety education.

WARSEC



The WA Road Safety Education Committee (WARSEC) consists of key agencies in Western Australia that support road safety education in early childhood, school and community settings. Established in 2003, WARSEC's purpose is to facilitate evidence-informed practice, promote the WA Road Safety Strategy (*Towards Zero*) and coordinate road safety education initiatives across the state. SDERA continues to lead, coordinate and provide the executive functions for WARSEC guiding the committee to become increasingly focussed on evidence-informed practice, strategic direction and collaboration.

ACHIEVED

In this reporting period, SDERA:

- Undertook all executive roles, maintained the membership database, attended all meetings, liaised with all members and developed and distributed meeting papers and agency updates.
- Contributed to and coordinated working groups that reviewed the Terms of Reference and the development of a new WARSEC logo.
- Organised a presentation by the Office of Road Safety about road crash statistics for WARSEC members.
- Reviewed and developed two tiers of membership status – active and affiliate – to assist with the operations of the committee.
- Lead the review, development and online publication of *Road Map* - a directory of road safety services and providers in Western Australia
- Lead the development and publication (online and print) of *Directions 2013-2015*; developed a report for *Directions 2011-2013*; and planned for the development of *Directions 2015-2017*.
- Ensured *Directions 2013-2015* was presented to the Road Safety Council.
- Presented at, and contributed to, the WACSSO and Parents and Friends Federation of WA conferences in 2014 and 2015.



CONTRIBUTING TO THE WESTERN AUSTRALIAN
TOWARDS ZERO ROAD SAFETY STRATEGY 2008-2020



STATE AND NATIONAL COMMITTEES AND NETWORKS

SDERA continues to build interagency capacity through involvement with a range of community groups and agencies across the state.

- ACT Department of Education and Training
- Albany Child Car Restraint Committee
- Albany Injury Prevention Association
- Australian Curriculum, Assessment and Reporting Authority
- Australian Research Alliance for Children and Young People
- Bega Garnbirringu - Aboriginal Health Service, Goldfields
- Bloodwood Tree Association
- Broome Alcohol and Other Drugs Management Group
- Broome Local Drug Action Group
- Bunbury Population Health
- CALD Driver's Licence Reference Group
- Child and Parent Centre Rangeway
- Child Car Restraint Fitting Service Reference Group
- Child Health Promotion Research Unit, Edith Cowan University
- City of Karratha Cleansweep Taskforce
- CMT Transport
- Collie Alcohol and Other Drug Management Group
- Commissioner for Children and Young People
- Community Drug Service Team
- Community Network (Margaret River)
- Constable Care Child Safety Foundation
- Curtin Monash Accident Research Centre
- Curtin University Health Promotion Advisory Committee
- Department for Communities
- Department of Education - Aboriginal Education; Student Services; Health and Wellbeing; K-12 Curriculum
- Department of Education Employment and Workplace Training
- Department of Health
- Department of Sport and Recreation
- Department of Transport - Travelsmart; Sustainable and Active Transport; Licensing
- Derby Alcohol and Other Drugs Management Group
- Drug and Alcohol Research and Training Australia - Paul Dillon
- Early Years Group, Pilbara
- ECU Resilience Research Centre
- Edith Cowan University - Joondalup, Mt Lawley, Bunbury
- Enable South West
- Esperance Alcohol and Other Drug Management Group
- Esperance Local Drug Action Group
- Fitzroy Valley Alcohol and Other Drugs Management Group
- Geraldton Local Drug Action Group
- Goldfields Alcohol and Other Drugs Reference Group
- Great Southern Regional Road Safety Committee
- Halls Creek Alcohol and Other Drugs Management Group
- Headwest Brain Injury Association of WA
- Healthway
- Injury Control Council of Western Australia
- Institute for Professional Learning, Department of Education
- Insurance Commission of WA
- Jobs South West
- Kalgoorlie Local Drug Action Group
- Katanning Action on Alcohol and Drugs
- Kids Matter Reference Group
- Kidsafe WA
- Kimberley Mental Health and Drug Service
- Kimberley Regional Aboriginal Health Planning Forum - Drug and Alcohol Sub-committee
- Kwinana Alcohol Strategy Group
- Legal Aid WA
- Local Information Network Karratha (LINK)
- Lower Great Southern Alcohol Management Group
- Mandurah Youth Alcohol Strategy Stakeholders Group
- Manjimup Alcohol and Other Drug Management Group
- Mawarnkarra Health Service Roebourne
- McCusker Foundation
- Meerilinga Children's Foundation
- Mental Health Commission

- MidWest Alcohol and Other Drug Management Group
- MidWest Early Years Network Steering Group
- MidWest Education Services Network
- Mind Matters Reference Group
- Murdoch University – School of Education
- Murray Shire Crime Prevention and Safety Group
- Murray Shire Youth Strategy Group
- National Cannabis Prevention and Information Centre
- National Drug Research Institute
- Ngala
- Northam Local Drug Action Group
- Northam Safer Community Committee
- Northern Territory Road Safety Transport
- Notre Dame University
- Palmerston
- Paraplegic Benefit Fund
- Peel Early Years Group
- Peel Regional Youth Services Group
- Pilbara Indigenous Road Safety Committee
- Pilbara Population Health
- Playgroup WA
- Public Transport Authority
- RAC WA
- Rio Tinto Rail
- Road Aware Parents Reference Group
- Road Safety Commission
- Road Safety Commission, Child Car Restraints Steering Committee
- Road Safety Education Reference Group Australasia
- Rockingham/Kwinana Local Drug Action Group
- Roebourne Children and Family Centre
- Rotary WA Driver Education (RWADE)
- Royal Perth Hospital, PARTY program
- School Curriculum and Standards Authority
- School Leavers' Week Senior Officers Group
- School Nurses
- School Volunteer Program
- Smarter than Smoking
- South West Human Alliance (Busselton)
- South West Youth Coordination Network
- Southern Wheatbelt Primary Health
- TAFE - Albany Curtin University
- Transport Accident Commission
- Vasse Human Services Alliance
- VicRoads
- WA Child Health Promotion Research Unit, ECU
- WA Health Promoting Schools Association
- WA Police
- WA Road Safety Education Committee
- WALGA RoadWise Committees (as determined by SDERA's service agreement all Regional Consultants are member of one or more local RoadWise Committees)
- Waroona Interagency Group
- West and East Pilbara Alcohol and Other Drug Management Group
- Wirrapanda Foundation





ORGANISATIONAL EFFECTIVENESS



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

FINANCIAL STATEMENTS

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

Independent Auditor's Report to the Catholic Education Commission of WA Trustees Inc. and the Government of Western Australia Drug and Alcohol Office

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education commission of WA Trustees Inc. ("the Recipient"). The Report has been prepared by the Catholic Education commission of WA Trustees Inc. in accordance with the SDERA - Drug and Alcohol Office (the "Program") for the funding year end 30 June 2015.

The Catholic Education commission of WA Trustees Inc.'s Responsibility for the Report

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

Auditor's Responsibility

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

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

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

Liability limited by a scheme approved under Professional Standards Legislation.

Member of Deloitte Touche Tohmatsu Limited

Opinion

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

Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to the “Catholic Education Commission of WA Trustees Inc.’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 Commission to meet the financial reporting requirements of the Program. As a result the Report may not be suitable for another purpose. Our report is intended solely for the Commission and the Department and should not be distributed to or used by parties other than the Commission and the Department.



DELOITTE TOUCHE TOHMATSU



Peter Rupp

Partner

Chartered Accountants

Perth, 29 September 2015

Registered Company Auditor Number: 307310

CATHOLIC EDUCATION COMMISSION OF WA TRUSTEES INC

DRUG AND ALCOHOL OFFICE

STATEMENT OF RECEIPTS AND PAYMENTS

FOR THE YEAR ENDED 30 JUNE 2015

	2015 \$	2014 \$
RECEIPTS		
Grant Funding - Drug and Alcohol Office	1,382,472	1,342,810
Interest	567	137
Resource Recoup And Miscellaneous Income	237,801	14,800
GST received	138,247	134,281
Total Receipts	1,759,087	1,492,028
PAYMENTS		
Administration	42,826	156,739
Curriculum and Resource Development	4,705	43,251
Monitoring and Evaluation	-	1,818
Personnel Costs	1,022,831	859,324
Publicity/Promotions	73,977	21,914
Regional Organising Committees	82,030	90,529
Strategic Planning	3,325	5,037
GST Remitted to ATO	138,247	134,281
Total Payments	1,367,941	1,312,893
Surplus for the Period	391,146	179,136
Total brought forward	360,204	181,068
Surplus Carried Forward	751,350	360,204

LP

Independent Auditor's Report to the Catholic Education Commission of WA Trustees Inc. and the Government of Western Australia Department of Education and Training

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education commission of WA Trustees Inc. ("the Recipient"). The Report has been prepared by the Catholic Education commission of WA Trustees Inc. in accordance with the National School Drug Education Strategy (the "Program") for the funding year end 30 June 2015.

The Catholic Education commission of WA Trustees Inc.'s Responsibility for the Report

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

Auditor's Responsibility

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

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

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

Liability limited by a scheme approved under Professional Standards Legislation.

Member of Deloitte Touche Tohmatsu Limited

Opinion

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

Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to the “Catholic Education Commission of WA Trustees Inc.’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 Commission to meet the financial reporting requirements of the Program. As a result the Report may not be suitable for another purpose. Our report is intended solely for the Commission and the Department and should not be distributed to or used by parties other than the Commission and the Department.



DELOITTE TOUCHE TOHMATSU



Peter Rupp

Partner

Chartered Accountants

Perth, 29 September 2015

Registered Company Auditor Number: 307310

CATHOLIC EDUCATION COMMISSION OF WA TRUSTEES INC

NATIONAL SCHOOL DRUG EDUCATION STRATEGY

STATEMENT OF RECEIPTS AND PAYMENTS

FOR THE YEAR ENDED 30 JUNE 2015

	2015 \$	2014 \$
RECEIPTS		
Grant Funding - State Government	419,657	407,434
GST Received	41,966	40,743
Total Receipts	461,623	448,177
PAYMENTS		
Administration	33,093	56,417
Curriculum and Resource Development	1,457	50,148
Personnel Costs	255,383	327,569
Regional Organising Committees	117,871	46,229
Publicity/Promotions	67,991	-
Training	45,763	149,623
GST Remitted to ATO	41,966	40,743
Total Payments	563,524	670,729
Surplus for the Period	(101,901)	(222,552)
Total brought forward	126,941	349,493
Surplus Carried Forward	25,040	126,941

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Independent Auditor's Report to the Catholic Education Commission of WA Trustees Inc. and the Department of Education and the Department of Education

We have audited the accompanying Annual Report which comprises details of the grant monies received and expended (the "Report") of Catholic Education commission of WA Trustees Inc. ("the Recipient"). The Report has been prepared by the Catholic Education Office of Western Australia in accordance with the Road Aware Project Agreement (the "Agreement") for the funding year-end 30 June 2015.

The Catholic Education commission of WA Trustees Inc. 's Responsibility for the Report

The Catholic Education Commission of Trustees Inc. ("Commission") 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 Commission and the Department of Education ("Department"). The Recipient's responsibility also includes such internal control as the Commission 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 Commission, as well as evaluating the overall presentation of the Report.

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

Opinion

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

Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to the “Catholic Education Commission of WA Trustees Inc.’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 Commission 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 Commission and the Department and should not be distributed to or used by parties other than the Commission and the Department.



DELOITTE TOUCHE TOHMATSU



Peter Rupp

Partner

Chartered Accountants

Perth, 29 September 2015

Registered Company Auditor Number: 307310

ACQUITTAL OF FUNDS 2014-15

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

Grantee: **DOE**

Project name: **Road Aware**

Contact details: **Bruno Faletti**

Project number: **21108122**



Budget details			RSC use only
Original approved budget			1,552,000.00
Carry-over approval from 2013-14			
Mid-year review / other adjustments			
Total Approved Budget			1,552,000.00

Income received from the Road Trauma Trust Account				RSC use only
Invoice Description	Invoice No.	Date Paid	\$	
1st quarter (July - September 2014)	14/08/8520/001	3/09/2014	388,000.00	
2nd quarter (October - December 2014)	14/10/8520/001	10/11/2014	388,000.00	
3rd quarter (January - March 2015)	15/02/8520/001	25/02/2015	388,000.00	
4th quarter (April - June 2015)	15/04/8520/001	27/05/2015	388,000.00	
Total Income				1,552,000.00

Expenditure on approved project	
Account summary description	\$
Administration	50,367.00
Curriculum & Resource Development	82,515.00
Personnel Costs	1,164,925.00
Publicity/Promotions	59,488.00
Regional Organising Committees (ROC)	91,919.00
Strategic Planning	2,736.00
Workshops	33,495.00
Interest Expense	
Other Income	-357.00
Total Expenditure	1,485,098.00

Total unexpended funds to be returned to the RTTA **\$66,902.00**

Chief Executive Officer/ Accountable Officer		Auditor	
Name	Gerry Doyle	Name	PETER RUPP
Title	Director of Finance	Title	PARTNER, DELLOITTE
Signature		Signature	
Date	30.9.15	Date	30/9/15

This form is to be completed, signed, and returned to the Road Safety Commission by 30/09/2015

CATHOLIC EDUCATION COMMISSION OF WA TRUSTEES INC

ROAD AWARE PROJECT

STATEMENT OF RECEIPTS AND PAYMENTS

FOR THE YEAR ENDED 30 JUNE 2015

	2015	2014
	\$	\$
RECEIPTS		
Office of Road Safety	1,552,000	1,250,000
Other	357	125
GST received	155,200	125,000
Total Receipts	1,707,557	1,375,125
PAYMENTS		
Administration	50,367	84,462
Curriculum and Resource Development	82,515	58,426
Personnel Costs	1,164,925	1,118,199
Publicity/Promotions	59,498	11,543
Regional Organising Committees	91,919	48,959
Strategic Planning	2,736	4,815
Workshops	33,495	47,958
Return of Funds	64,180	
GST Remitted to ATO	155,200	125,000
Total Payments	1,704,835	1,499,362
Surplus for the Period	2,722	(124,237)
Total brought forward	64,178	188,415
Surplus Carried Forward	66,900	64,178

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EVALUATION CHAT

EXECUTIVE SUMMARY

The CHAT initiative aims to build the capacity of school communities to implement evidence-based practices that will improve student health and wellbeing, with a focus on resilience, drug and road safety education. This report describes the findings of the CHAT Evaluation Project that examined how CHAT is being implemented in participating schools and the observed changes to whole-school policies, practices and environments as reported by the SDERA Implementation Team (Regional Consultants), school teams, parents and students. The findings will inform future planning of implementation delivery and sustainability in schools.

This process evaluation of the CHAT initiative has contributed to understandings of the successes and challenges of implementing whole-school health promotion initiatives, measures of implementation processes and activities and provides evidence of the positive changes in school communities when systemic capacity-building for implementation is integral.

BACKGROUND

The CHAT Evaluation Project was initiated by SDERA to conduct a process evaluation of CHAT through their whole-school approach to resilience, drug and road safety education. Based on the Health Promoting Schools Framework, the CHAT Model features three components (Ethos and Environment; Curriculum; and Parents and Community) and a step-by-step implementation process (Refer to CHAT Model on page 30).

Approximately 90 Western Australian schools are currently involved in the CHAT initiative (2014) including both primary and secondary schools from metropolitan and regional locations. The majority of the participating schools are from the government education sector with a small number of Catholic and Independent schools. The CHAT initiative supports schools through small grant funding, staff professional learning, coaching for school teams and a number of resources and tools that assist schools to implement activities to address student resilience, drug and road safety education. Schools progress through three levels of accreditation from Bronze, Silver and Gold by setting and achieving targets on approximately a yearly cycle.

Whilst the evidence base for the effectiveness of school-based health promotion interventions is mixed, empirical evidence supports the use of a whole-school approach to address the complexity of the risk and protective factors that are known to mediate student health issues. In practice, this means multiple strategies that target the ecological levels in a school system (individual, classroom, whole-school and wider community). The widely recognised Health Promoting Schools Framework (HPS) uses this whole-school approach to connect education and health in a school environment with the aim of improving the health, wellbeing and learning of students.

In the past, school health promotion interventions have typically focused on classroom strategies and curriculum or individual support for students in need with limited implementation supports such as teacher training and materials. Rarely did they involve universal whole-school cultural and environmental components with systemic capacity building for whole-school change required to effectively meet the physical, social and emotional needs of all students. This may in part explain the mixed results or lower than expected effect sizes of school health intervention research.

More recently, national and state health and education policies and programs recognise and support a whole-school approach, such as the CHAT initiative. However, whilst a greater understanding of the barriers and enablers to whole-school implementation exists, schools still report implementation challenges limiting their capacity to achieve positive outcomes in practice. There is a clear need for evidence-based implementation strategies to bridge this 'research to practice' gap and strengthen the support for schools to undertake a whole-school process.

Many whole-school interventions are based on the Health Promoting Schools Framework, however robust evaluation of the implementation and effectiveness of the Health Promoting Schools Framework is still lacking and hence standardised evaluation tools are scarce. This is somewhat due to the complexities of the multi-strategy interventions required as part of a whole-school approach and the school system and local context in which it is being implemented. Furthermore, significant duration and intensity is needed before an intervention can be expected to make a real difference to students' health and wellbeing often needing longitudinal evidence to demonstrate impacts.

Evidence suggests it takes at least four years to fully implement a new initiative in schools and even longer to facilitate sustainable change, therefore, an impact evaluation of the CHAT initiative on student and staff outcomes was not intended. As schools are moving through the initial implementation phase of the CHAT initiative (1-3 years), this evaluation aims to look more closely at the CHAT implementation process and how school capacity for implementation can be strengthened.

Specifically the research questions aim to understand:

- How schools in different contexts are implementing the CHAT Model;
- What factors are influencing the quality of its implementation;
- How schools' capacity to implement the CHAT Model can be strengthened to promote sustainability and improve student outcomes; and
- What are the potential economic benefits of the CHAT initiative.

Recommendations from this evaluation will contribute to improving the quality and effectiveness of the implementation of the CHAT initiative in schools, with the ultimate aim of improving student resilience, drug and road safety education outcomes.

KEY MESSAGES

- Empirical evidence supports the use of a whole-school approach in order to address the complexities of the risk and protective factors known to mediate student health issues. However, a 'research to practice' gap exists in implementing effective whole-school health promotion initiatives within real world educational contexts and presents particular evaluation challenges.
- Findings from data ascertained from the SDERA Implementation Team, School CHAT Coordinators and Teams, students and parents reflect positively on the CHAT initiative and its delivery of implementation supports in building school capacity for whole-school change.
- Progress in each of the CHAT model components is being made by schools commensurate with their level of CHAT accreditation and in line with expectations of the field, which suggests a period of four

years is required to fully implement a whole-school initiative. Whilst schools reported less progress in some areas, it seems that the CHAT initiative structure is working as intended with schools likely to reach the full implementation stage over three to four years (Gold Level) and move into the maintenance and sustainability phases where actions become embedded into the ongoing daily operations of the school.

- Schools' success in implementing strategies within the 'Ethos and Environment' component that targets the development of leadership, strategic planning, policies, professional learning for staff and providing services for young people suggests that schools' capacity to address resilience, drug and road safety is being strengthened through involvement in the CHAT initiative. System level strategies are typically viewed as harder to address and implement change but essential for building capacity for sustainability.
- Schools reported lower levels of implementation of strategies that aimed to engage with parents, community and external agencies and strategies to encourage student voice, indicating they have not yet focused on these areas or need greater support. Securing and funding teacher relief time to support implementation of the CHAT Model and their resilience, drug and road safety education strategies was also a challenge.
- Essential components of the implementation supports, as reported by schools, include training and support provided by the SDERA Consultants, staff professional learning and funding to contribute to teacher relief.
- Most schools explicitly described the CHAT initiative as being value for money, with the majority of Bronze and Silver schools perceiving the funding they received as adequate to implement CHAT within their school, however, this was less so for Gold schools.
- Clear recommendations for future focus include: improved supports for components of lower levels of implementation; strengthening monitoring mechanisms and evaluation measures into existing CHAT processes and tools to facilitate quality assurance and impact evaluation preparation; closer alignment between schools' stage of implementation and the delivery of supports to assist schools to progress through the CHAT Model efficiently and effectively including assessment of readiness for change to fast track schools through this stage.

RESULTS

CONCLUSION AND RECOMMENDATIONS

This final evaluation report details the findings of the evaluation activities and discusses the implications and recommendations for strengthening the successful implementation of the CHAT initiative in schools in the face of the complexities of changing education systems and school environments for greater student impact. Specifically, the following recommendations are proposed.

RECOMMENDATIONS TO ENHANCE EXISTING CHAT COMPONENTS

- That current essential capacity components be continued to support schools' implementation of the CHAT initiative including coaching provision by the SDERA Consultants, CHAT funding to support teacher relief to attend professional learning, and provision of curriculum resources.
- That current or increased funding for teacher relief time and the provision of SDERA professional learning continue to be a part of the CHAT implementation components to build the capacity of CHAT schools to plan, implement and monitor resilience, drug and road safety education strategies.
- That the provision of in-school professional learning be considered by SDERA at the appropriate stage of implementation (e.g. when all staff buy-in is required) to establish common ground and a platform for whole-school communication and discussion about the schools' approach to resilience, drug and road safety education strategies.
- Additionally, that tools for school teams are developed to 'drip feed' whole-school staff along the implementation stages at existing meeting opportunities such as staff meetings to build the capacity of school teams to facilitate whole-school change.
- That CHAT administration tasks are simplified, particularly the Audit and action planning process to enable school staff to complete these in a timely fashion.
- That the funding model for the CHAT initiative be reviewed to assess the needs of accredited Gold level schools to facilitate sustainability and achieve full implementation of all CHAT audit outcomes.

- That further opportunities for communication and learning exchange between school teams, SDERA Implementation Team and other schools is provided to give feedback on the CHAT initiative (structure, processes, resources, activities); share strategies they have implemented with success; and seek support on strategies they find challenging.
- That a CHAT school mentoring program featuring Gold accredited schools mentoring Bronze and Silver schools in common regional areas be considered as a way of facilitating sustainability for Gold schools, upskilling new schools and releasing time for SDERA Consultants to support new schools.
- That additional tools and resources are developed to assist schools to engage parents, particularly as their children get older, and involve them in resilience, drug and road safety education activities; including opportunities for schools to share successful parent engagement strategies with each other.
- That a staff selection tool is developed to guide establishing School CHAT Teams, with emphasis on finding the right members of staff, who are most likely to be in a position to contribute to the Team for the duration of project implementation. Given the dynamic nature of schools and their staffing bodies, guidelines should aim to minimise disruption to CHAT processes and activities and outline induction steps in raising new team member awareness of CHAT, school progress and planned activities to assist in staff transitions.

RECOMMENDATIONS TO SUPPORT SDERA CONSULTANTS TO SUPPORT CHAT IMPLEMENTATION

- That an accessible central database be developed which contains information about schools participating in CHAT and set indicators according to each stage of implementation to strengthen centralised monitoring of school progress and achievements and to determine the timing of support provision.
- That additional professional learning for SDERA Consultants be provided to enhance their understanding of implementation processes and the delivery of whole-school action to enable existing coaching support and resources to be efficiently targeted with school needs.
- That mentoring opportunities between SDERA Consultants be facilitated to

enhance the sharing of the diverse range of backgrounds, skills and experience and build on existing team strengths. Increase opportunities for SDERA Consultants to share with each other, including challenges they and their schools have faced, and solutions to overcome these challenges could also be considered.

RECOMMENDATIONS FOR STRENGTHENING THE CHAT INITIATIVE AND FUTURE DIRECTIONS

- That an 'implementation road map' be developed to connect the CHAT Model to the stages of implementation with specified actions at each stage (e.g. getting ready) to move schools through the Model efficiently and effectively and enhance schools' understanding of what is required.
- That giving students a voice and engaging with parents and the local community be areas of focus by SDERA Consultants in coaching/supporting school teams to implement activities in these areas of the CHAT Model.
- That a Quality Assurance Plan be developed for the CHAT Initiative to reflect the progression of schools into the full implementation stage and sustainability in which monitoring mechanisms are linked to existing CHAT processes and tools.
- That an evaluation component be added to the existing initiative, whereby schools are encouraged and given online tools to survey their school community (staff, students and parents), at the commencement of their participation in CHAT, as well as at key milestones, such as progression to the next level of CHAT accreditation in preparation for future impact evaluations.
- That an impact evaluation of the CHAT initiative is conducted once a significant number of CHAT schools complete their Gold status and move into the maintenance and sustainability phase of implementation. An impact evaluation is appropriate after four years if school teams have implemented their intended plans with sufficient intensity and duration to potentially achieve real change to staff and student's knowledge, attitudes and behaviours. Alternatively new schools entering the CHAT initiative could be tracked over the four years to ensure true baseline measurement of outcomes with a focus on changes within the school community at the school-level.

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