



School Drug and Road Aware (SDERA) Evaluation

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Michael Rosenberg PhD MPH

Adjunct Associate Professor (ECU)

Yolanda Andrews BHSc

Research Associate (UWA)

Renee Ferguson BHSc (Hons)

Research Associate – HPEU (UWA)

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Executive Summary

The SDERA Challenges and Choices school based education materials were introduced into the WA school system in 2006 for Years 1 to 3 and in 2008 for Years 4 through 10. The materials were supported by the SDERA program's educational program that included teacher training and a wide range of services to facilitate the implementation of a comprehensive school based approach to drug and road safety education.

The aim of this evaluation was to assess the effect of the SDERA Challenges and Choices school based education materials across primary and high schools in Western Australia. A randomised intervention trial was established with Year 1 (2006) parents and Year 5 (2008) and Year 8 (2008) students from Western Australian schools, with similar parents and students from South Australia serving as control participants. Following the dissemination of the SDERA materials in Western Australia, post-test surveys were completed by Year 4 parents in 2008 and Year 7 and Year 10 students in 2010.

Modifications to the intervention trial methods resulted in a cohort of parents and students from Western Australian and South Australian Schools, and a non-equivalent pre and post-test group of Western and South Australian Parents and students. The cohort of Year 1 to year 4 parents comprised 464 participants (357 from WA and 107 From SA). The Year 1 to Year 4 non equivalents group design consisted of 2237 parents (1641 from WA and 596 from SA). Participation at baseline was much greater than participation at post-test by both Western and South Australian parents.

The Year 5 to 7 student cohort comprised 254 students, with 32(13%) from South Australia. Analysis of the cohort data were not conducted due to the small number of South Australian students. The Year 5 to Year 7 non-equivalent pre-post group comprised 2072 students (1893 from WA and 179 from SA). Results are presented comparing Year 5 (Baseline) and Year 7 (Post-test) in this report.

The year 8 to 10 student cohort comprised 671 students (477 from WA and 194 from SA). The Year 8 to Year 10 non-equivalent pre-post groups comprised 1381 students (1116 from WA and 265 from SA).

The evaluation of SDERA's Challenges and Choices relied on participating schools and teachers implementing the education materials to participating children in Western Australian Schools. A total of 256 teachers across the evaluation period completed surveys on their implementation of the SDERA materials. Overall, 30% of Western Australian teachers reported implementing at least one SDERA lesson during the intervention period, with 54% of Western Australian and 27% of South Australian teachers implementing health education lessons related to SDERA in the previous 12 months. This relatively low level of implementation of the Challenges and Choices materials by teachers in Western Australian schools participating in the evaluation reduced the ability of the evaluation to accurately measure the effect of exposure to the SDERA materials amongst Western Australian compared with South Australian students.

Key Findings

On average, students across all years in Western and South Australia scored within safe levels on each dimension of the Strengths and Difficulties scales, as well as overall. Parents of Year 1 to 4 students reported largely non-significant differences in their child across all dimensions of the Strengths and Difficulties tool, across time. No difference in Western Australian or South Australian parent's rating of their child's strengths and difficulties were observed.

Between Year 1 (Baseline) and Year 4 (Post-test), parent's reported their children increased their knowledge of medicine related safety, storage and use. While the increases were similar between SA and WA parents, recall of their child receiving a medicine related health education lessons was associated with greater medicine knowledge related scores.

South Australian parents rated their children higher on cycling safety compared with Western Australian parents at both baseline and post-test. While significant increases in cycling safety were observed between baseline and post-test, the increases were similar amongst Western and South Australian parents.

Walking and cycling to school increased significantly amongst Western Australian students between Year 1 and Year 4 compared with South Australian children. While these increases were not associated with recall of receiving road safety education, a greater proportion of Western Australian children were reported to walk or cycle to school in Year 4 compared with similarly aged South Australian children.

Students in Years 5 and 7 scored on average at the low end of all dimensions on the Strengths and Difficulties scale. Few differences were observed between Year 5 and year 7 Western and South Australian children at pre and post-test on any dimension of the Strengths and Difficulties scale.

Year 5 and Year 7 medicine related knowledge and how to safely treat a headache were observed to remain high between baseline and post-test, with no differences between Western and South Australian students. However, correct use, storage and administration of selected medicines were observed to decrease between baseline and post-test and significantly more so, for Western Australian students. Changes in student's response to correct use, storage and administration of selected medicines were not mediated by recall of receiving health education related to medicines.

Attitudes towards not smoking were high for Western and South Australian Year 5 students at baseline and remained high at post-test (Year 7). Attitudes towards not smoking strengthened slightly between baseline and post-test for both South and Western Australian students.

Caffeine related knowledge and attitudes were observed to strengthen between baseline and post-test amongst year 5 and Year 7 students. Although differences were not observed between South and Western Australian students, those who recalled receiving a health education lesson on caffeine scored significantly higher on caffeine related knowledge and attitudes.

Students in Year 7 consistently scored lower on car passenger safety knowledge and behaviour compared with Year 5 students. While this trend was similar amongst Western and South Australian students, those recalling receiving road safety education scored significantly high on car passenger safety related knowledge and behaviours compared with students who did not recall receiving road safety education.

Crossing road knowledge was lower amongst Year 7 students (post-test) compared with Year 5 students (Baseline) for both Western and South Australian students. Crossing road related knowledge was observed to decline the least amongst students who recalled receiving road safety education. Crossing road behaviour scores were high for all students, although Western Australian student's road safety behaviour declined significantly more than South Australian students over the intervention period. Students who recalled receiving road safety education were significantly less likely to decline their road safety behaviour compared with students who did not receive their road safety education irrespective of whether they were from South or Western Australia.

Skateboard, scooter and rollerblade related knowledge and behaviours were lower amongst Year 7 (post-test) compared with Year 5 (Baseline) students. The decline in skateboard, scooter and rollerblade related knowledge was similar amongst Western and South Australian students, with skateboard, scooter and rollerblade related behaviours declining more amongst Western Australian compared with South Australian students. A protective effect of recalling receiving road safety education was observed amongst students for both skateboard, scooter and rollerblade related knowledge and behaviour, independent of whether they were from Western or South Australia.

Personal road safety responsibility was observed to be significantly lower amongst year 7 (Post-test) compared with Year 5 students (Baseline). Western Australian students scored higher at both time points on road safety responsibility, compared with South Australian students, although the decline in personal road safety responsibility was similar. Independent of their state, students who recalled receiving road safety education scored higher on road safety responsibility compared with students who did not recall receiving road safety education.

Students in Years 8 and 10 scored on average at the low end of all dimensions on the Strengths and Difficulties scale. Few differences were observed between Year 8 and year 10 Western and South Australian children at baseline and post-test for either the cohort or cross sectional evaluation groups on any dimension of the Strengths and Difficulties scale.

Significant decreases in the proportion of students who had ever tried cigarettes were observed between Year 8 and Year 10 students. Nonetheless, approximately 70% of Year 10 students had not trialled smoking. Amongst cohort participants, 17% of Western Australian students and 12% of South Australian students reported smoking cigarettes at baseline and post-test, with a further 8% of students from both states, reporting to have started smoking between baseline and post-test.

The majority of Year 8 students had tried alcohol at baseline, with over one half (55% in Western Australia and 59% in South Australia) consuming alcohol in the last 12 months. Almost one third of students (28% in Western Australia and 33% in South Australia) had consumed alcohol within the last 4 weeks, and 23% of Western Australian students and 17% of South Australian students had a binge drinking episode within that period. By Year 10, over 85% of Western Australian and South Australian students had tried alcohol, with over 80% consuming alcohol in the last 12 months. Over one half of Western Australian (58%) and South Australian (56%) students had consumed alcohol in the last month and of these 55% of Western Australian students and 62% of South Australian students had a binge drinking episode. Virtually all students in the cohort evaluation reported either consuming alcohol at baseline and post-test (70% in Western Australia and 78% in South Australia) with a further 16% of Western Australian and 20% of South Australian students starting to consume

alcohol over this period. Alcohol consumption was unrelated to gender, state or recall of health education.

In contrast to their alcohol consumption, Year 8 and Year 10 students rated the risk of teenagers harming themselves due to legal and illicit drug use as low at baseline and post-test. The low levels of perceived harm were similar between South and Western Australian students and were not influenced by recalling receiving health education lessons.

Increases in the perceptions of friend's use of legal and illicit drug use between Year 8 and Year 10 were observed in both the cohort and cross-sectional evaluation. Almost all South Australian Post-test year 10 students believed their friends consumed alcohol. A large proportion of Western and South Australian students indicated their friends used illicit drugs. Furthermore, there was evidence of lots of perceived trialling of legal and illicit drugs by friends between Year 8 and Year 10.

Year 10 students were significantly more likely to accept an offer to trial cigarettes, alcohol and illicit drugs if offered by a trusted friend compared with Year 8 students, independent of being from Western or South Australia. Cohort participants were most likely to trial alcohol if it were offered by a trusted friend, although would be unlikely to trial cigarettes or illicit drugs.

Knowledge related to legal and illicit drugs and the harm they may cause were moderate for Year 8 and Year 10 students in this evaluation, with no significant changes between baseline and post-test, or between South and Western Australia students. Students who recalled receiving health education scored significantly higher on knowledge of harm related to alcohol compared with students who did not recall receiving health education.

Road safety knowledge Amongst Year 8 and Year 10 students were moderate, with small significant increases in road safety knowledge amongst Western Australian compared with South Australian students. Females also scored significantly higher on road safety knowledge at both baseline and post-test in the cross sectional analysis. Amongst students in the cohort evaluation, significant increases in road safety knowledge were observed amongst Western Australian students compared with South Australian students. Additionally, Western Australian students who recalled receiving health education scored higher on road safety compared with Western Australian students who did not recall receiving health education.

Bike, skateboard, scooter and rollerblade safety knowledge was observed to be higher amongst Western Australian compared with South Australian students at both baseline and post-test. Amongst cohort participants Western Australian student's Bike, skateboard, scooter and rollerblade safety knowledge remained stable between baseline and post-test, while South Australian student's bike, skateboard, scooter and rollerblade safety knowledge significantly declined over the same period. This difference in knowledge did not translate into any observable differences in student's Bike, skateboard, scooter and rollerblade behaviour over the intervention period.

Personal road safety responsibility was reported to be on average high by students participating in this evaluation, with significant increases in personal road safety observed between Year 8 and Year 10 students. Western Australian students reported higher personal road safety responsibility compared with South Australian students at both baseline and post-test. Gender or recalling health education was not found to influence personal road safety responsibility in this evaluation.

Conclusions

This randomised intervention trial of the Challenges and Choices SDERA education materials suffered from a limited implementation in participating schools and a comparison group exposed to similar drug and road safety education. The results suggest an educational effect of exposure to health education and subsequent measurable outcomes, although it is difficult to allocate a metric contribution SDERA had to these improvements. The limited implementation of the materials by participating schools and teachers, the alternative materials that may have been used to teach the measured concepts, seemingly similar education efforts in South Australian (comparison) schools in these areas, as well as poor response rates amongst participants all contributed towards reducing the ability of detecting an effect of the Challenges and Choices education materials.

Nonetheless, the evaluation was able to show that Western Australian and South Australian students who participated in the evaluation held positive attitudes and knowledge towards drug and road safety issues and amongst the younger cohort experience with drugs and the road environment may decrease their risk aversion. The results also suggest continuing trends of trialling of alcohol and illicit drugs between Year 8 and Year 10 students, with alcohol binge drinking increasing several-fold within three years.

Recalling being exposed to health education was associated with greater drug and road safety related knowledge, attitudes and behaviours, a trend observed similarly amongst Western Australian and South Australian students. The findings support the benefits of health education on student outcomes, although in this evaluation only 30% of teachers of participating schools implemented SDERA related materials, making it difficult to couple changes with exposure to the Challenges and Choices materials.

This evaluation also highlighted the importance of undertaking more complex evaluation designs, due to the maturation effect of students over short periods of time and the wide range of potential exposure to similar education materials. Future measurement of the SDERA materials might choose to focus at a more localised level, and work with a smaller number of schools and to measure any effect of SDERA once the materials are embedded within a school curriculum that includes a whole of school approach.

Introduction – background of SDERA

School Drug and Road Aware (SDERA) is the main educational strategy in Western Australia (WA) that focuses on resilience, drug and road safety issues in schools and the community. The primary purpose of SDERA is to enhance awareness about drugs and road safety, prevent and/or reduce road injuries and fatalities as well as harms from drug use among youth and communities. The SDERA strategy is funded by the Drug and Alcohol Office of Western Australia, the Road Trauma Trust Fund and the Department of Education, Employment and Workplace Relations (“About SDERA”, 2010).

SDERA provides evidence-based prevention information and curriculum based resources related to resilience, drug and road safety education to school personnel (within all educational sectors: Department of Education and Training [DET], the Catholic Education Office of Western Australia [CEO] and, the Association of Independent Schools of Western Australia [AISWA]) as well as local government agencies, community organisations and groups. SDERA also provides consultancy and support services in conjunction with the provision of professional learning workshops and training that relate to the curriculum support resources. Such resources are linked to the K-10 curriculum framework that encompasses the Health and Physical Education Study Courses but also encourages cross-curricula learning that is underpinned by a “Whole-School Approach” and the “Health Promoting Schools Framework” (SDERA, 2009).

The Challenges and Choices Resource for resilience, drug and road safety education, targets the early childhood phase of schooling for students in Kindergarten through to Year 3 and was released in 2006. SDERA developed this resource to assist teachers to plan and implement resilience, drug and road safety education within the context of health and physical education. The overall aim of the Challenges and Choices Resource for early childhood is to promote healthier safer lifestyles in children by:

- Developing an understanding of the importance of health safety issues and practices
- Developing skills necessary to make decisions that may affect health and safety
- Fostering positive health and safety attitudes and behaviours that can inform and enhance the quality of their own and other people’s lives
- Involving and supporting parents and community agencies in health and physical education to reinforce the same health and safety messages.

The four key areas in the resilience and drug education component of the resource are:

- Promoting resilience in your children
- Developing an understanding of the proper use of medicines and avoidance of hazardous substances
- Developing an understanding of the consequences of tobacco and passive smoking
- Developing an understanding of the harmful effects of caffeine

The focus areas in the road safety content are:

- Passenger safety

- Pedestrian safety
- Playing safely
- Sensing traffic

Methods

Evaluation Recruitment Procedure

To evaluate the Challenges and Choices Early Childhood Resource, a multi-year study was proposed using process, impact and outcome measures. In 2006 the Child Health Promotion Research Centre at Edith Cowan University was asked to collect baseline data for the outcome measures from Year 1 children likely to be exposed to the strategy and a comparable comparison group not exposed to the strategy. In 2008, the Health Promotion Evaluation Unit was invited to continue this study by collecting post-test data from the 2006 cohort, and from a cohort of Year 5 and Year 8 students. A group randomised trial was conducted to assess the effect of SDERA on primary and secondary school children in Western Australia, compared with South Australian control students.

Figure 1 shows the evaluation framework for the SDERA project. In 2006, data were collected from parents of Year 1 students in Western Australia (intervention schools) and South Australia (control schools). Early in 2009, follow up data were collected from the 2006 Year 1 parent cohort, who at the time of the survey had students in Year 4. Overall, three groups of students were followed as part of the evaluation between 2006 and 2010. Between 2006 and 2008, Parents of Year 1 to Year 4 students completed baseline and post-test measures. Between 2008 and 2010, Year 5 -7 and Year 8 - 10 students completed baseline and post-test measures. In 2009, an evaluation of the implementation of SDERA and teacher experiences was conducted and is reported elsewhere.

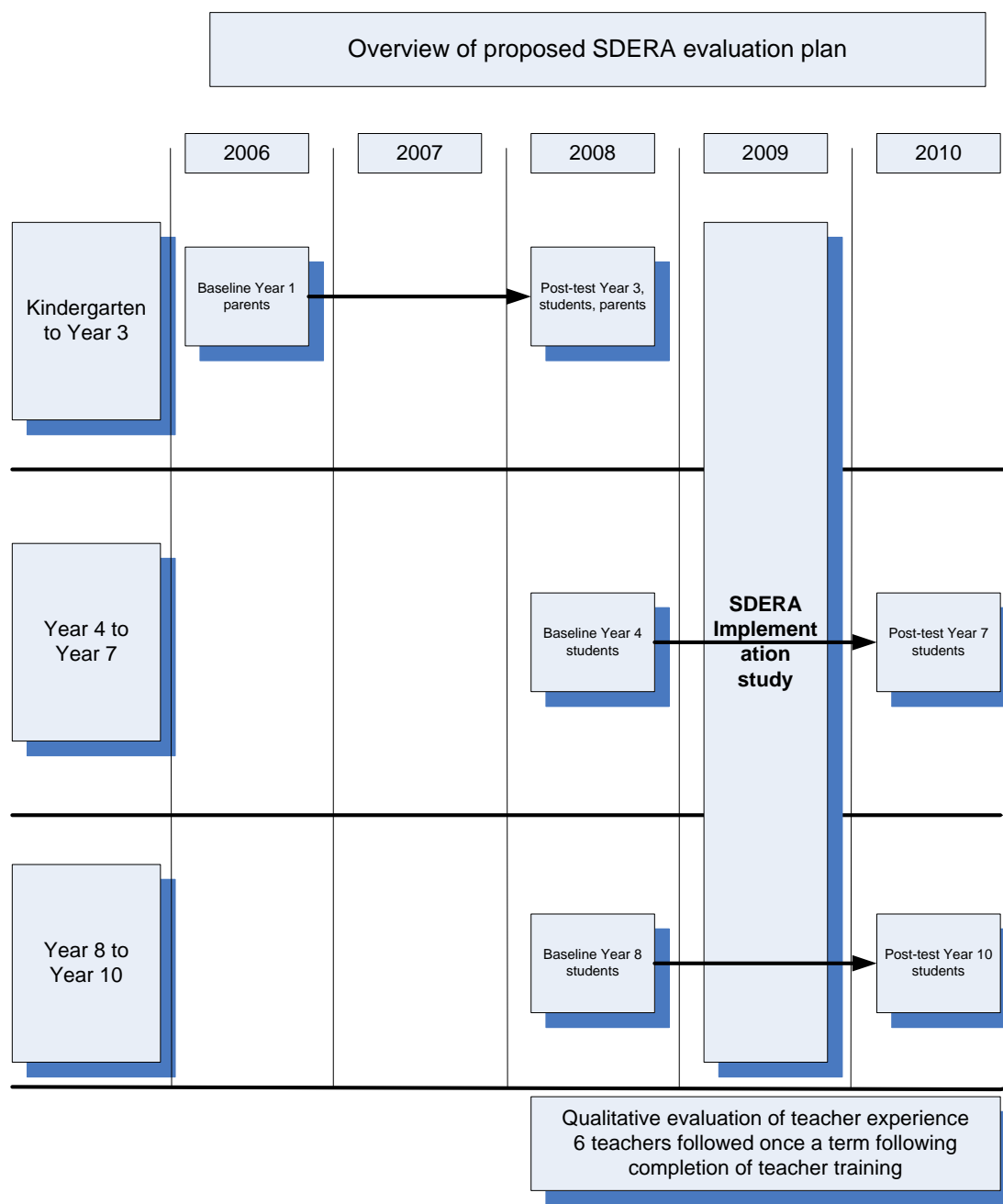


Figure 1: The Evaluation Framework for the SDERA project

Possible 'intervention' conditions

The effectiveness of the SDERA program was dependent upon the implementation of its materials by participating teachers in Western Australian schools and a differentiation between the implementation of South Australian school's materials to support Drug and Road Aware education.

All Western Australian schools received the SDERA materials. Western Australian schools who agreed to participate in the evaluation of the program were invited to attend training sessions on SDERA throughout the intervention period and were encouraged to implement the program within their school. However, SDERA materials may not have been implemented in all intervention schools,

and the amount of SDERA materials used was not directly controlled. Furthermore, over the three year intervention period a participating student may have been exposed to several teachers, with varying degrees, or no use of the SDERA materials. Some teachers of participating students may not have been involved in the SDERA evaluation and therefore did not report their use of the SDERA materials. Additionally, drug and road aware education was taught in all participating schools, with the use of non SDERA materials, such as Smarter than Smoking resources, competing with class time. As a result, the intervention group of schools may have chosen a range of support strategies to support the implementation of drug and road aware education, including the Challenges and Choices materials.

South Australian schools were not provided with SDERA materials, although had in place their own drug education and road aware materials. Similar to Western Australian schools, teacher implementation of drug education and road aware materials was not controlled and difficult to monitor. No assessment was made of the quality, or quantity of South Australian drug education and road aware education materials. At baseline, there were no new education materials available for South Australian schools similar to SDERA, although these topics were taught in schools. In addition, South Australia was considered a suitable control group, as student outcomes for students in these schools and WA were similar at the start of the study. The South Australian control group schools were provided a copy of the The Friendly Schools and Families bullying prevention program, at the end of the study as incentive to participate. Provision of this program meant that all study conditions received a new program, thereby reducing the likelihood of bias due to any possible effect of enthusiasm in schools taking on a new program.

The ecological nature of the evaluation resulted in an “intend to treat” model for analysis, whereby students in participating Western Australian Schools were considered exposed to SDERA and students in South Australian schools were considered not exposed to SDERA.

Recruitment of schools

Following the 2006 evaluation of parents of Year 1 students, new schools were recruited in 2008 for the second phase of the evaluation, Year 5-7 and Year 8-10. In 2008, School Principals in Western and South Australia were contacted by means of a letter of invite seeking permission for their school to participate in the SDERA evaluation. Principals were contacted one week after the initial letter to further discuss their possible participation in the study. Upon principal agreement to participate, a follow-up letter was sent confirming their participation and the study requirements. If the Principal declined to participate in the study, the next randomly selected school from a pre-determined list was approached to participate. This process continued until the required number of schools was recruited into the study or until no further schools were available.

Cohort and Cross-sectional Evaluation

In a grouped randomised intervention trial, student’s complete baseline and post-test measures either side of an intervention, in this case exposure to SDERA. In this evaluation there were barriers to following students within and across schools that were not anticipated at baseline, particularly the withdrawal of several large schools from both the intervention and control groups.

Recruitment at baseline requiring active consent resulted in several classes within each participating school, where several students were involved in the evaluation and several had chosen not to participate. As a consequence of school withdrawals and lower anticipated numbers of students intending to complete the cohort study at post-test a modification to the original study design was implemented.

At post-test, students in Year 8 and Year 10 from participating Western Australia and South Australian schools, who had either declined to participate in 2008, or were new to the school, were invited through active parental consent to participate in the post-test evaluation. The recruitment of these additional students at post-test resulted in the modified study design presented in Figure 2 for each of the three cohort groups (Years 1-3; Years 5-7 and Years 8-10). Students who participated in the Baseline and post-test evaluation remained in the cohort as intended. Students, who were lost to follow-up from the cohort were used to compare with the recruited post-test only participants creating a non-equivalent pre and post-test cross sectional evaluation design. Results in this report are presented for the cohort and cross-sectional analysis of Year 1 to Year 3 students, cross sectional analysis of the year 5 to 7 group, and cohort and cross sectional analysis for the Year 8 to Year 10 group.

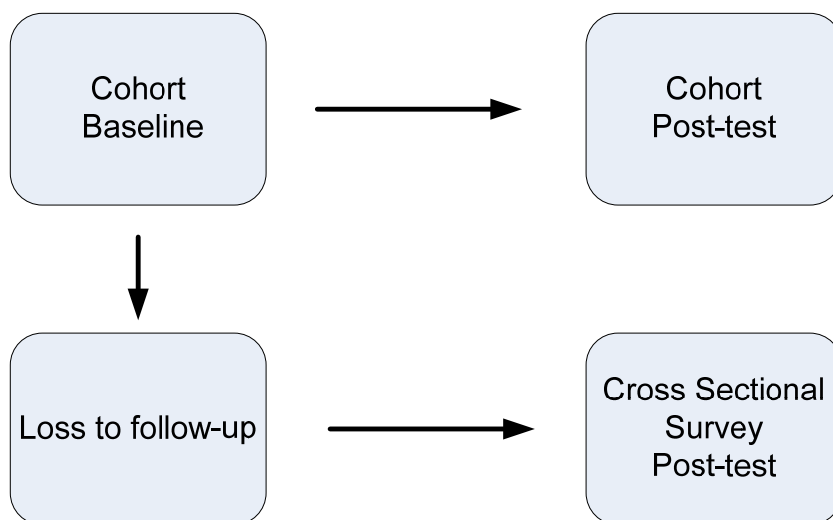


Figure 2: Modification to Evaluation Research Design for the three cohort groups?

Recruitment of participants – parents of students in year 1 and Year 4

The respondents in the baseline and post-test Kindergarten to Year 3 evaluation were parents of Year 1 and Year 4 students (respectively). Data were intended to be collect at post-test from Year 3 students in late 2008; however data collection was delayed until early 2009. Parents were surveyed as students were too young to independently complete questionnaires of this nature.

In Western Australia, an information letter and questionnaire were sent home with a sealable envelope by classroom teachers to parents of all the Year 1 students at baseline and to parents of all the Year 4 students at post-test. In South Australia, the information letter and questionnaire were sent home with a reply-paid envelope by classroom teachers. This ensured all parents/carers viewed

the letter describing the study and requesting their consent to participate. The letter described in clear simple language the purpose of the research and the anticipated benefits of being involved in the study. The letter also stipulated that participation was voluntary; that subjects had the right to withdraw from the study at any time; the purpose of the research; the type of involvement required of them; who would be conducting the research; and that confidentiality would be ensured.

In Western Australia, completion of the questionnaire was taken as an indication of consent to participate in the study; questionnaires were returned in sealed envelopes to classroom teachers which were returned by mail to the research team at Edith Cowan University. In South Australia, the Department of Education and Child Services approval for data collection required a consent form to be included in the questionnaire for parents to sign; completed questionnaires were returned directly by parents to Edith Cowan University in reply paid envelopes. The letter provided participants with a contact phone number and email address if they required more information about the study.

Recruitment of participants (Year 5 - Year 7) and (Year 8 - Year 10)

In 2008, students in Year 5 and Year 8 were recruited to complete baseline surveys. In 2010, students in Year 7 and 10 respectively were invited to complete post-test surveys.

Following Principal consent, schools in Western Australia and South Australia were provided with stamped and prepacked envelopes, containing a reply paid envelope and information and consent forms to be mailed home to parents on behalf of the research team. In addition to the parent information and consent forms, student consent forms were provided. Parents and students were required to complete consent forms and return them directly to the research team. Due to a modest response, a second mail out of consent and information packs were mailed home via the school to parents of students who the research team had yet to receive their consent forms. In Western Australia, permission was provided for passive consent amongst non-government schools, meaning parents only had to sign a consent form if they did not wish for their child to participate.

Data collection

Parents of Year 1 and Year 4 students

Data for all parents in Western Australia and South Australia were collected by means of self-complete questionnaires. Baseline data was collected from Year 1 parents in Western Australia during Term 2, 2006 and from South Australia parents during Term 3, 2006. Post-test data was collected from parents of Year 4 students from both states during Term 2, 2009.

The nominated contact person at each school, who was usually a Year 1 teacher at baseline, and a Year 4 teacher at post-test, was sent a package that contained detailed instructions and packs containing surveys and a return envelope for each parent. The contact person was asked to distribute the questionnaire packs to respective classes within their school. An instruction letter was provided to each classroom teacher asking them to distribute the packs to each student in their class. The packs, which contained the questionnaire, were clearly labelled with the student's name, class and school identification number. A separate identification number for each child was included on the questionnaire so that the student could not be identified when they returned the

questionnaire to the teacher. This identification number would allow the student to be tracked for subsequent data collections over the three-year study period. Each teacher asked the students to give the questionnaire to their parents. Parents were provided with a letter explaining the study and asked to return the questionnaire, whether they completed it or not, to their child's teacher by the due date.

Schools were asked to provide the research team with classroom lists so the research team could monitor which students' parents had responded. In an effort to increase response rates, a second round of surveys were sent to schools and distributed via classroom teachers to those students whose parents had yet to respond. In cases where schools were unable to provide class lists, the research team provided schools with a list of students whose parents had responded and asked the schools to distribute a second round survey to students whose name did not appear on the list.

All participants were assured of the confidentiality of their responses and informed that their participation was voluntary. As an incentive to increase participation rates parents were told that their name would be put into a draw when they returned their completed questionnaire. The prize was a \$50.00 retail voucher. The school contact person and the classroom teachers that assisted with distributing and collecting surveys were provided with a gift of thanks.

Once all parents questionnaires were returned to the school the contact person returned them to the research team at Edith Cowan University in a reply paid envelope.

Year 5-7 and Year 8-10 Students

Baseline` data was collected from Year 5 students in Western Australia, during Term 2 and 3, 2008; and from South Australia students in Term 4, 2008. Post-test data was collected from Year 7 students in both states during Term 4, 2010.

The baseline data from Year 5 students from both states were collected by means of semi-facilitated questionnaires. Research staff read the questionnaire out aloud whilst students completed the survey. At post-test, Year 7 students were considered capable of completing the self-administered questionnaire independently under the supervision of research staff and their classroom teacher.

Baseline data was collected in 2008 from Year 8 students in Western Australia during Term 3 and 4; and from South Australia students during Term 4. Post-test data were collected from Year 10 students from both states during Term 4, 2010. All data was collected from students by means of self-administered questionnaire under the supervision of research staff and their classroom teacher.

The nominated contact person at each participating school was sent an email detailing their responsibilities in assisting with the coordination of data collection visits by the research team. On a negotiated date and time, the research team visited the school to distribute surveys for students to complete. Data collection occurred during a nominated school period, with teachers asked to allocate 45 minutes for the visit. This allowed time for the research staff to introduce themselves, hand out and collect surveys, provide instructions and 20 minutes for the students to complete and return their questionnaires.

During the introduction by the research team, students were reminded about the study, how to complete the survey, that their participation was voluntary and were ensured confidentiality. During most visits there were students who did not have parental consent present in the classroom. These

students were provided by their teacher an activity sheet, or alternative class work to complete while other students were completing the surveys. In the case where students were absent, their survey was left behind with the class room teacher with a list of instructions and a reply paid envelope so that they could post their survey directly to the research team. Class room teachers were asked to arrange for the absent student(s) to complete the questionnaire the next time they were at school, during class time.

As a small incentive, all students were given a smarter than smoking hat (at baseline) and a smarter than smoking pen (at post-test) for completing a questionnaire or working quietly while others were completing surveys. All class room teachers and school contact staff were given a \$10 retail voucher as a small gift to acknowledge their help and assistance.

During the baseline data collection period in 2008, the research coordinator was able to visit most schools in Perth, Western Australia, metro area and all schools in South Australia. If the research coordinator was unable to visit a school in the Perth metro area, other research staff went on her behalf. In the case of schools located in regional Western Australia, SDERA regional officers were able to administer surveys on behalf of the research team. All SDERA regional officers that had participating schools located within their district, were sent packages containing a letter, detailing their responsibilities, a survey administration protocol, class lists detailing participating students, activity sheets, surveys, envelopes for students to place their completed surveys in and thank you gifts.

During post-test data collection in 2010, the same data collection methods were used in Western Australia. However, due to funding limitations the research coordinator was unable to travel to South Australia. Therefore, South Australia school contact staff were asked to administer the student surveys on behalf of the research team. All contact staff were provided with the same materials as the SDERA regional officers. All SDERA regional officers and South Australia school contact staff were offered a \$50 retail voucher as a gift of thanks for their time and efforts.

Response rates for schools and participants

Response rates for Year 1 to Year 4 Schools

In 2006, 88 schools from Western Australia (WA) were approached to participate in the baseline data collection for the SDERA evaluation. Thirty-five schools agreed to be involved in the evaluation, one of these schools dropped out at the data collection stage, yielding a response rate of 40%. In South Australia (SA), 42 schools were invited to participate in the SDERA evaluation, 18 schools agreed, giving a response rate of 43%.

In 2008, all schools that participated at baseline were approached to participate in the post-test data collection for the SDERA evaluation. Of the 35 WA schools that participated at baseline, 25 schools agreed to continue participation, giving a response rate of 71.4%. Of the 18 schools in SA, nine schools agreed to carry on; this resulted in a 50% response rate.

In both states, schools that declined or withdrew their participation cited the following reasons for doing so: current obligations to existing curriculum limited the schools ability to support the study;

the school was already involved in a research project; school principals felt that their staff members were already burdened; and the SDERA issues were not a current priority.

Response rates for Year 1 - Year 4 Parents

Table 1 presents the number of questionnaires sent to parents in 2006, the number returned and the response rate for baseline, post-test (2009) and overall for Western and South Australian schools. Due to research team staff turnover and other organisational issues within the university, post-test data collection was delayed from late 2008 to early 2009. The response rates for parents were similar in the two states. Overall, 3192 parents were surveyed.

Table 1: Response rates for Kindergarten – Year 4 Parents

	Western Australia			South Australian			Total		
	surveys sent	surveys returned completed	Response rate	surveys sent	surveys returned completed	Response rate	surveys sent	surveys returned completed	Response rate
	n	n	%	n	N	%	n	n	%
Baseline (2006)	2210	1484	67	896	575	64	3106	2059	66
Post-Test (2009)	1695	880	52	467	253	54	2162	1133	52
Total	3905	2364	60.5	1363	828	61	5268	3192	60.5

Table 2 shows the skewed distribution amongst parents in the baseline cross sectional survey, compared with the post-test follow-up. An even greater skew was recorded for Western Australian parents completing the cohort study, compared with South Australian parents.

Table 2: Number of parents in the cross sectional evaluation

	Western Australia (n=1641)	South Australia (n=596)	Total (n=2237)
Baseline (2006)	1137 (70%)	458 (77%)	1595(71%)
Post-test (2009)	504 (30%)	138 (23%)	642 (29%)
Cohort	357 (77%)	107 (23%)	464

Response rates for Year 5 - 7 Schools

Schools that had agreed to continue their participation for the Kindergarten to Year 3 Parent post-test data collection, in 2008, were also approached to be involved in the Year 5 to Year 7 baseline data collection for the SDERA evaluation. Of the 25 schools in WA, all agreed to participate in the Year 5-7 baseline data collection, resulting in a 100% response rate. Of the 9 SA schools, 7 schools remained involved giving a response rate of 60%.

In 2010, all schools that participated at baseline were approached to participate in the post-test data collection for the SDERA evaluation. Of the 25 WA schools that participated at baseline, 18 schools agreed to continue, giving a response rate of 72%. One school declined on the basis similar to those mentioned earlier. The other six schools had to withdraw because they no longer catered for Year 7 students. These students had moved to the 'feeder' high schools. Ten feeder high schools were approached to be involved in post-test data collection phase of the evaluation; four of these schools accepted the invitation, resulting in a 40% response rate. Overall 22 WA schools were able to participate. Of the 7 schools in SA, 6 schools agreed to continue their participation in the post-test evaluation data collection, which resulted in a 85.7% response rate. In both states, schools that declined to be involved gave reasons similar to those mentioned in the Kindergarten to Year 3 response description.

Response rates for Year 5 - 7 Students

Table 3 presents details on the number of Year 5 students invited to participate in the baseline data collection in 2008, the number who completed surveys and overall response rates. The Table also details the number of Year 7 students invited to participate in the post-test data collection in 2010, the number who completed surveys and the overall response rate. Response rates for the Year 5 and Year 7 students were higher amongst Western Australian children compared with South Australian children. Post-test response rates reflect the combination of cohort and cross sectional respondents in the study. Overall, a response rate of 45.6% was achieved for the Year 5 to 7 evaluation.

Table 3: Response rates for Year 5 - 7 Students

			Baseline (2008)	Post-Test (2010)	Total
WA	students recruited	n	2010	2300	4310
	completed surveys	n	875	1465	2340
	response rate	%	43.5	63.7	54.3
SA	students recruited	n	424	376	800
	completed surveys	n	114	129	243
	response rate	%	26.9	34.3	30.3
Total	students recruited	n	2434	2676	5110
	completed surveys	n	735	1594	2329
	response rate	%	33.7	59.6	45.6

As evidence in Table 4, 254 students completed the cohort assessment for the Year 5 to Year 7 evaluation, with 87% from WA. As also shown in Table 4, Western Australian students that completed the non-equivalent pre-post group component of the evaluation were over represented in the sample.

Table 4: Number of students in the Year 5 - Year 7 cohort

	Western Australia (n=1893)	South Australia (n=179)	Total (n=2072)
Baseline (2006)	653 (35%)	82 (46%)	735
Post-test (2009)	1240 (65%)	97 (54%)	1337
Cohort	222(87%)	32(13%)	254

Response rates for Year 8 - 10 Schools

In 2008, 46 schools from WA were approached to participate in the baseline data collection for the SDERA evaluation. Fifteen schools agreed to be involved in the evaluation, one of these schools dropped out at the data collection stage, yielding a response rate of 30.4%. In SA, 35 schools were invited to participate in the SDERA evaluation, 9 schools agreed, giving a response rate of 25.7%.

In 2010, all schools that participated at baseline were approached to participate in the post-test data collection for the SDERA evaluation. Of the 14 WA schools that participated at baseline, 12 schools agreed to continue participation, giving a response rate of 85.7%. Of the 9 schools in SA, eight schools agreed to carry on; this resulted in a 88.8% response rate.

In both states, schools that declined to be involved gave reasons similar to those mentioned in the Kindergarten to Year 3 response description.

Response rates for Year 8 - 10 Students

Table 5 presents details on the numbers of Year 8 students invited to participate in the baseline data collection in 2008, Year 10 students invited to participate in the post-test data collection in 2010, students with consent, corresponding consent rates, number of surveys completed and the corresponding response rates for the WA and SA samples as well as the total for the study. At baseline, students in SA completed a higher percentage of surveys than WA students and vice versa for the post-test data collection phase. Overall, 1926 students were surveyed.

Table 5: Response rates for Year 8 - Year 10 Students

			Baseline (2008)	Post-Test (2010)	Total
WA	students recruited	n	2108	1750	3858
	completed surveys	n	870	747	2340
	response rate	%	41.3	42.6	60.1
SA	students recruited	n	1139	1042	2181
	completed surveys	n	192	117	309
	response rate	%	16.9	11.2	14.2
Total	students recruited	n	3247	2792	6039
	completed surveys	n	1062	864	1926
	response rate	%	32.7	30.9	31.9

Table 6, shows the distribution of cohort participants by Western and South Australia for the cohort and cross sectional evaluation. The table also shows the over representation of Western Australian students in the Year 8 to Year 10 evaluation of SDERA.

Table 6: Number of students in the Year 8 - Year 10 cohort

	Western Australia (n=1116)	South Australia (n=317)	Total (n=1381)
Baseline (2008)	870 (82%)	246 (18%)	671
Post-test (2010)	246 (77%)	71 (22%)	317
Cohort	477(71%)	194(29%)	671

Instrument

Three instruments were developed for the study, a Year 1 to 3 parent survey, a Year 5 – 7 student survey and a Year 8-10 student survey. All surveys were self-administered (with assistance for Year 5's at baseline). The three questionnaires were written and reviewed by health and education professionals at the Child Health Promotion Research Centre who are experienced in questionnaire development and the evaluation of school-based drug education, mental health and road safety

education programs. Instruments and scales used by previous research on similar projects such as the Road Aware Evaluation and the School Drug Education Project Evaluation were also reviewed for their appropriateness to this study.

After objectives were developed for each questionnaire, a draft questionnaire for each group was formulated. An iterative process whereby comments on the questionnaire were integrated and re-circulated for further comment was followed until all were in agreement with the questions addressing each objective.

Parent Survey

The objective of the parent questionnaire was to obtain information from parents about the knowledge, attitude and behaviour in relation to resilience, drug education and road safety of their Year 1 child. Careful consideration was given to the wording and selection of constructs of the questions so that the same or similar questions could be used in a survey that was to be completed by parents once their child was in Year 4 (i.e. the cohort of students in 3 years time). Additionally, while the measurement of behavioural outcomes was a priority, this was not always possible as Year 1 children were unlikely to be engaging in behaviours that older students would be experiencing and it was unlikely that parents would report that their child was exposed to an unsafe environment. For example, it is unlikely that Year 1 children smoke cigarettes or drink alcohol.

The outcome variables measured in this study using the parent survey were:

- Resilience of child (using the Strengths and Difficulties Questionnaire (SDQ-parent version)
- Resilience, drug education and road safety knowledge and behaviours of the child
- Road safety attitudes of the child
- Child's ability to identify and communicate road-related risk
- Resilience and drug education knowledge of the parent
- Parent perception of their child's ability to understand road safety issues and use roads safely

The Strengths and Difficulties Questionnaire (Strengths and Difficulties Questionnaire, 2001) was included in the parent survey to assess each child's behaviour in the last six months. This questionnaire was used as an indicator of resilience in the child, which will be measured over the three-year study period to monitor changes that may occur partly from the SDERA program.

The Strengths and Difficulties Questionnaire is a brief behavioural screening questionnaire for use with children aged between four and sixteen years. It has been shown to be reliable and valid (Becker et al., 2003; Goodman et al., 2004) and has been utilised extensively by researchers, clinicians and educationalists. The shorter version comprising 25 items and designed for parent report was used in this survey. The instrument consists of five sub-scales of five items each, labelled emotional symptoms, conduct problems, hyperactivity, peer problems and pro-social behaviour. The first four subscales measure potential "difficulties" that children may experience and the last measures a positive attribute or competency. Responses to the items are scored between 0 and 2 and relevant items are summed to calculate a score for each subscale (range 0 to 10). The scores for the four first-mentioned subscales measuring symptoms are summed to obtain a "Total Difficulties Score" (range 0 to 40). Recommended guidelines or cut-off points, which differentiate scores for the

extreme 10% of the population for each subscale as well as the Total Difficulties Score, were used to identify children potentially at risk of experiencing difficulties or psychological disorders. (Although the guidelines were developed to be used in studies where multiple informants are used to report on each child, they have been used here based on parent report data only, as this was all that was available.) Thus the percentages of students identified as being “at risk” is only an estimate of the children who may be experiencing difficulties and should not be interpreted as the percentage of children with psychological disorders.

Table 7: Cut-offs* used for Strengths and Difficulties Questionnaire

Scale score	Possible Range	Cut-off points to identify “at risk” students
Emotional symptoms	0-10	5 or higher
Conduct problems	0-10	4 or higher
Hyperactivity	0-10	7 or higher
Peer problems	0-10	4 or higher
Pro-social behaviour	0-10	4 or lower
Total Difficulties Score	0-40	17 or higher

* Reference: <http://www.sdqinfo.com/>

Drug education covered the topics of medicines and hazardous substances, tobacco and passive smoking and caffeine. The questions on road safety covered the themes of passenger safety, pedestrian safety, playing safely and sensing traffic.

A number of predictors of resilience, drug education and road safety have been identified from the literature and measures of the following were included in this survey:

- Demographic characteristics of **parent/child (including** Gender, Age, Relationship with child, Gender of child)
- Risk / protective factors for **child (including** child exposed to family member smoking in child’s home, Connectedness to school (related to hazardous behaviours), Unsafe exposure to the road environment as a passenger, pedestrian and/or cyclist)

The School Connectedness Scale (McNeely, Nonnemaker & Blum, 2004) was developed for completion by adolescents. Items in the scale are based on evidence that adolescents who feel cared for by people at their school and feel a part of their school are less likely to use substances, engage in violence or initiate sexual activity at an early age, and report higher levels of emotional

well-being. The scale has good internal consistency ($\alpha=.79$). In our study parents are responding for their Year 1 child.

Year 5 to 7 Student Survey

The Year 5-7 instruments contained the strengths and difficulties questionnaire used in the Year 1-4 instrument. The Year 5-7 instrument also contained questions relating to correct medicine usage and storage, knowledge, attitudes and behaviours relating to tobacco and caffeine. A series of statements reflecting situations where trialling tobacco may occur were assessed against a student's likelihood to choose not to smoke. A series of questions relating to road crossing, skateboard, scooter and rollerblade road safety, as well as passenger safety were included in the survey. One item in the instrument assessed the recall of health education lessons associated with the SDERA materials

Year 8 to 10 Student Survey

The Year 8-10 instruments contained the strengths and difficulties questionnaire used in the Year 1-4 and Year 5-7 instruments. The Year 8 to 10 survey included questions on student's use of tobacco, alcohol, painkillers and illicit drugs. Student's knowledge of the risk of using legal and illicit drugs was assessed, as well as their propensity to engage in risky behaviours. The instrument contained a question on the perception of their friend's use of legal and illicit drugs, as well their confidence in resisting offers to trial by their friends and associates. Questions on road safety, road use and passenger safety related knowledge, attitudes and behaviours were asked across several questions. Student's recall of health education lessons they received in the last year were also measured. Finally, several demographic questions were asked of participants.

Teacher implementation of SDERA

Teachers from Western and South Australia involved in the SDERA evaluation were invited to complete an online survey during each year of the data collection phase. The survey requested information on the amount of specific health education they had taught in their classroom, as well as any use of the SDERA Challenges and Choices resource.

A modest response rate of 46% was achieved for teachers completing the online survey throughout the study. A total of 256 teachers across Years 5 to 10 completed the survey. The majority of teachers were from Western Australia (81%; $n=208$), with 19% from South Australia (19%; $n=48$).

Table 8, shows the proportion of teachers from each State indicating they had taught specific health education topics during the current school year. Overall, 54% of teachers from Western Australia and 27% of teachers from South Australia had implemented health education classes around the topics provided.

When asked if they had taught health education using the SDERA Challenges and Choices materials, 30% ($n=62$) of Western Australian teachers reported using the materials, compared with no teachers from South Australia using the Challenges and Choices materials.

Table 8: Teaching of selected health education topics

	WA (n=208)	SA (n= 48)
Resilience	25	15
Personal skills	38	21
Medicines	5	6
Tobacco	13	6
Caffeine	5	6
Cannabis	11	0
Alcohol	14	6
Illicit drugs	16	4
Any	54	27

Data Analysis

Data for all surveys were analysed in a similar manner. Scale items were summed to derive a numerical score, with a higher score representing a higher or stronger attitude and behaviour against the items measured. Cohort analysis was conducted using repeated measures GLM procedures accounting for gender, health education exposure and State in the models. Data were initially analysed in SPSS 19 and then subsequently analysed in STATA to account for class level clustering. The Bootstrapping feature of STATA was used to increase the robustness of models, particularly with the disproportionate distribution of students between Western and South Australian schools.

Cross sectional data were analysis was conducted using a Univariate linear regression in a similar manner to the repeated measures analysis procedure. Backwards stepwise regression was used to determine the most parsimonious model. Accounting for class level clustering and the boot strapping feature were used in the cross sectional analysis.

For the purpose of this report, significance is represented by a p-value of less than 0.05 where appropriate.

Results

Years 1-3

School connectedness

School connectedness was measured against five items related to how parent's felt their child interacts with others at school (range 5-20), with a higher score reflecting greater school connectedness. As evidenced in Figure 3, parents from the cross sectional study rated their child's school connectedness high at both baseline and post-tests. Small observable differences between WA and SA parents were not significantly different ($P > 0.05$). Similarly, parents in the cohort study rated their child's school connectedness high at baseline and post-test, with non-significant differences in these ratings observed between Western and South Australian parents ($P > 0.05$) (Figure 4). Parents in both cross sectional and cohort groups who recalled their child receiving resilience specific and health education lessons in general did not score their child significantly differently in this study, irrespective of their state.

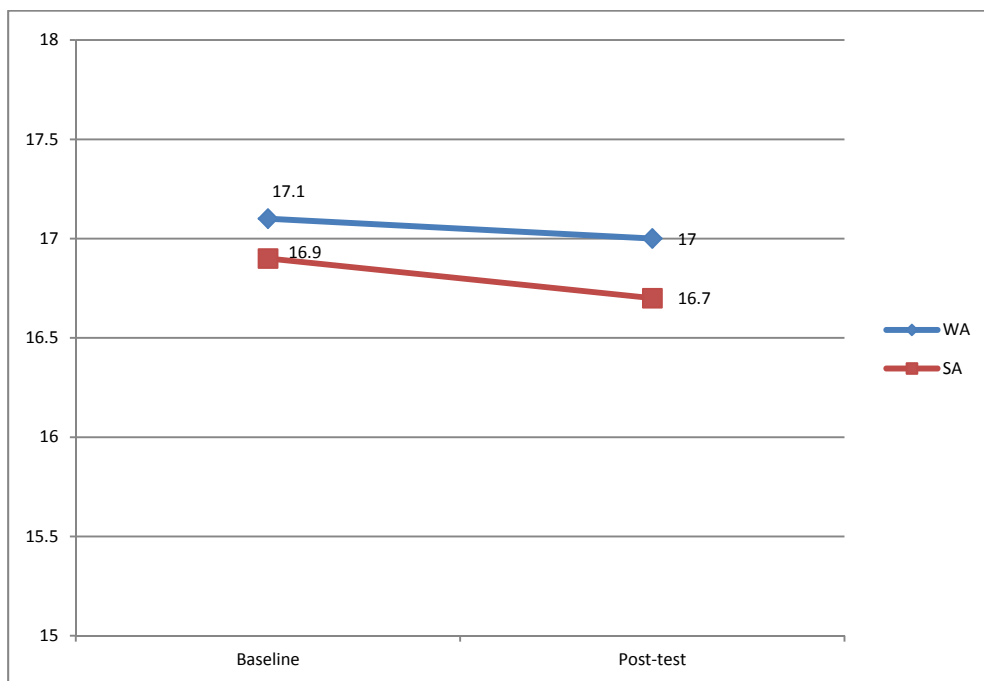


Figure 3: School connectedness scores at Baseline and Post-test across WA and SA parents - cross sectional sample

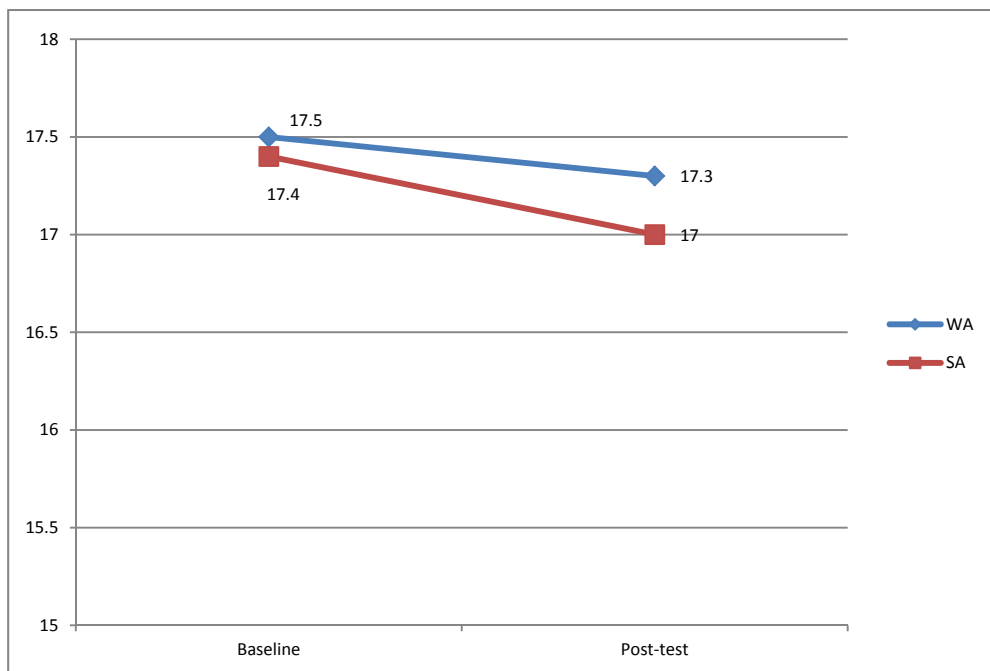


Figure 4: School connectedness scores at Baseline and Post-test across WA and SA parents - cohort study

Strengths and Difficulties

Emotional Symptoms Scale

On average, the level of child emotionally related clinical problems were unlikely to be reported by parents in this evaluation (range 0 - 10). Small non-significantly higher Emotional Scale scores were observed between baseline and post-test for each of the Western Australian and South Australian cross sectional samples independently (Figure 5). No effect of parent's recalling their child being taught resilience specific or general health education classes were observed with the emotional symptoms scale at baseline and post-test.

Amongst parents in the cohort study, non-significant differences in the emotional symptoms scores of their children between baseline and post-test, accounting for State, recall of exposure to health education and gender (Figure 6).

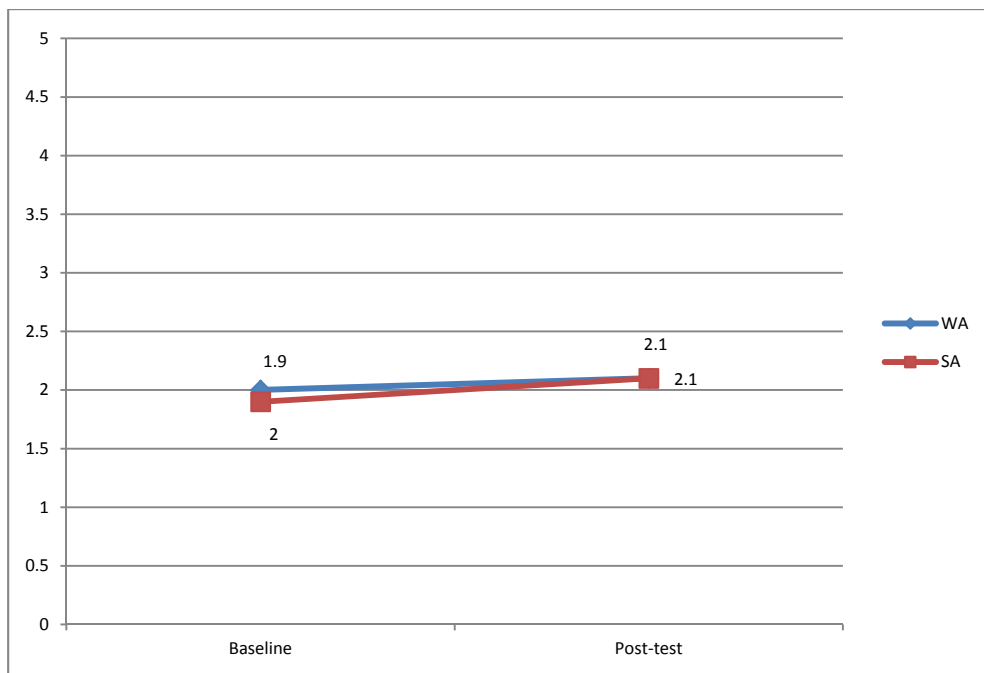


Figure 5: Emotional symptoms scores at Baseline and Post-test across WA and SA parents - cross sectional sample

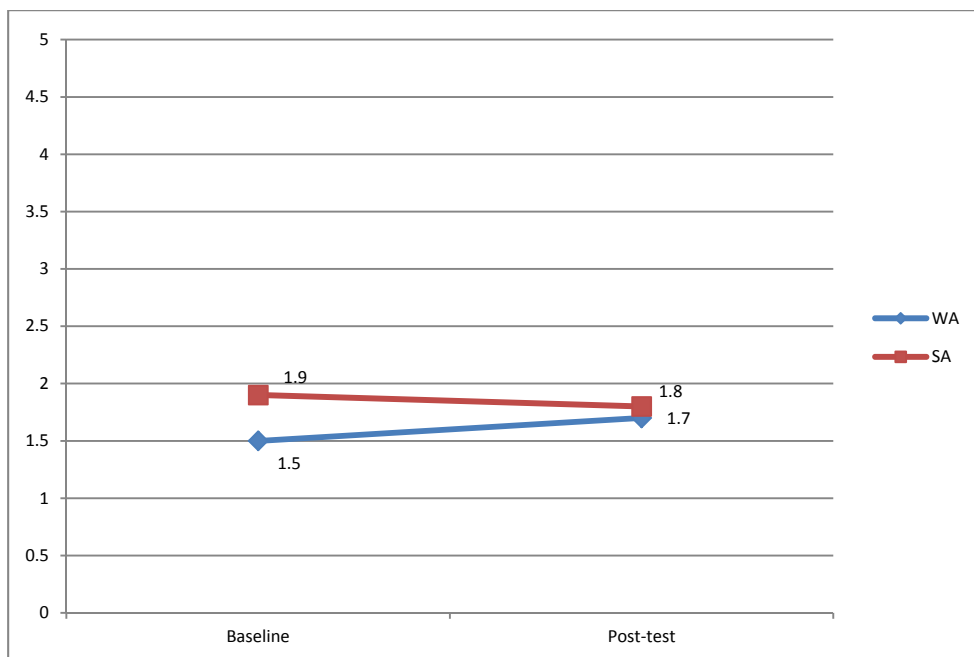


Figure 6: Emotional symptoms scores at Baseline and Post-test across WA and SA parents - cohort study

Conduct problems scale

As shown in Figure 7, students in this evaluation were found to be on average at low risk of developing clinical problems related to conduct problems (range 0 -10). Small significant declines in the conduct problem scale were observed between baseline and post-test, with this level of decline similar for Western and South Australian students ($P < 0.01$). No significant influence between students whose parents recalled their receiving resilience or health education classes and their conduct problems score were observed.

Parents who participated in the cohort evaluation reported low and very similar and non-significant conduct problem score's for their children at pre and post-test (Figure 8). No influence amongst parents recalling resilience or health education classes, the gender of children or state were observed in this evaluation.

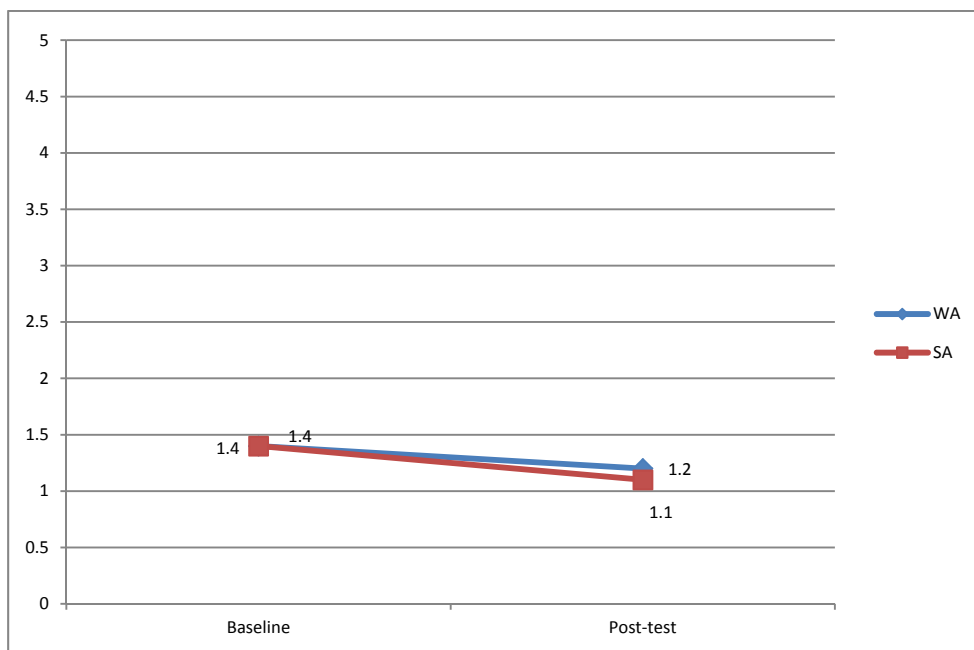


Figure 7: Conduct Problems scores at Baseline and Post-test across WA and SA parents - cross sectional sample

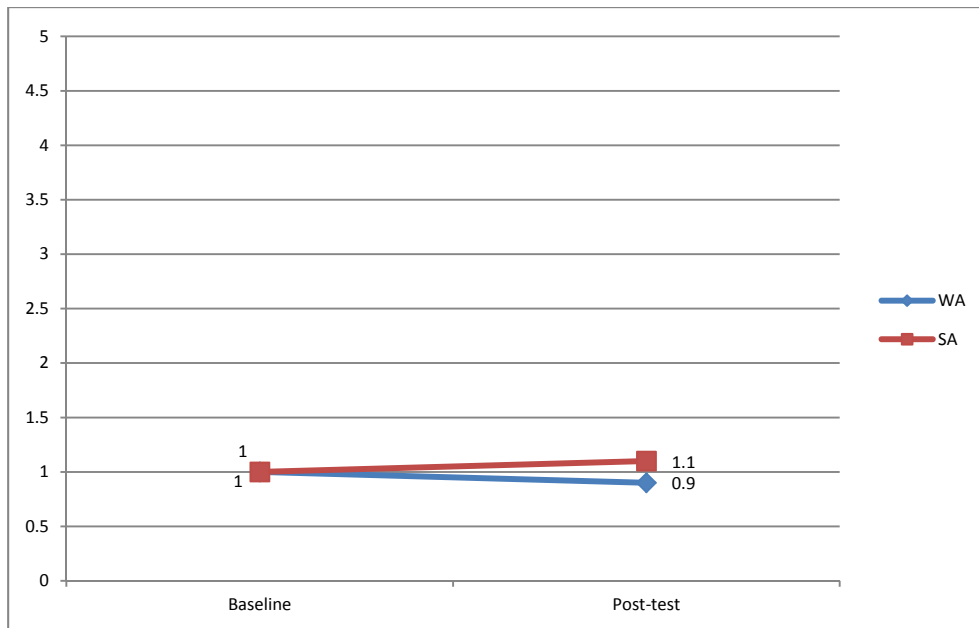


Figure 8: Conduct Problems scores at Baseline and Post-test across WA and SA parents - cohort study

Hyper activity

Students in this study scored within acceptable ranges for hyperactivity indicating minimal likelihood of health risk (range 0 -10). Small significant increases in hyperactivity score were observed between baseline and post-test amongst cross-sectional parents, although no significant differences were observed between Western Australian and South Australian children between baseline and post-test (Figure 9). No significant association was observed with parent recall of their child receiving health education and lower hyperactivity scores in the cross sectional component of this study ($P > 0.05$).

As shown in Figure 10, amongst parents in the cohort study, no significant differences were observed in their rating of their child's hyperactivity in this study, after adjusting for child's gender and exposure to health education.

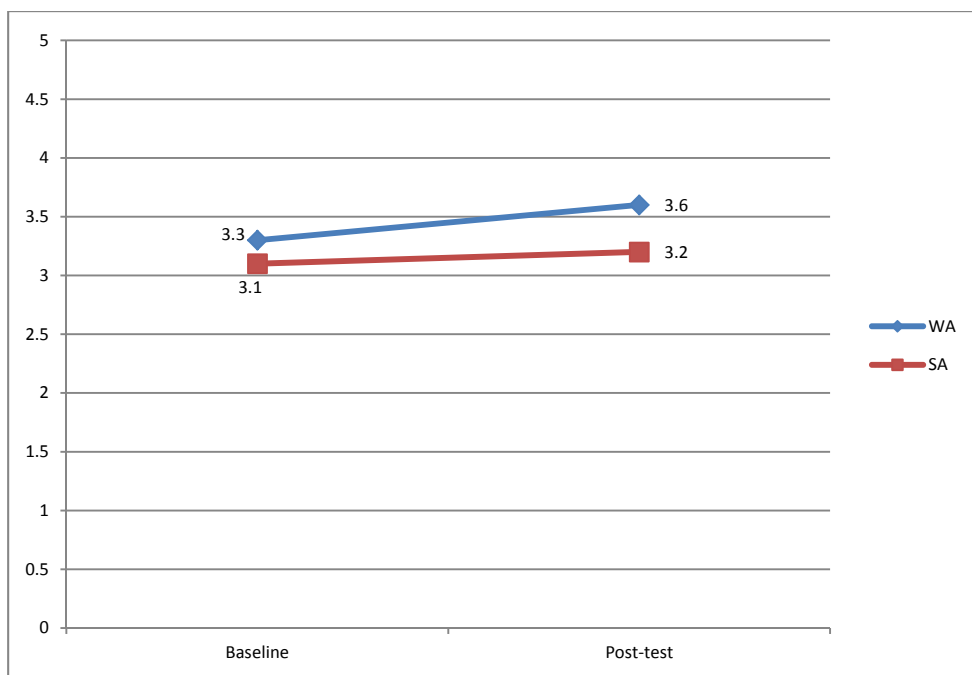


Figure 9: Hyper Activity scores at Baseline and Post-test across WA and SA parents- cross sectional sample

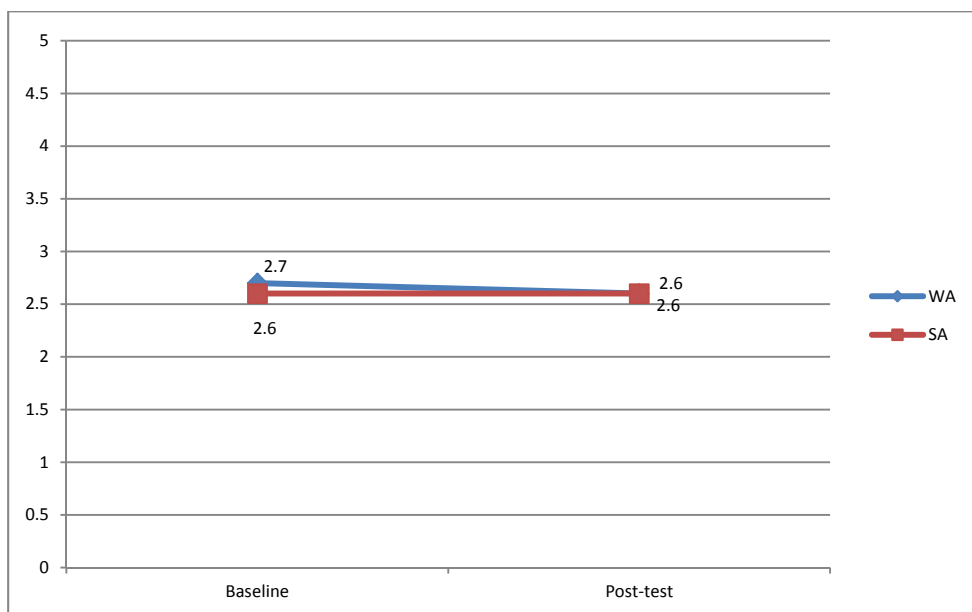


Figure 10: Hyper Activity scores at Baseline and Post-test across WA and SA parents – cohort study

Peer problem scale

Students in the evaluation achieved peer problem scores within a range that suggests clinically significant problems are unlikely (range 0 -10). Significantly similar peer problem scores were reported for students by parents at post-test compared with baseline, for both Western Australian and South Australian students in the cross sectional evaluation (Figure 11). No significant influence

by child's gender or parent recall of their child receiving resilience specific or general health education during the intervention period were observed in the cross sectional evaluation.

Amongst parents in the cohort study, very small non-significant differences were observed between baseline and post-test for WA and SA students (Figure 12). When adjusting for parents who recalled their child receiving resilience education, Western Australian students reported better small significant improvements in peer problem scale scores compared with South Australian parents over the intervention period ($P < 0.05$).

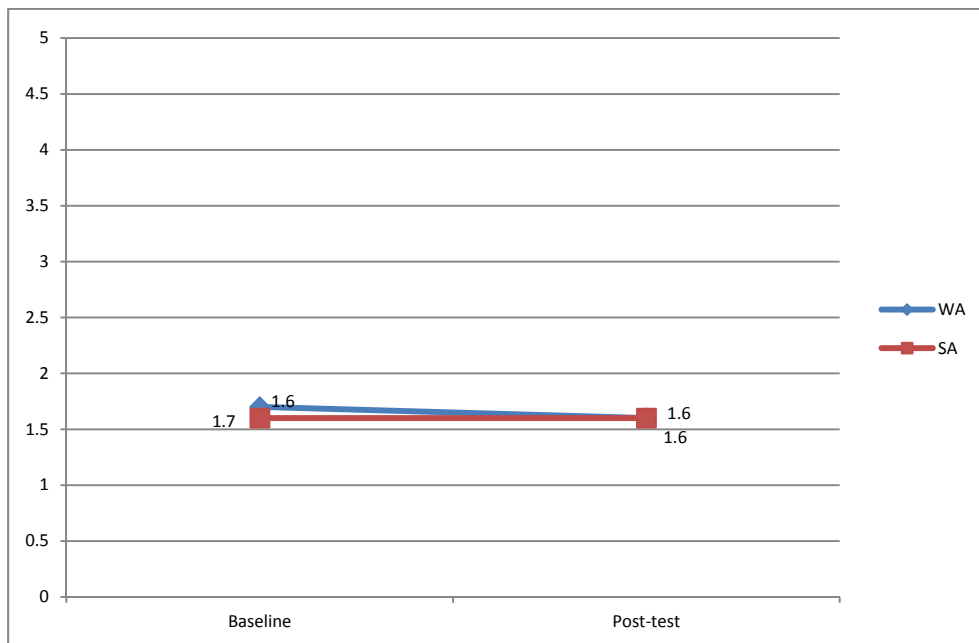


Figure 11: Peer Problem scores at Baseline and Post-test across WA and SA parents – cross sectional sample

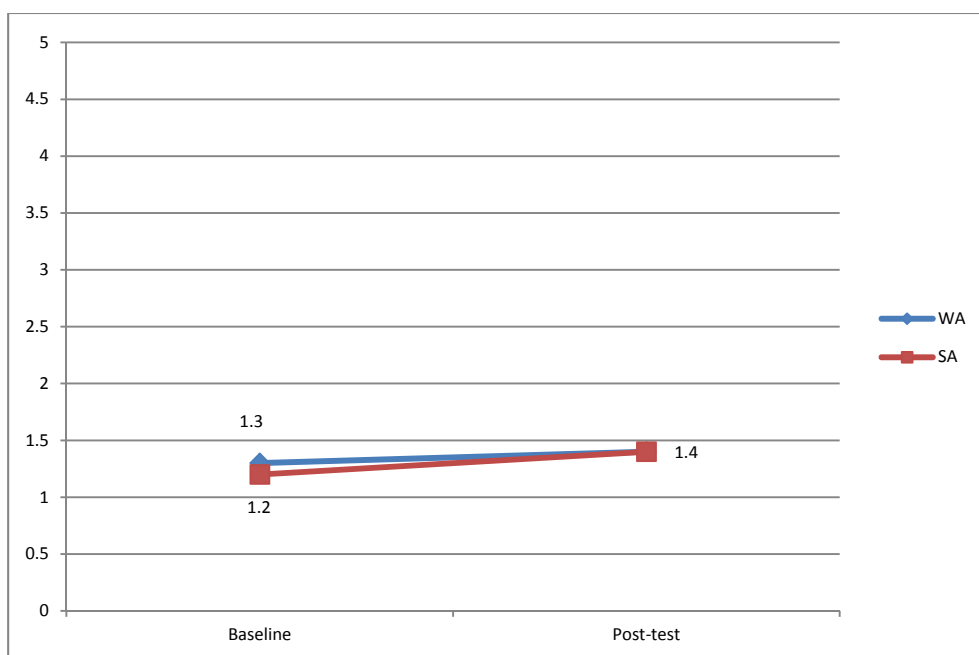


Figure 12: Peer Problem scores at Baseline and Post-test across WA and SA parents – Cohort Study

Pro-social behaviour

No significant differences between baseline and post-test pro-social behaviour scores for children reported by participating parents were observed in the cross sectional evaluation (range 0 -10) (Figure 13). The non-significant differences were observed between Western and South Australian parents, and was not associated with the gender of the child. No significant associations between recall of health education and pro-social behaviour were also observed in the cross sectional evaluation.

Amongst parents in the cohort study, significantly similar pre and post-test pro-social behaviours scores were observed after adjusting for parents who recalled their child receiving health education, and the gender of their child (Figure 14).

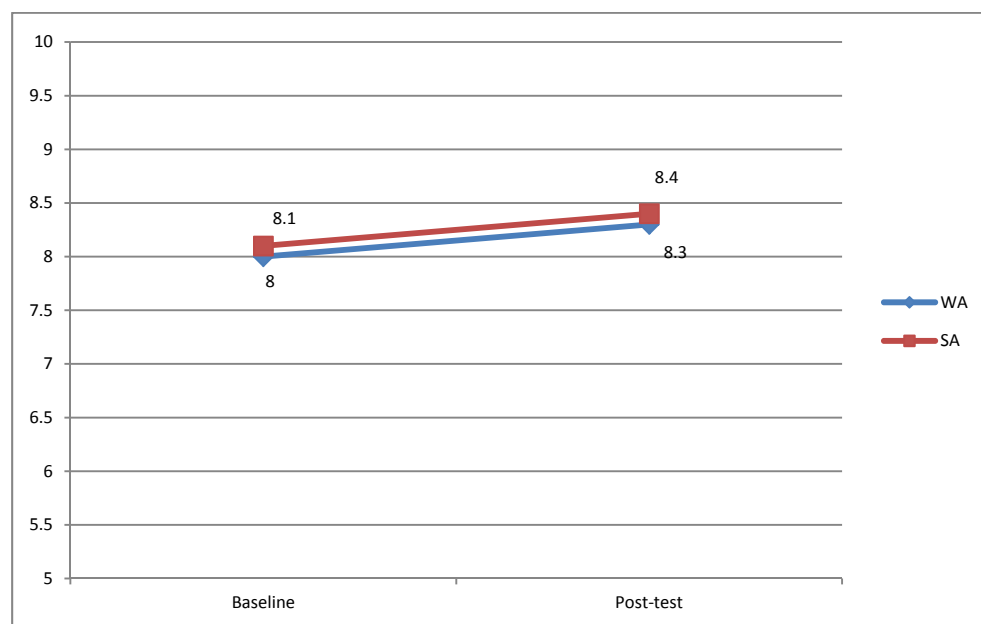


Figure 13: Pro Social Behaviour scores at Baseline and Post-test across WA and SA parents - Cross sectional Sample

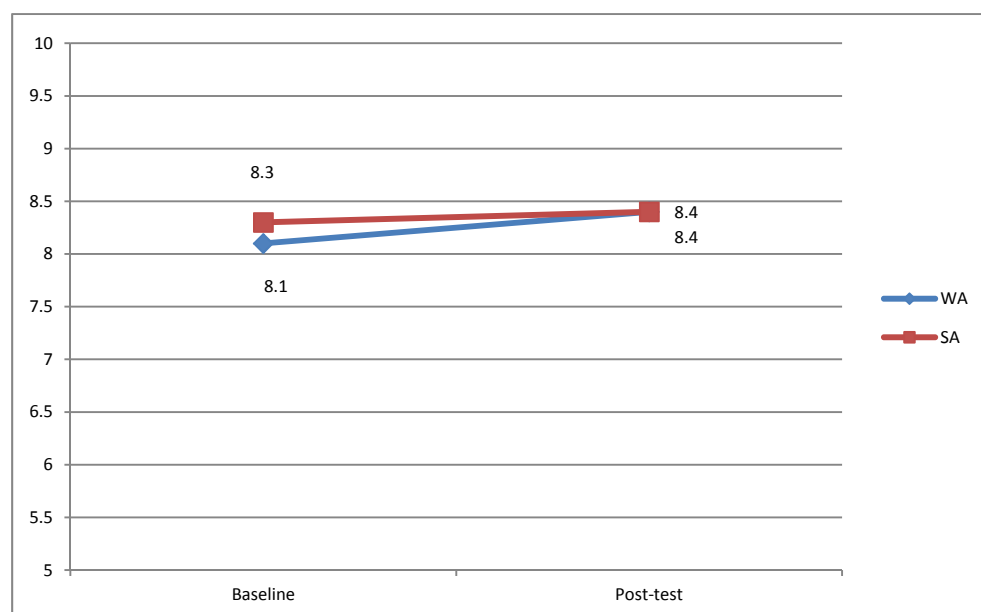


Figure 14: Pro Social Behaviour scores at Baseline and Post-test across WA and SA parents – Cohort Study

Total difficulties score

Parents in this study recorded scores that on average their child was at low risk of difficulties (range 0 -10). Amongst parents in the cross sectional study, small significant reductions in the overall total difficulties score were reported between baseline and post-test (Figure 15). However, no difference in the change between Western and South Australian parents were observed. No significant influence of parents recalling their child receiving health education lessons on total difficulties was observed in this evaluation.

Amongst parents in the cohort evaluation, Western Australian parents reported small increases in the overall difficulties scores of their child, compared with a reduction amongst South Australian parents, between baseline and post-test (Figure 16). These differences remained non-significant, after adjusting for the gender of the child and parents recall of their child receiving health education classes.

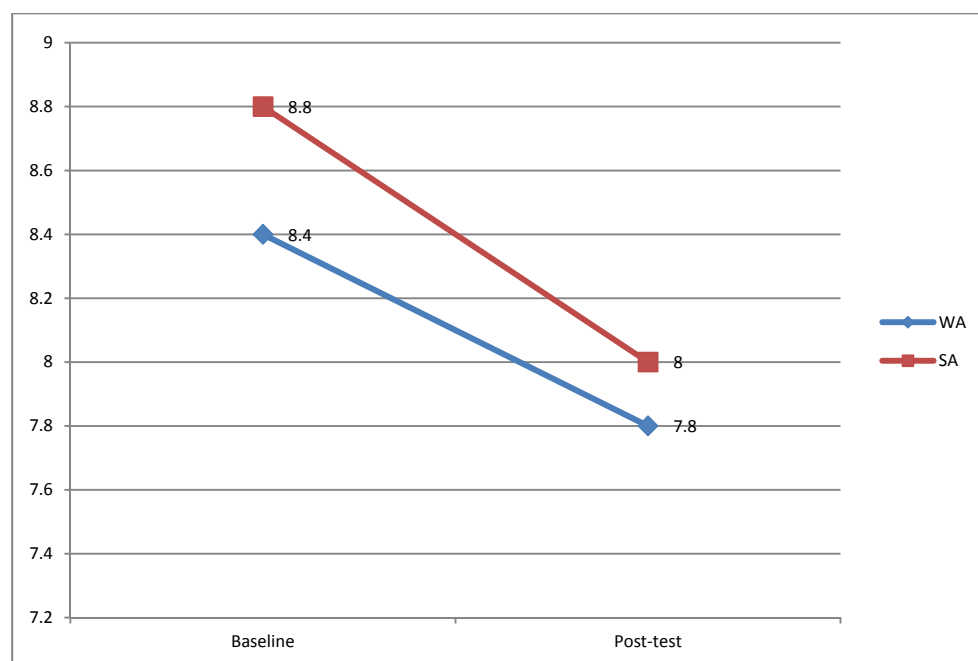


Figure 15: Total Difficulties scores at Baseline and Post-test across WA and SA parents - Cross sectional Sample

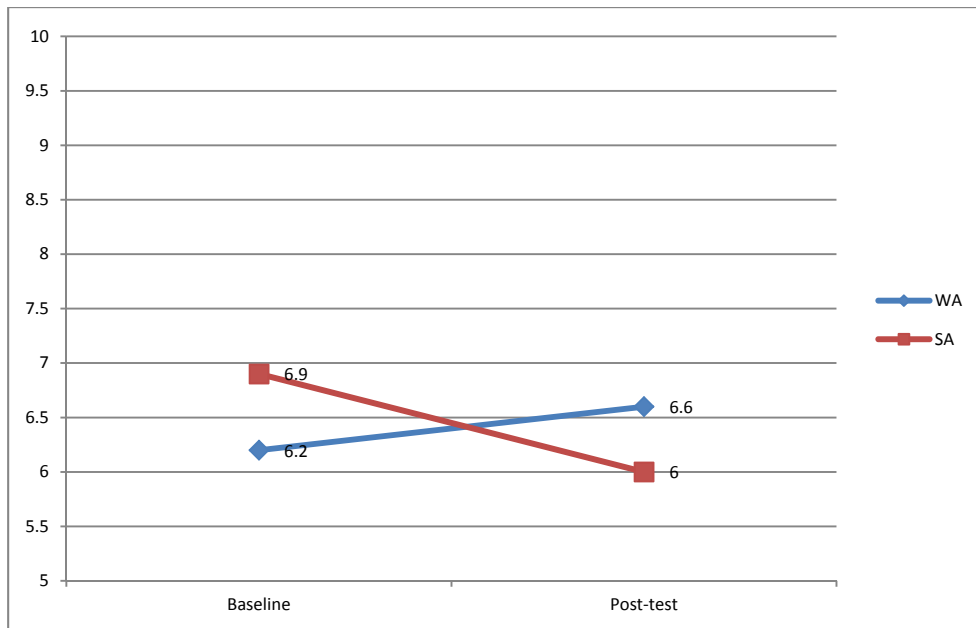


Figure 16: Total Difficulties scores at Baseline and Post-test across WA and SA parents – Cohort Study

Coping at school

Overall parents rated their child highly on coping at school in this evaluation (range 5- 20). Significant increases were observed between baseline and post-test scores ($P < 0.01$), although no significant difference between Western Australian and South Australian parents was observed (Figure 17). Amongst parents who recalled their child receiving some health education, a higher coping score (19.4) compared with (18.5) parents who did not recall their child receiving health education classes.

Amongst parents in the cohort evaluation, no significant difference between baseline and post-test scores were observed and no association between baseline and post-test scores were observed with recalling health education, or between the genders of children (Figure 18).

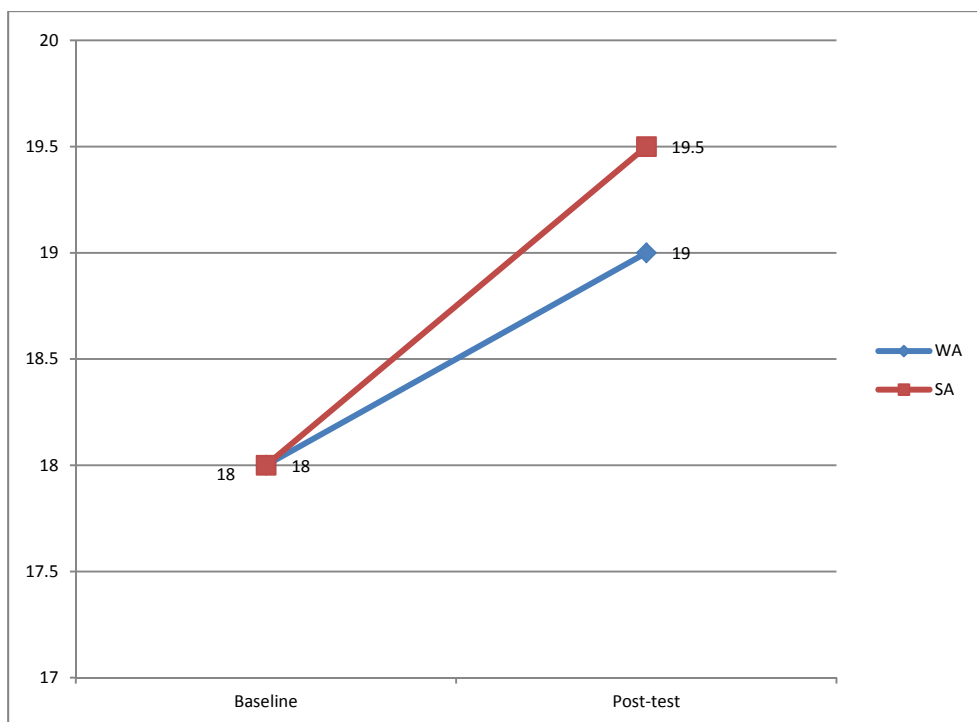


Figure 17: Coping at School scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

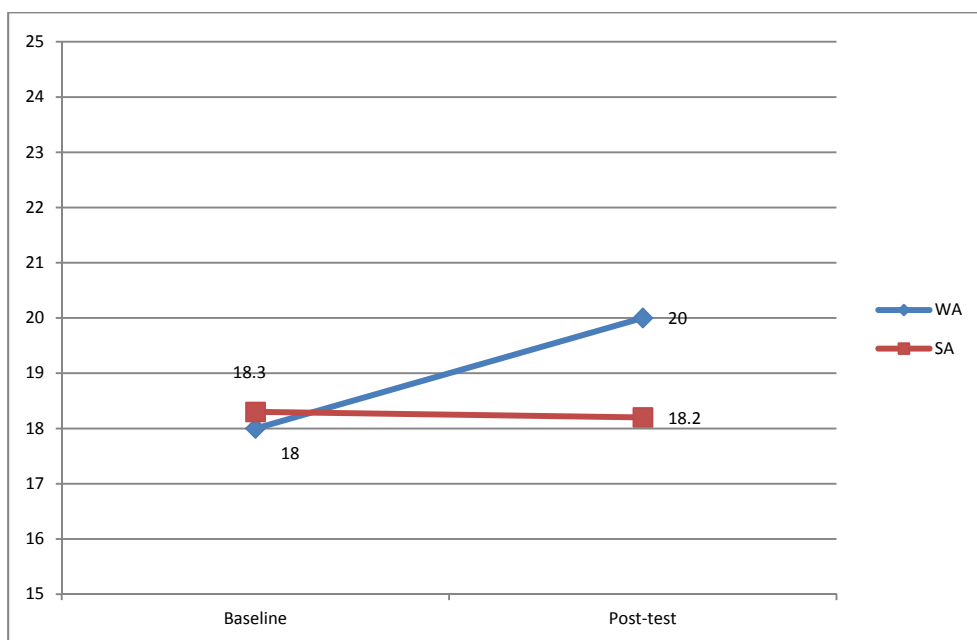


Figure 18: Coping at School scores at Baseline and Post-test across WA and SA parents – Cohort Study

Medicines

Students in both Western Australia and South Australian significantly increased their overall knowledge of medicines between pre and post-test ($P < 0.05$), with the increase similar between the

states ($P > 0.05$) (Figure 19). Overall, students in the study had modest scores on Medicine related knowledge, at baseline increasing to an average high score at post-test (range 4-16).

Amongst cohort participants, no significant increase in medicine related knowledge was observed pre and post-test, although students whose parents recalled exposure to a medicine lesson scored significantly higher compared with students of parents who did not recall their child receiving a medicine or any health education related lessons (Figure 20).

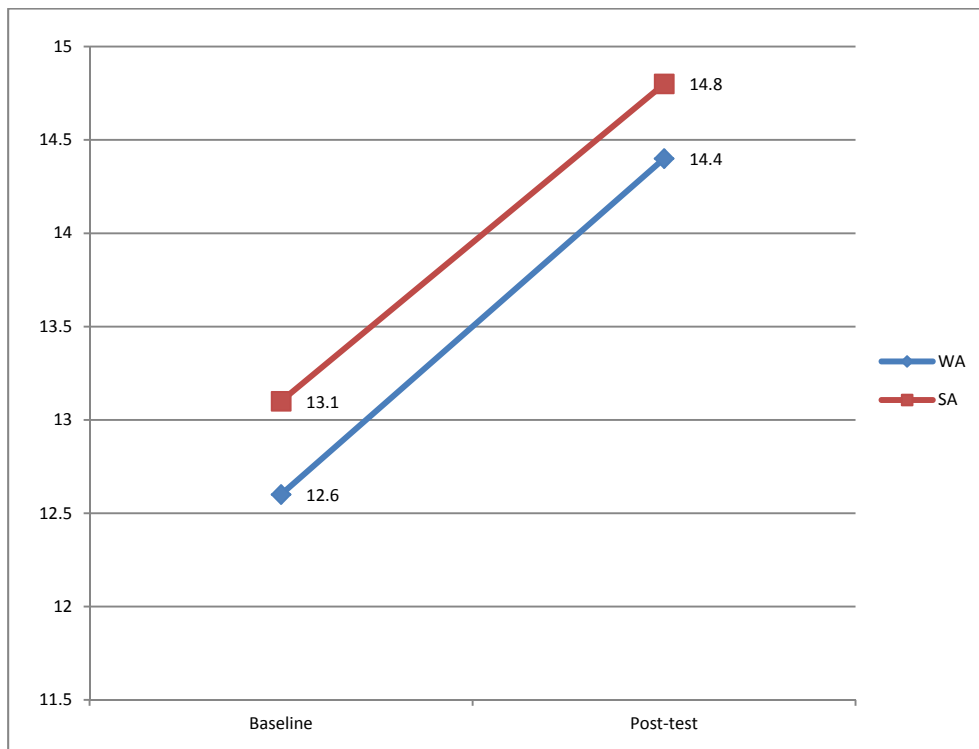


Figure 19: Medicine knowledge scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

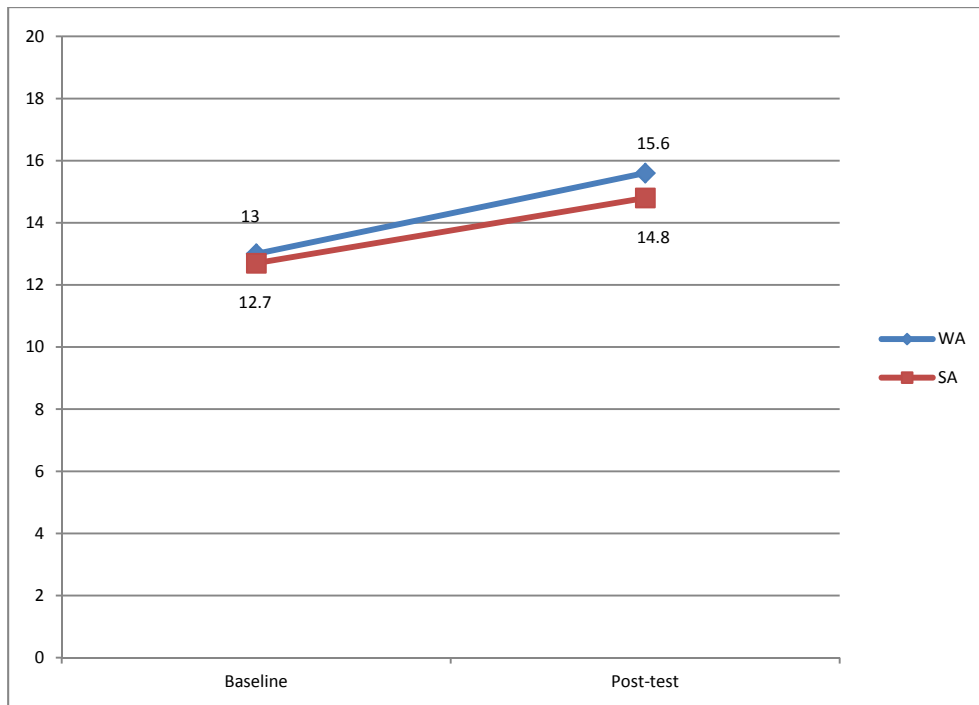


Figure 20: Medicine knowledge scores at Baseline and Post-test across WA and SA parents – Cohort Study

Tobacco

Parents were asked about their child's tobacco related health knowledge on three items (range 4 - 12). Parents of children in the cross sectional and cohort study indicated a significant increase in their child's tobacco related knowledge between baseline and post-test (see Figures 21 & 22). However, these differences were not influenced by the child's state affiliation (WA or SA), or parents recall of exposure to tobacco specific or health education lessons more generally.

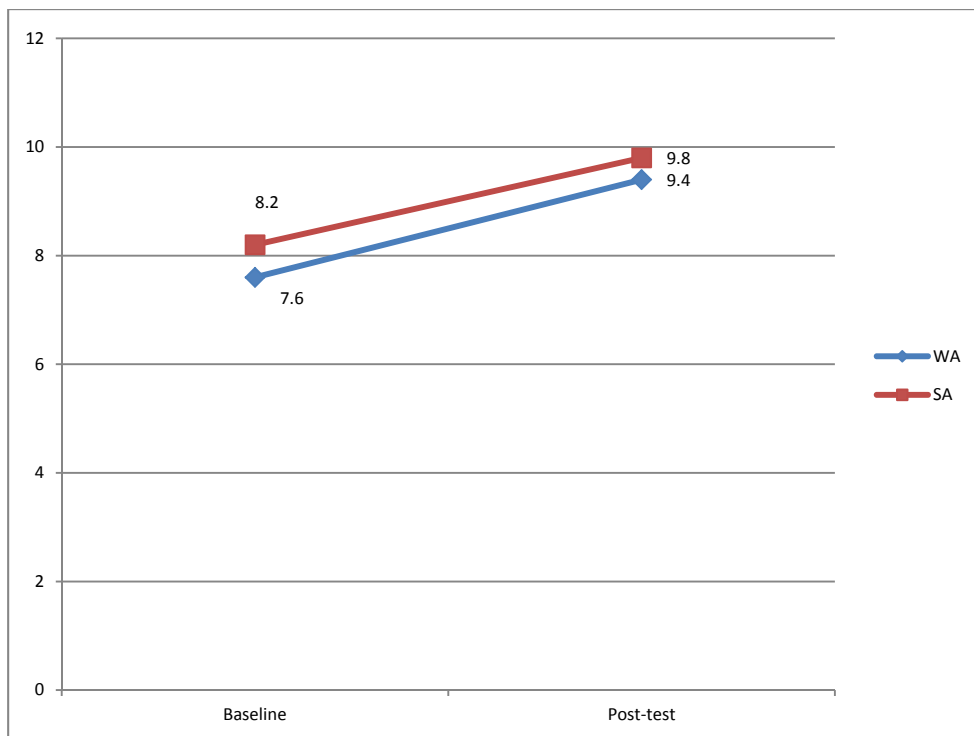


Figure 21: Tobacco scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

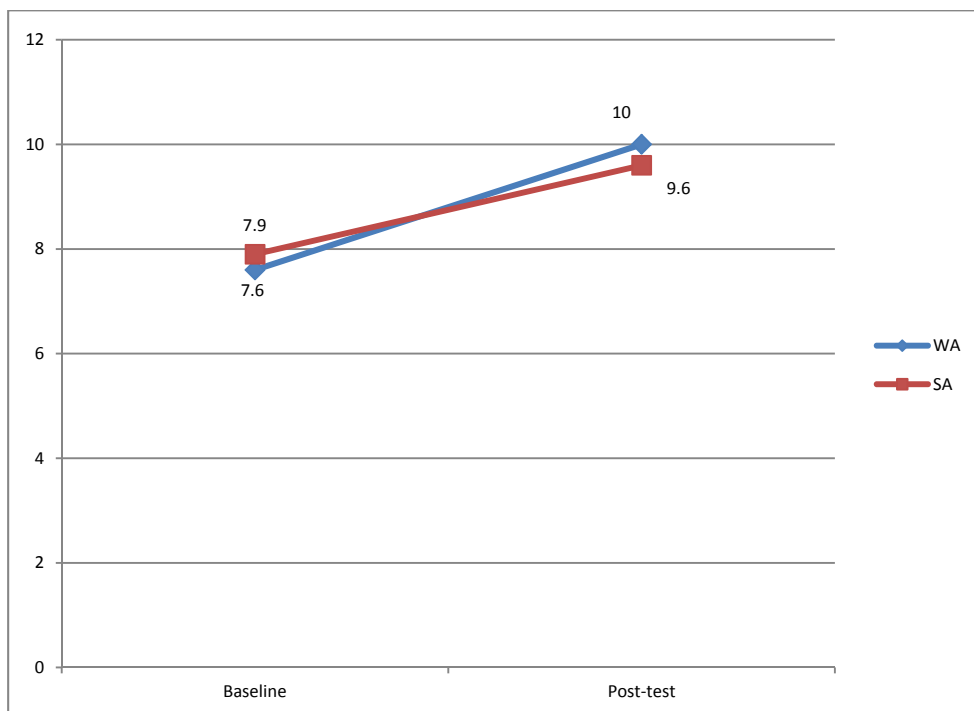


Figure 22: Tobacco scores at Baseline and Post-test across WA and SA parents – Cohort Study

Caffeine

Caffeine related knowledge was assessed against two items (range 2 to 8). Significant increases amongst both parents in the cross sectional and cohort students scoring of their child's caffeine related knowledge was observed in this evaluation (see Figures 23 & 24). In both groups, parents who recalled their child receiving caffeine related knowledge scored their child higher on the caffeine related items compared with parents who did not recall their child receiving any caffeine specific, or health education lessons more generally.

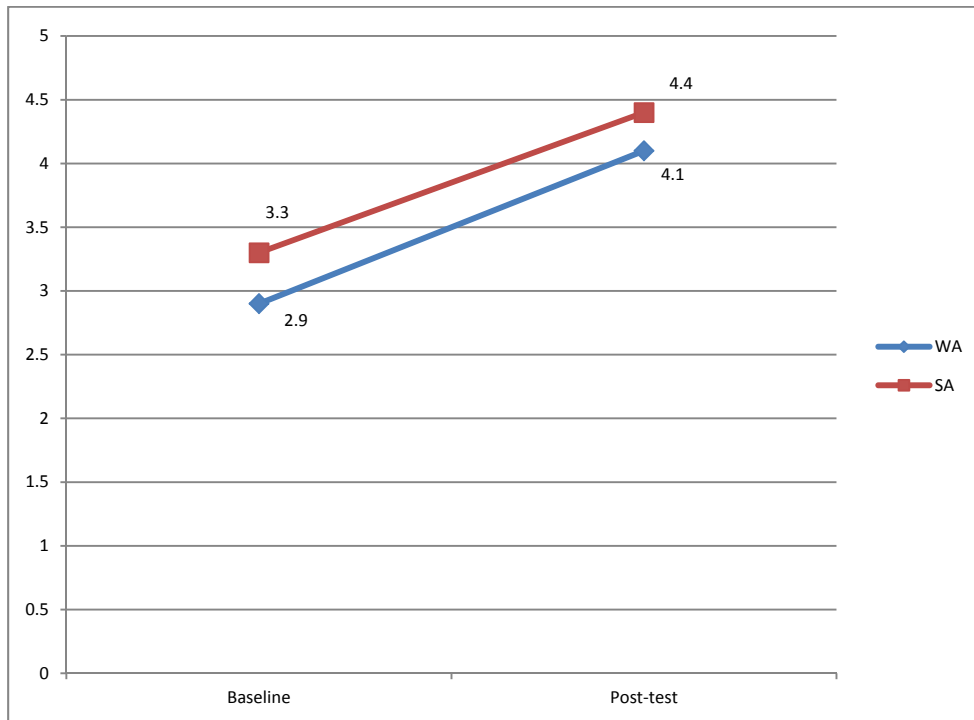


Figure 23: Caffeine scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

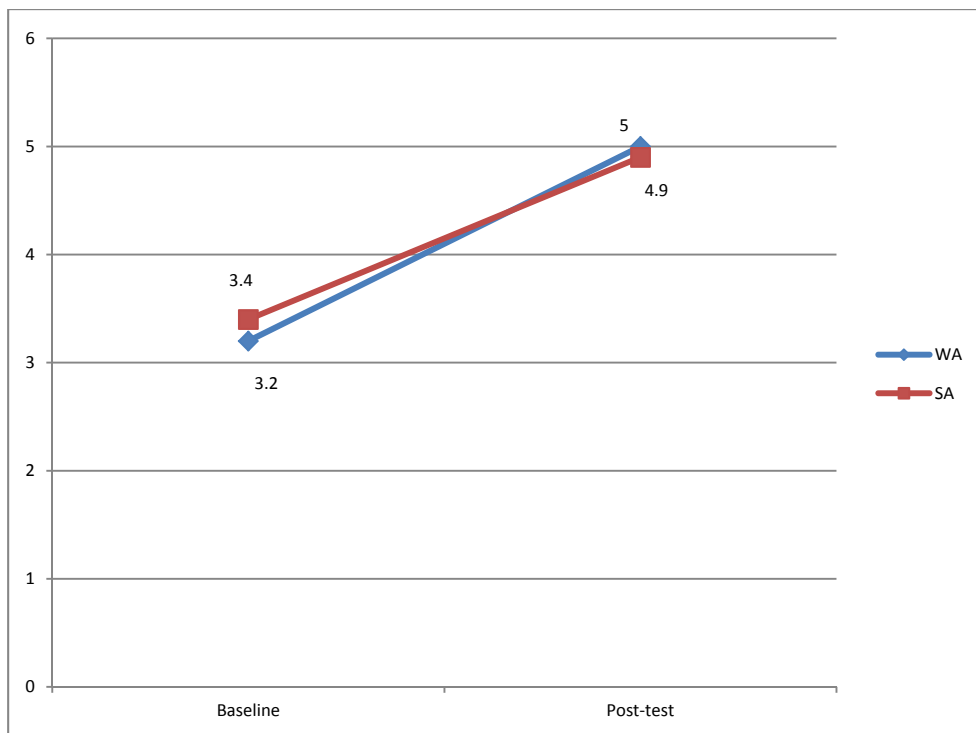


Figure 24: Caffeine scores at Baseline and Post-test across WA and SA parents – Cohort Study

Passenger safety Habits

Parents were asked whether their child's passenger safety behaviours would occur without their reminder on three items (range 3 to 12). As seen in Figure 25, small non-significant increases between baseline and post-test were observed amongst parents in the cross sectional study, with no significant difference amongst WA and SA parents and those who recalled any road safety or health education received by their child.

Amongst parents in the cohort study, small significant improvements in their child's passenger safety behaviours were reported between pre and post-test, although no significant differences were observed between Western Australian and South Australian parents, or parents who recalled their child receiving road safety specific lessons, or health education lessons in general (Figure 26).

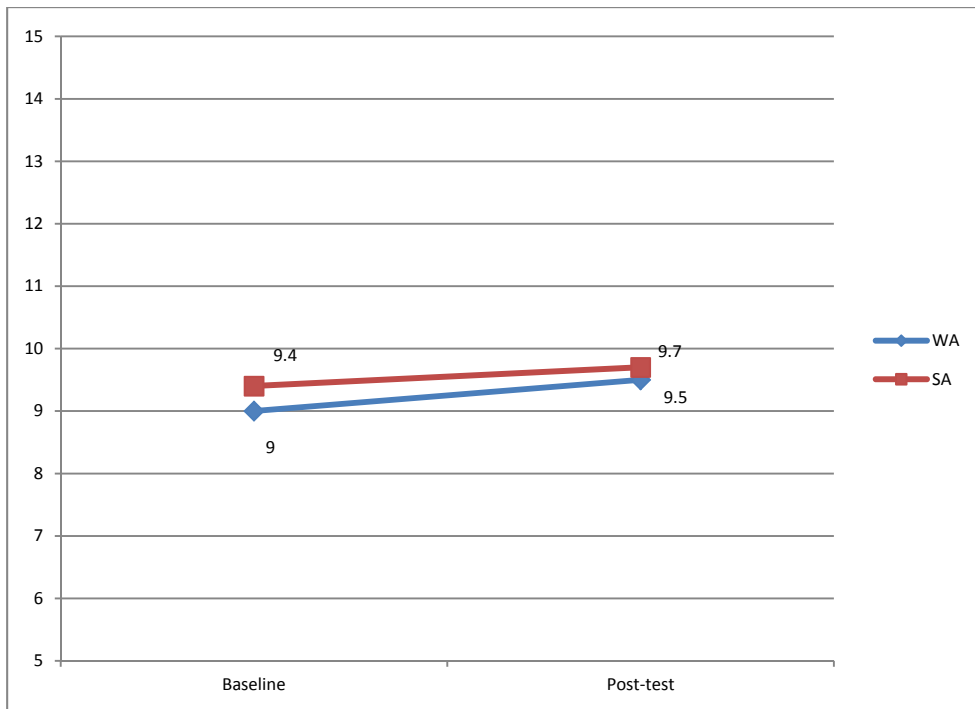


Figure 25: Passenger Safety Habits scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

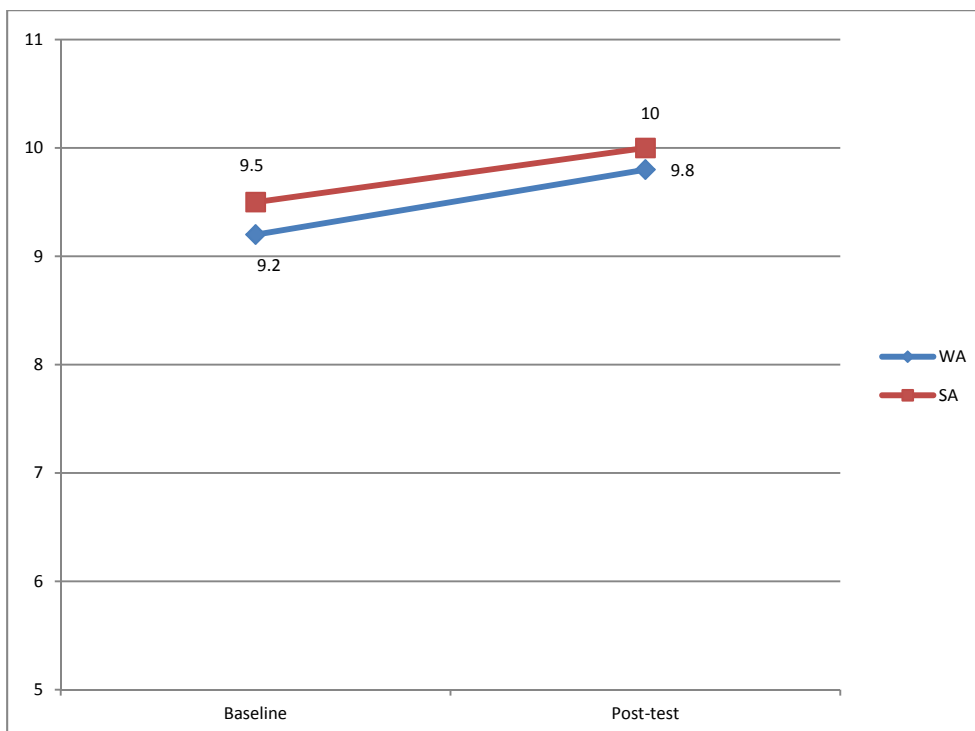


Figure 26: Passenger Safety Habits scores at Baseline and Post-test across WA and SA parents – Cohort Study

Pedestrian safety

Parents were asked to score their child's pedestrian safety on six items (range 6 to 24). Figures 27 and 28 show a relatively high baseline and post-test score from parents from the cross sectional and cohort studies. These differences were not significantly different and were not differentiated by parents in Western or South Australia and whether they recalled their child receiving road safety education or any health education more generally.

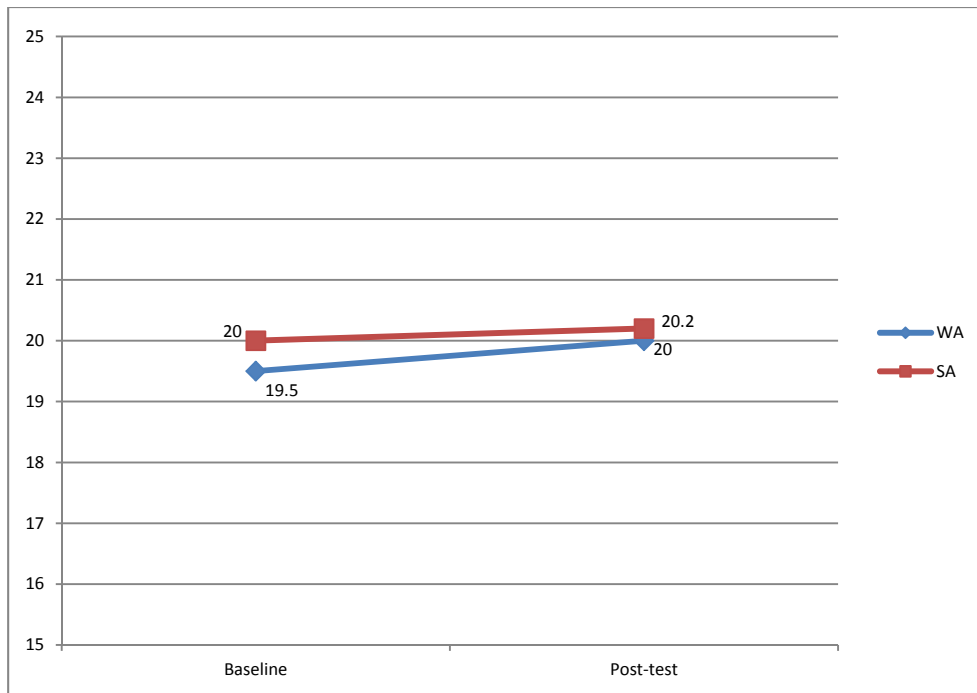


Figure 27: Pedestrian Safety scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

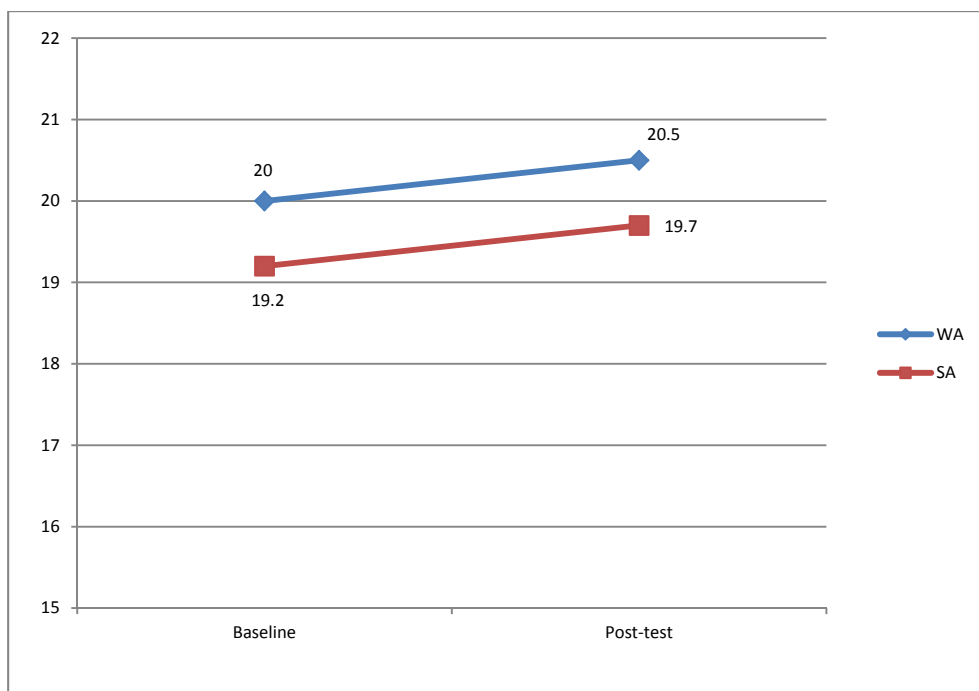


Figure 28: Pedestrian Safety scores at Baseline and Post-test across WA and SA parents – Cohort Study

Ride safety

Child cycling safety behaviours were assessed on 6 items (range 6-24). Parents rating of their child's ride safety behaviour significantly increased from baseline to post-test for both parents in the cross sectional and cohort studies (see Figures 29 & 30). No significant difference in the cycling safety behaviours of Western Australian and South Australian parents were observed in this evaluation, with no significant differences observed between parents who recalled their child received road safety education, compared with parents who did not recall.

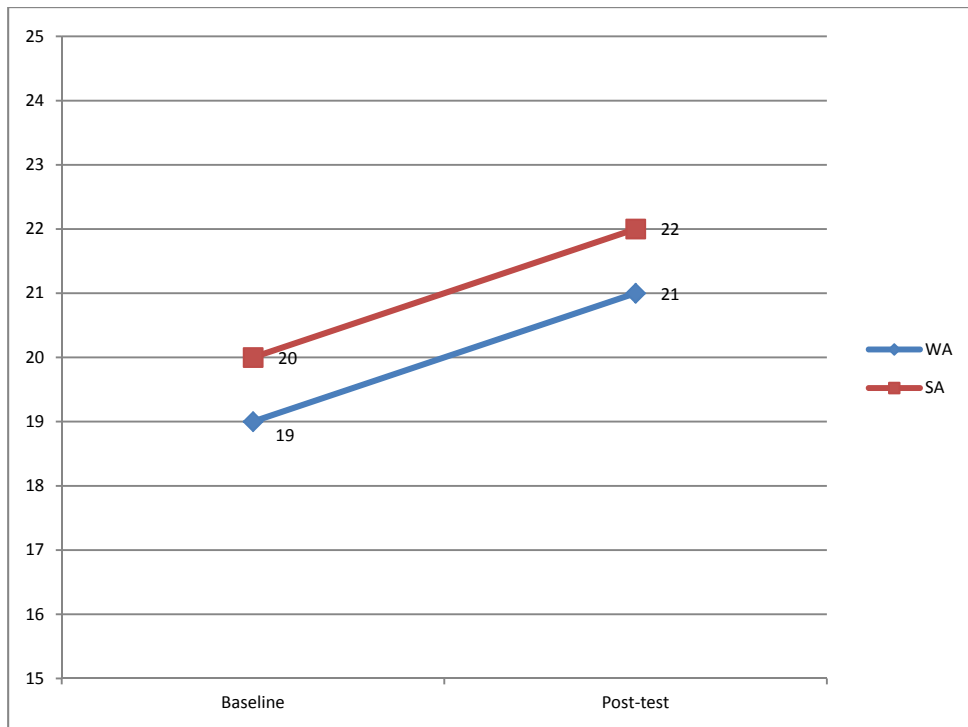


Figure 29: Ride Safety scores at Baseline and Post-test across WA and SA parents – Cross Sectional Sample

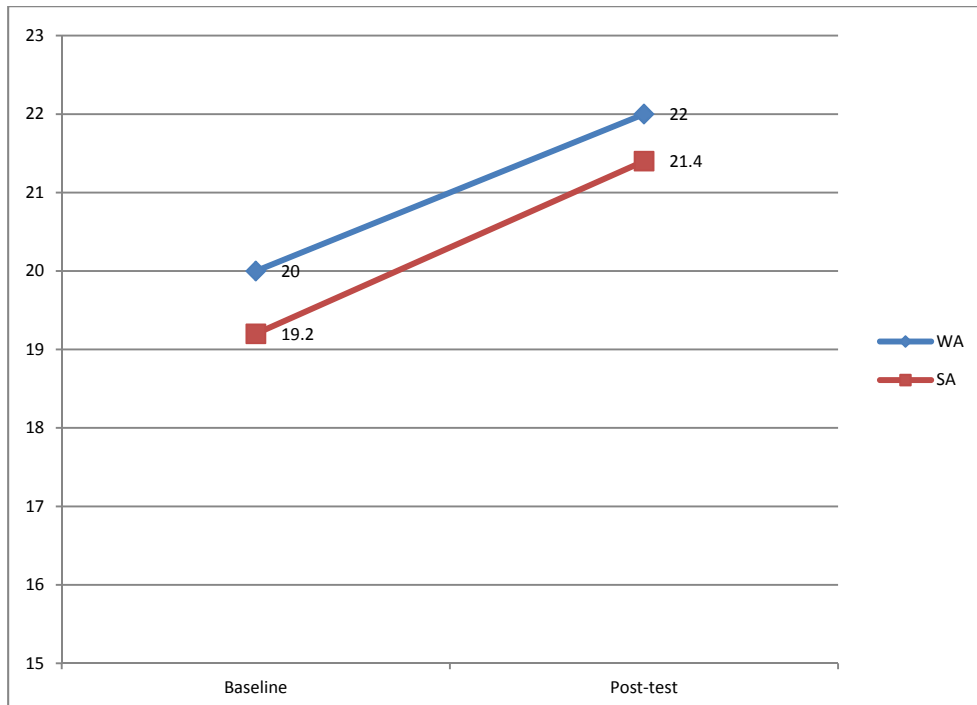


Figure 30: Ride Safety scores at Baseline and Post-test across WA and SA parents – Cohort Study

Walk and cycle behaviour

Figure 31 shows the proportion of children reported by their parents to walk and cycle to school to school. A significantly great proportion of proportion of Western Australian parents reported their child walked or cycled to school at post-test compared with South Australian parents, despite similar prevalence of reported walking and cycling to school at baseline.

Amongst cohort parents almost half reported their child did some walking or cycling to school . Small significant increases in the proportion of Western Australian parents between baseline and post-test who indicated their child did some walking and cycling to school (Figure 32). This increase was not observed amongst South Australian.

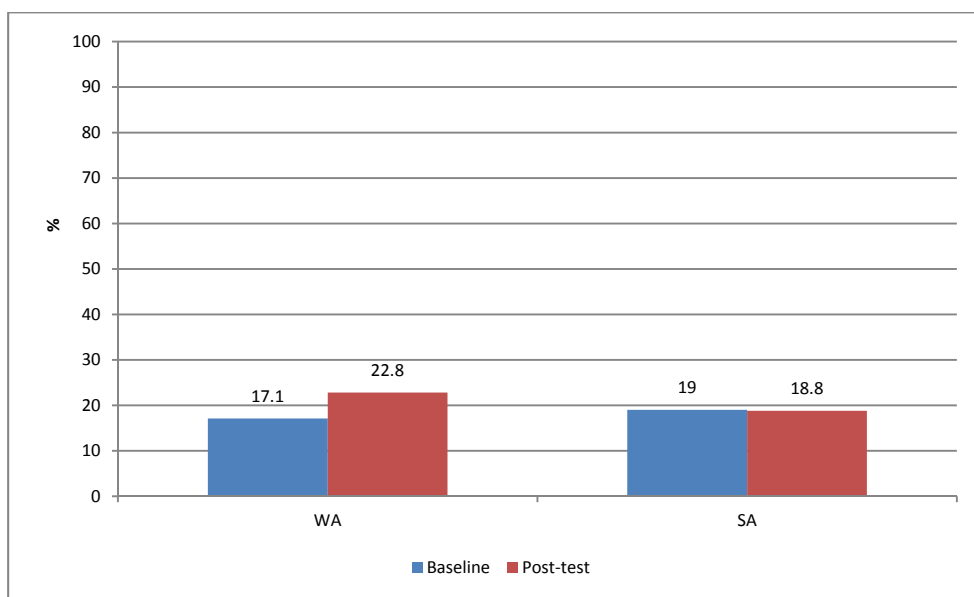


Figure 31: Percentage of children walking to school at Baseline and Post-test across WA and SA parents- cross-sectional sample

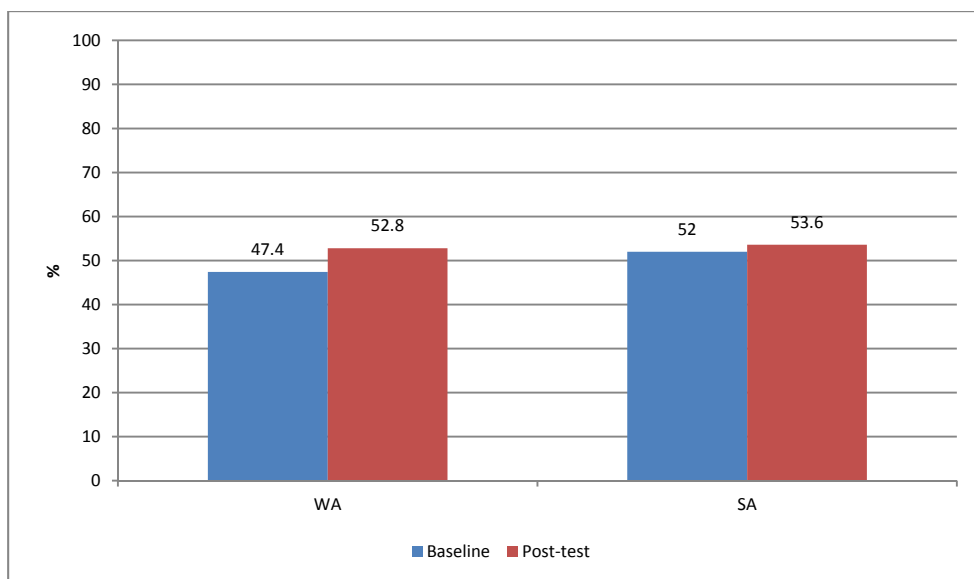


Figure 32: Percentage of children walking to School—at Baseline and Post-test across WA and SA parents Cohort Study

Road Safety Ability Score

Parents were asked to rate their Child's road safety ability against 11 statements (range 11-44) on their understanding of a variety of road safety situations. Significantly higher scores were observed amongst parents rating their child's road safety ability at post-test compared with baseline ($P < 0.05$) (Figure 33). However, no significant differences were observed between Western and South Australian students. No influence of parent's recalling their child receiving road safety education was observed amongst parents in the cross sectional evaluation. Similar baseline to post-test improvements in road safety ability were reported by parents in the cohort study about their child, without influence of road safety education, or difference between Western and South Australian parents (Figure 34).

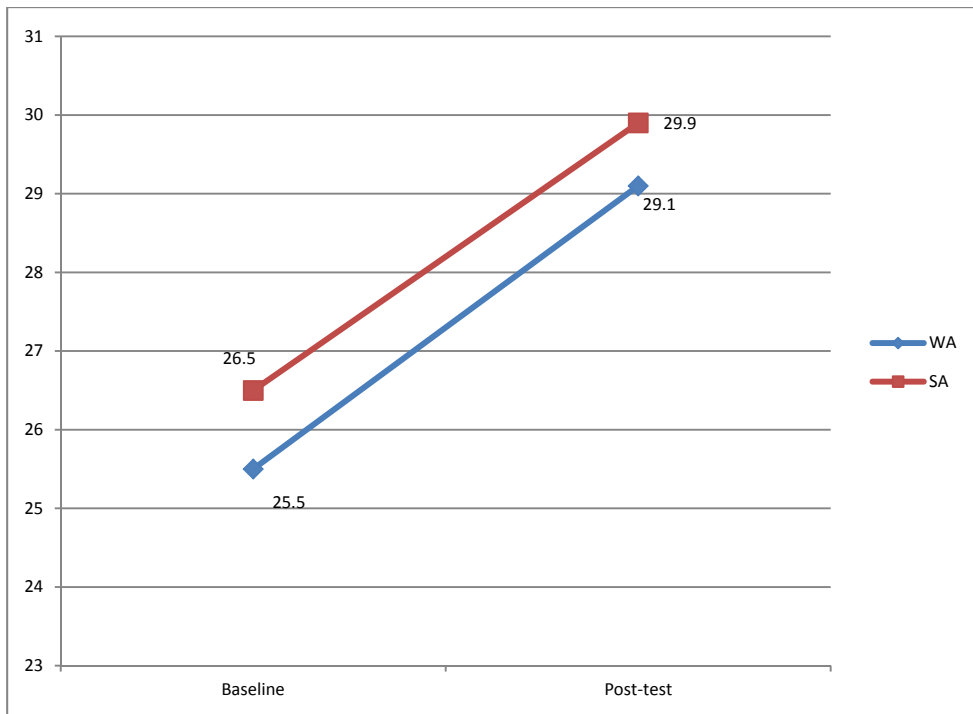


Figure 33: Road Safety Ability scores at Baseline and Post-test across WA and SA parents - cross-sectional sample

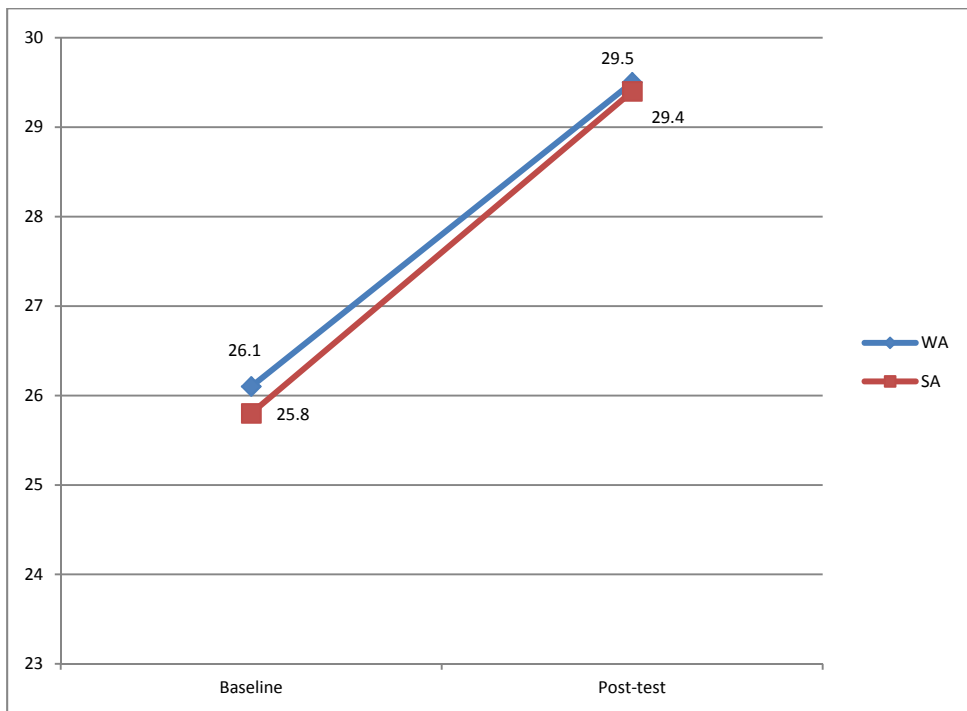


Figure 34: Road Safety Ability scores at Baseline and Post-test across WA and SA parents – cohort Study

Child Road Safety Concerns

Parents were asked whether their children would raise certain road safety concerns with them on five items (range 5 – 20) at baseline and post-test. Figures 35 and 36 show that on average parents reported their child was on average moderately likely to bring road safety issues to their attention. No significant differences between baseline and post-test scores were observed for Western Australian parents in the cross sectional or cohort evaluation groups.

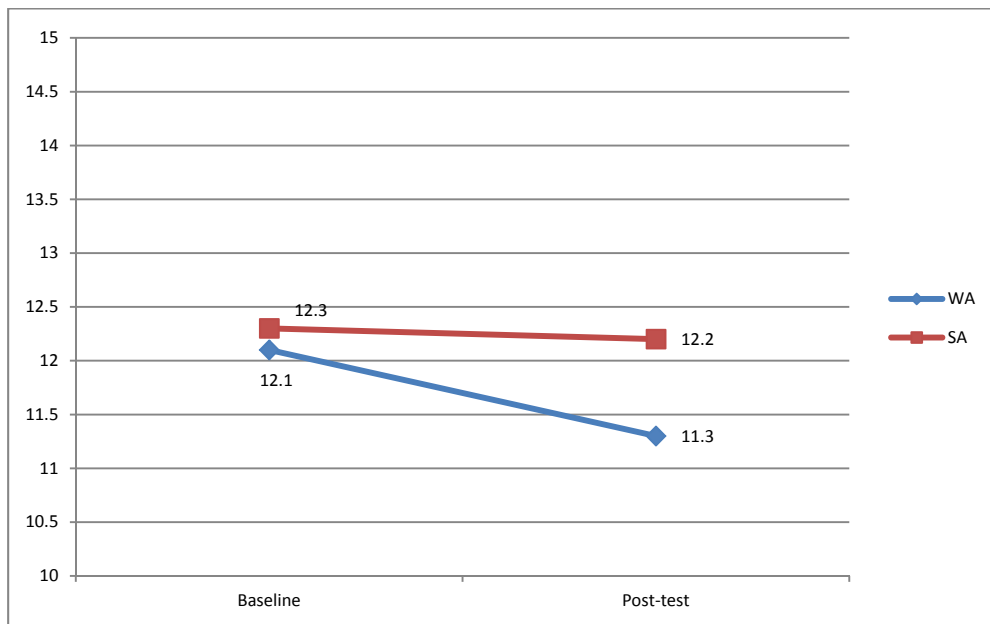


Figure 35: Child Road Safety Concern scores at Baseline and Post-test across WA and SA parents - cross-sectional sample

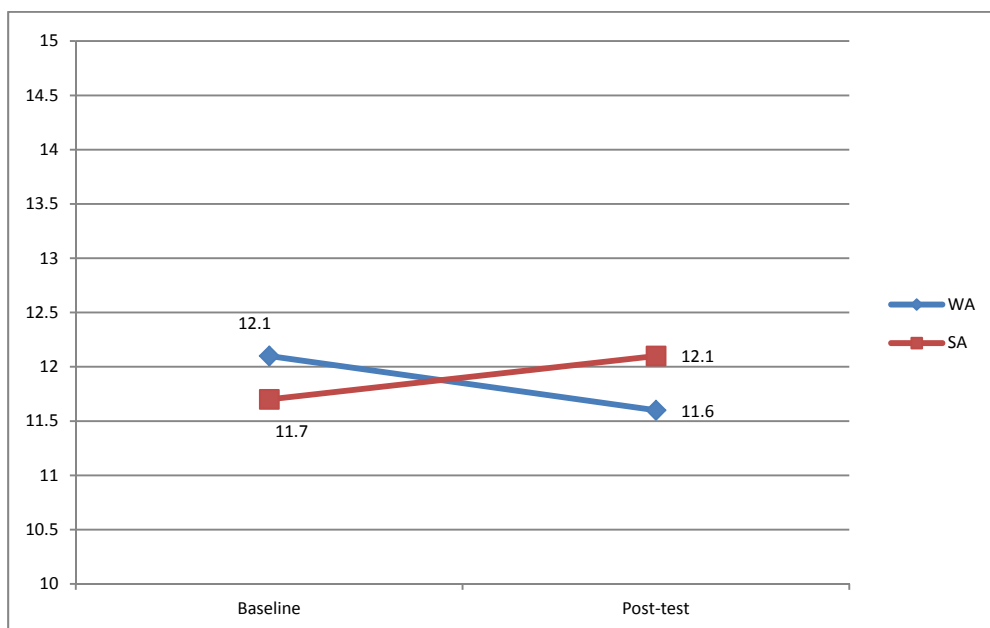


Figure 36: Child Road Safety Concern scores at Baseline and Post-test across WA and SA parents - Cohort Study

Years 5 - 7

Sample Demographics

Figure 37 shows the proportion of males and females from Western and South Australian schools at pre and post-test who participated in the cross sectional study. A significantly greater proportion of males were observed amongst the post-test cross sectional sample compared with pre-test for both Western Australia and South Australia. Female representation was similar at baseline and both test for Western Australian and South Australian samples.

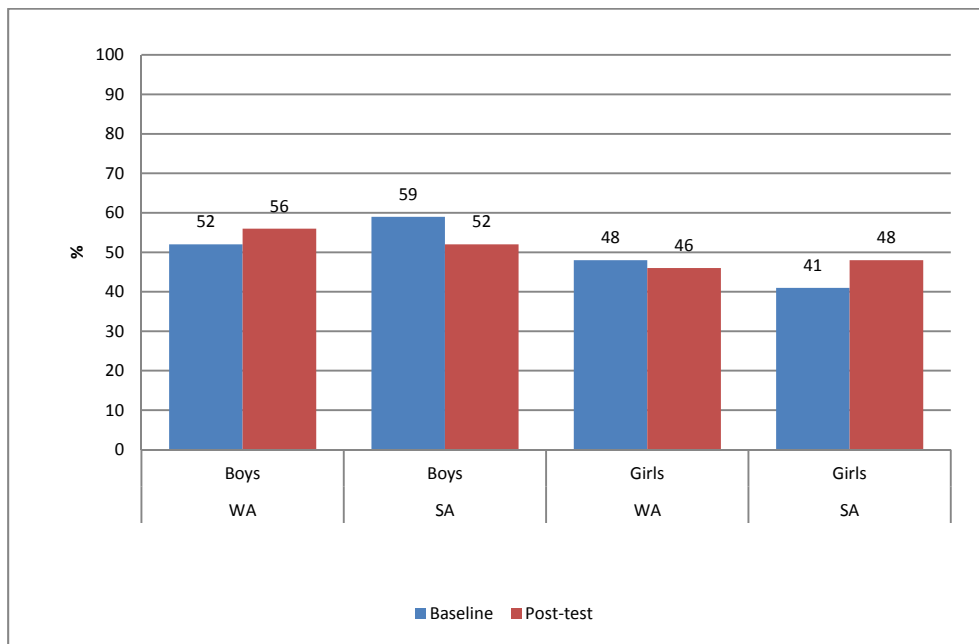


Figure 37: Proportion of Year 5 -7 boys and girls who participated in the cross-sectional study in WA and SA

How do you feel about this school

Students were asked six statements about how they felt about their school and asked to respond as "Always", "Usually", "Sometimes" and "Never" for each item. As evidenced in Figure 38, Western and South Australian students had similar positive attitudes towards their school at baseline. Small non-significant differences were observed between baseline and post-test for Western and South Australian students.

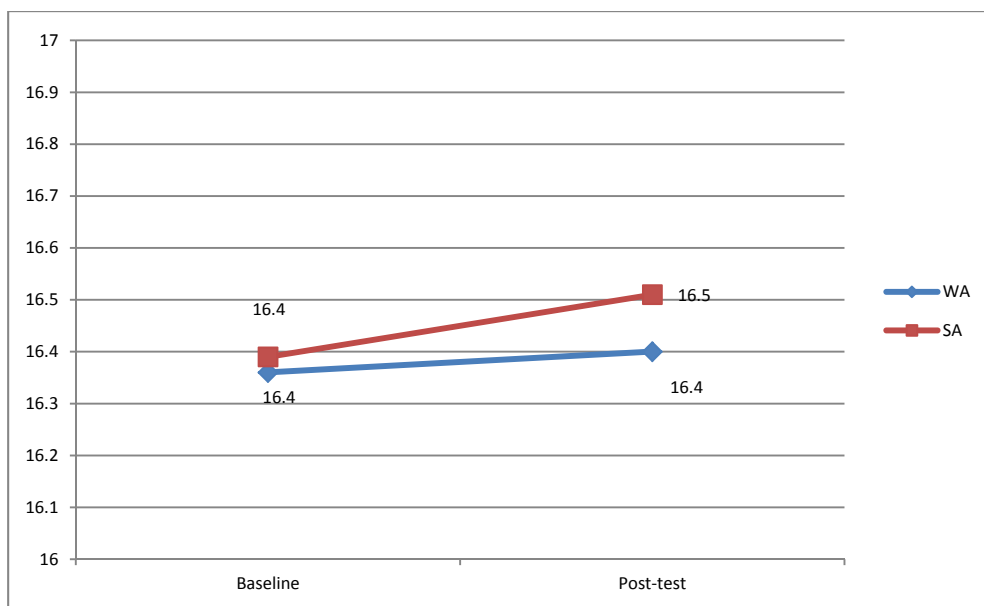


Figure 38: Year 5-7 Student's attitude scores towards their school at Baseline and Post-test across WA and SA

Strengths and Difficulties

Emotional Symptoms Scale

On average the level of emotionally related clinical problems were unlikely in participating students in this evaluation (range 0 - 10)). Small but significantly lower Emotional Scale scores were observed between baseline and post-test for each of the Western Australian and South Australian samples independently, with South Australian students scoring significantly lower on the emotional Symptoms scale compared with Western Australian students at both time points (Figure 39). Compared with boys, girls scored higher on the emotional scale score at both time periods. No effect of student recalling being taught health education classes were observed with the emotional symptoms scale at baseline and post-test.

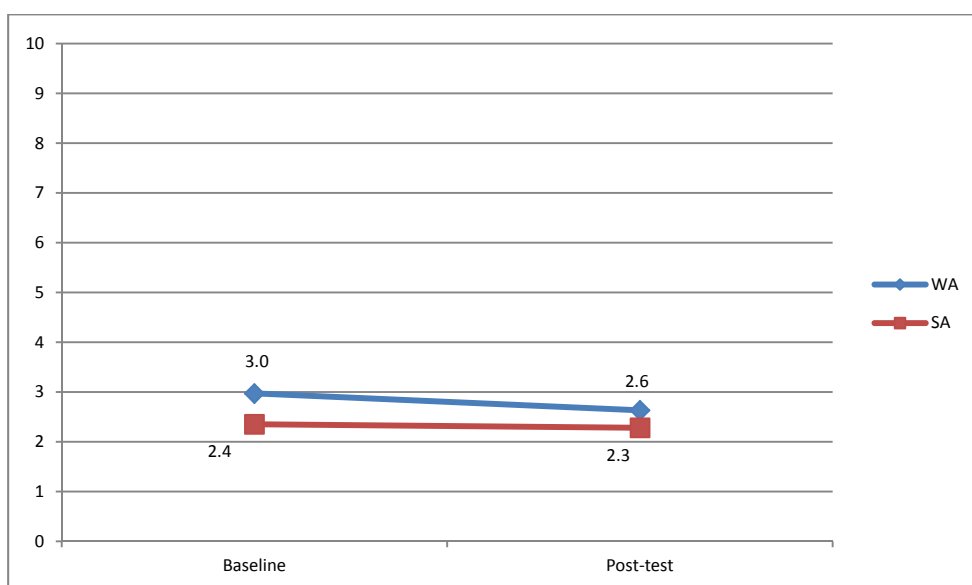


Figure 39: Emotional Symptoms Scores at Baseline and Post-test for Year 5-7 students in WA and SA

Conduct Problems

Students in this evaluation were found to be on average at low risk of developing clinical problems related to conduct problems (range 0 -10). Nonetheless, significant declines in the conduct problem scale were observed between baseline and post-test, with this level of decline similar for Western and South Australian students ($P < 0.01$) (Figure 40). Female students were also significantly likely to score lower on the conduct problems scale compared with their Males counterparts at both time periods. No significant influence between students who recalled receiving health education classes and their conduct problems score were observed.

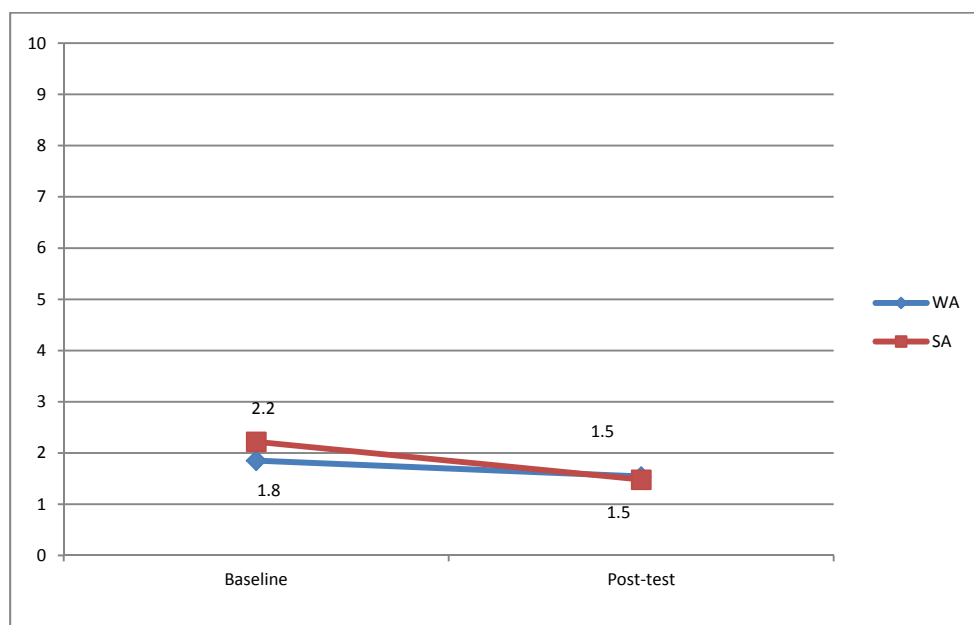


Figure 40: Conduct Problems Scores at Baseline and Post-test for Year 5-7 students in WA and SA

Hyper Activity Score

Students in this study scored with acceptable ranges for hyperactivity for minimal likelihood of health risk (range 0-10). No significant differences in hyperactivity score were observed between Western Australian and South Australian children at baseline and post-test (Figure 41). A small significant association was observed with increasing student recall of receiving health education and lower hyperactivity scores in this study ($P < 0.05$).

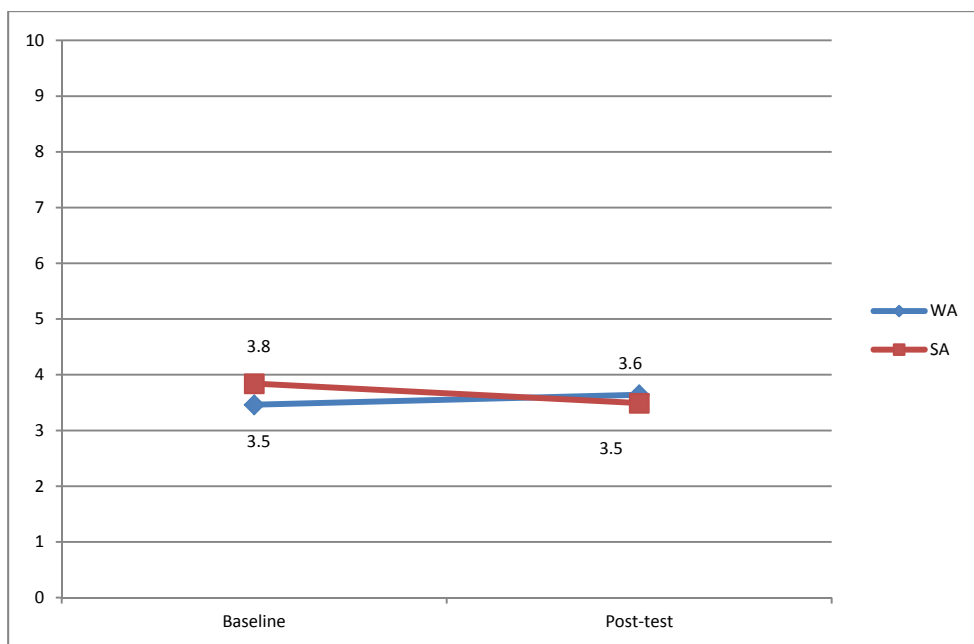


Figure 41: Hyper Activity Scores at Baseline and Post-test for Year 5-7 students in WA and SA

Peer Problem Scale

Students in the evaluation achieved peer problem scores within a range that suggests clinically significant problems are unlikely (range 0-10). Significantly lower peer problem scores were achieved by students at post-test compared with baseline, for both Western Australian and South Australian students (Figure 42). Females were significantly more likely to score lower on the Peer Problem Score compared with males. Recall of health education did not appear to influence peer problem scores amongst participants.

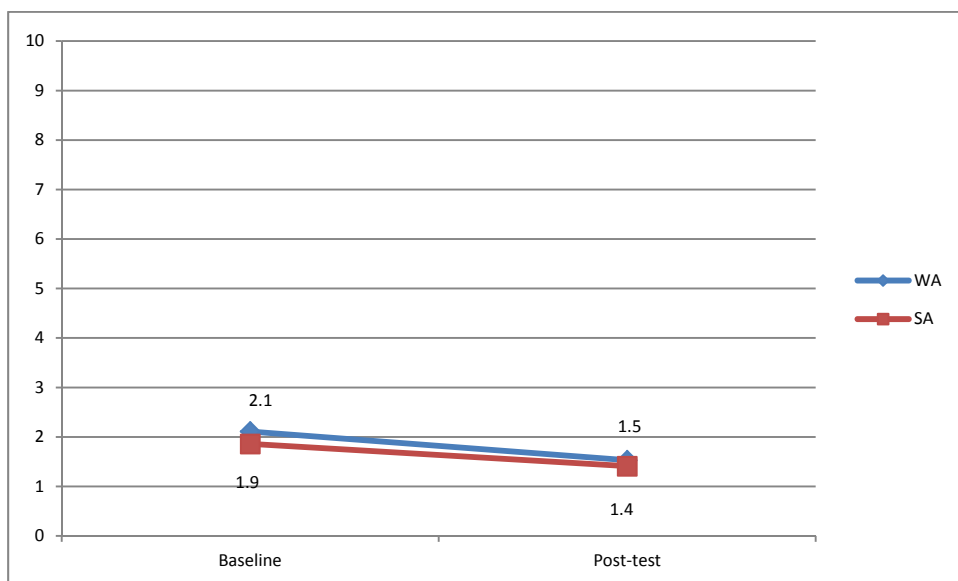


Figure 42: Peer Problem Scores at Baseline and Post-test for Year 5-7 students in WA and SA

Pro-social behaviour

Students in this evaluation scored above the clinically at risk level on Pro social behaviour (range 0-10) (Figure 43). Females were significantly more likely to score higher on the Pro-social behaviour scale compared with males at baseline and post-test. No Significant differences in pro social behaviour were observed between students from Western Australia and South Australia at baseline and post-test in this study.

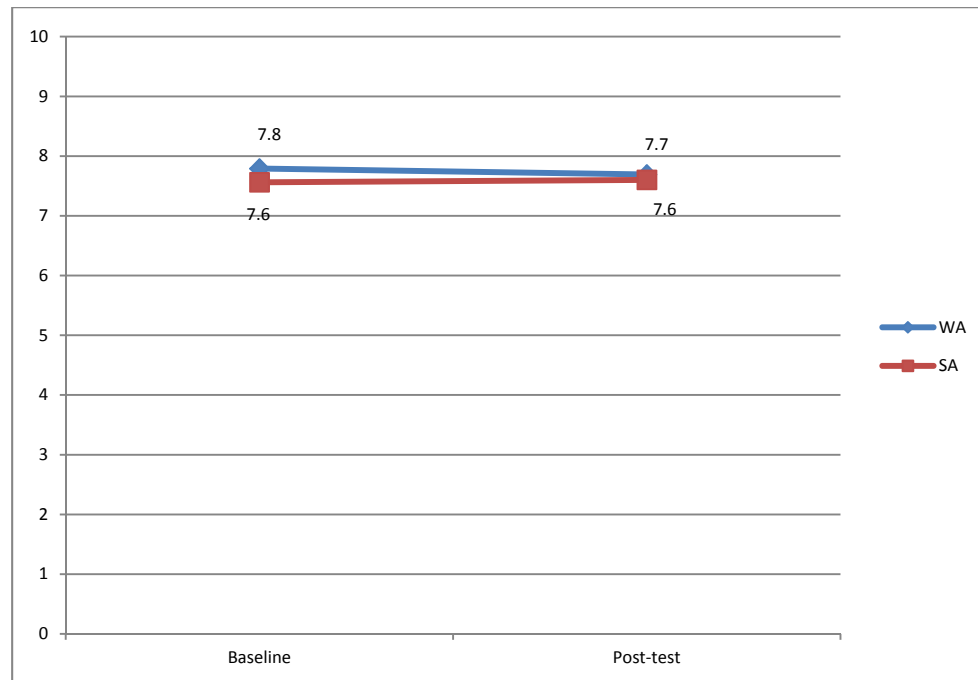


Figure 43: Pro Social Behaviour Scores at Baseline and Post-test for Year 5-7 students in WA and SA

Total Difficulties Score

On average the students who participated in this evaluation had total difficulty scores below the level indicative of likelihood of developing clinical symptoms (range 0 -10) (Figure 44). Amongst both Western Australian and South Australian children significantly similar declines in the total difficulties score was observed between Baseline and post-test. Females were significantly more likely to score lower than males on total difficulties in this study. Exposure to health education was also found to provide a small positive effect on total difficulty score.

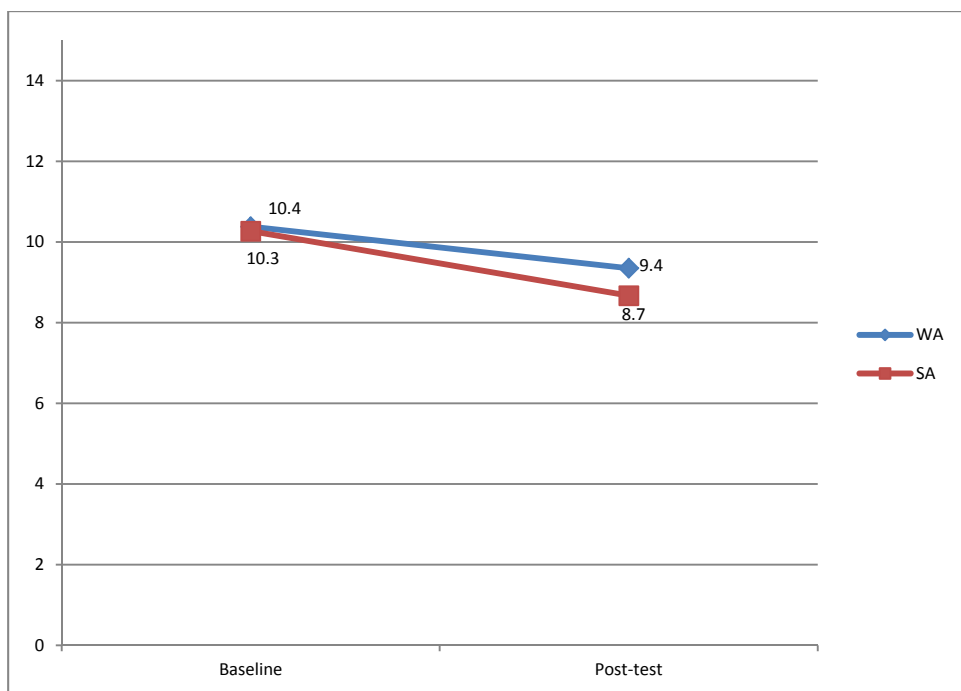


Figure 44: Total difficulties scores at Baseline and Post-test for Year 5-7 students in WA and SA

Medicines

Students were asked six questions to assess their knowledge of medicines (range 0-6). At both time points, students on averaged answered approximately 50% of the medicine questions correctly . Small non-significant increased from baseline to post-test were observed for both SA and WA students in this study (Figure 45). No association between knowledge of medicines and recall of receiving a lesson on medicines was observed.

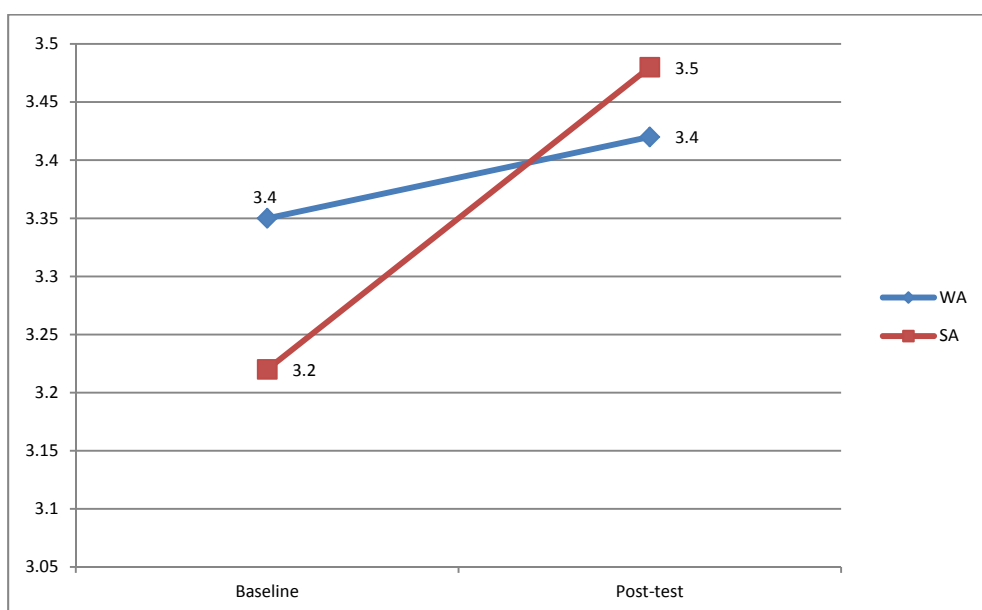


Figure 45: Knowledge of Medicines scores at Baseline and Post-test for Year 5-7 students in WA and SA

Headache Case Study

Figure 46 shows the average correct response from four statements about how to treat a headache at baseline and post-test. On average students at both time periods correctly identified three of four statements correctly. Small non-significant differences were observed between baseline and post-test for WA and SA students ($P > 0.05$), with no influence of remembering receiving a lesson on medicines observed amongst students.

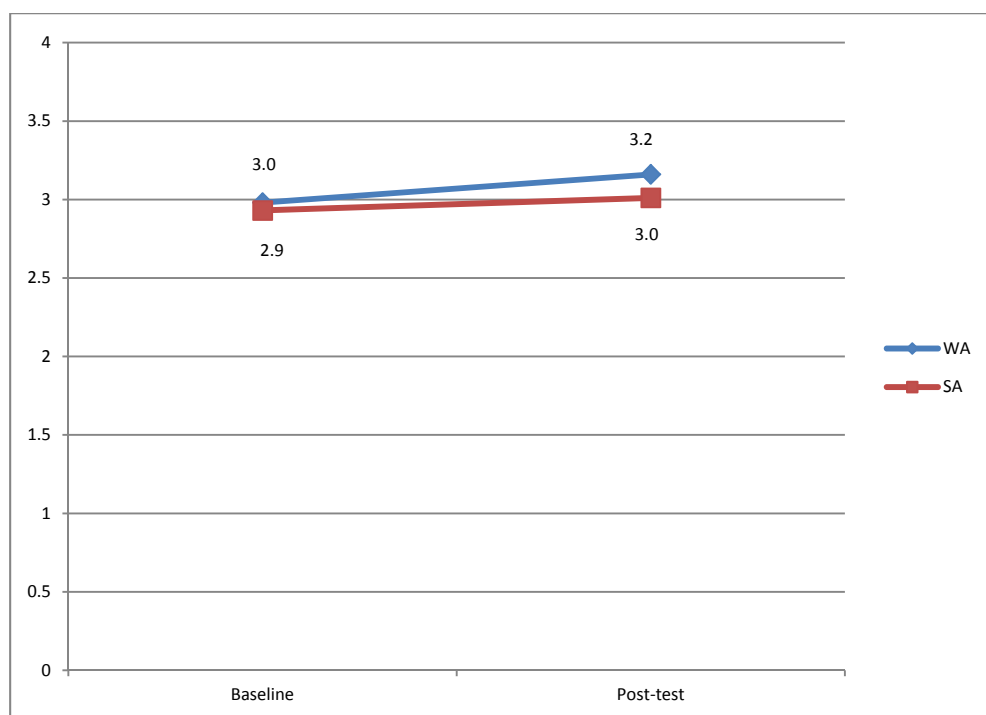


Figure 46: Knowledge of how to safely treat a headache scores at Baseline and Post-test for Year 5-7 students in WA and SA

Correct use, storage and administration of selected medicines

Students were asked whether a range of different medicines should be taken as directed, store safely, and/or given by an adult, with multiple correct responses acceptable. Students were able to score a total of 16 correct responses, with an average of 11.4 for WA and 10.9 correct for SA students at baseline (Year 5) (Figure 47). Compared with baseline (Year 5) a significant ($P < 0.01$) decline in student knowledge of medicines was observed for both WA and SA students at post-test (Year 7). Furthermore, the decline in medicine knowledge was significantly greater ($P < 0.01$) amongst WA students compared with SA students. No observable difference in medicine knowledge was found associated with recall of receiving a lesson on medicines for participants in this study.

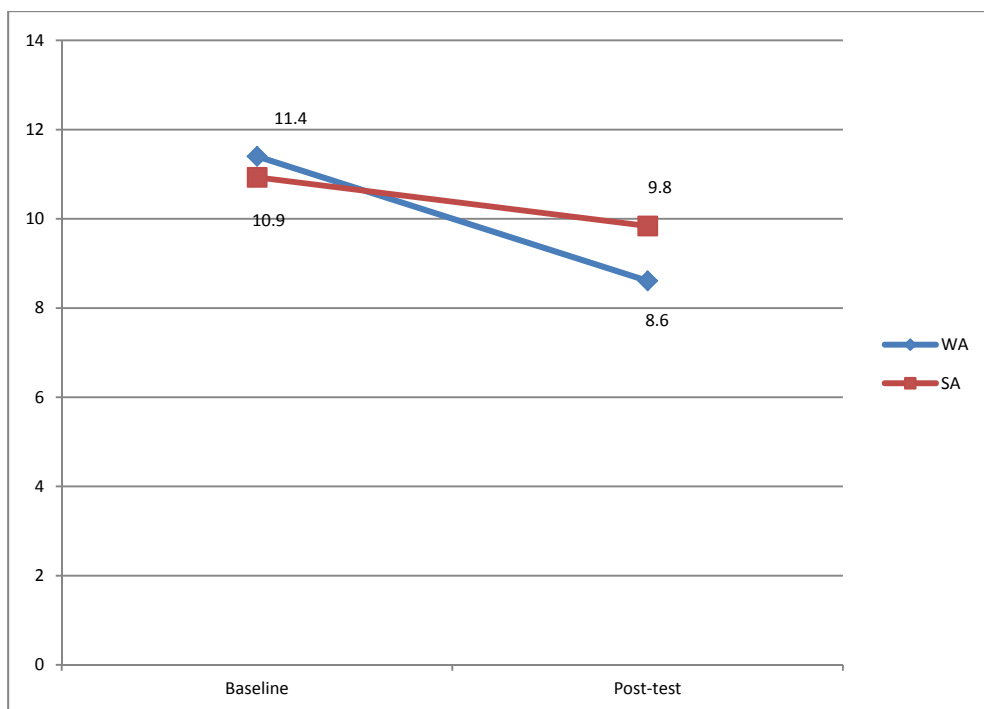


Figure 47: correct use, storage and administration of selected medicines scores at Baseline and Post-test for Year 5-7 students in WA and SA

Smoking

Students were asked whether they agreed with a series of statements about tobacco and smoking (range 5-20). As seen in Figure 48, students in Western and South Australian schools scored similarly positive attitudinal scores towards tobacco not being cool, and not wanting to end up as a smoker. No significant differences were observed between baseline and post-test attitudes in this study. However, students who recalled receiving a lesson on tobacco control scored a significantly higher attitude towards tobacco not being cool and not wanting to end up a smoker, compared with students who did not recall receiving a tobacco control lesson.

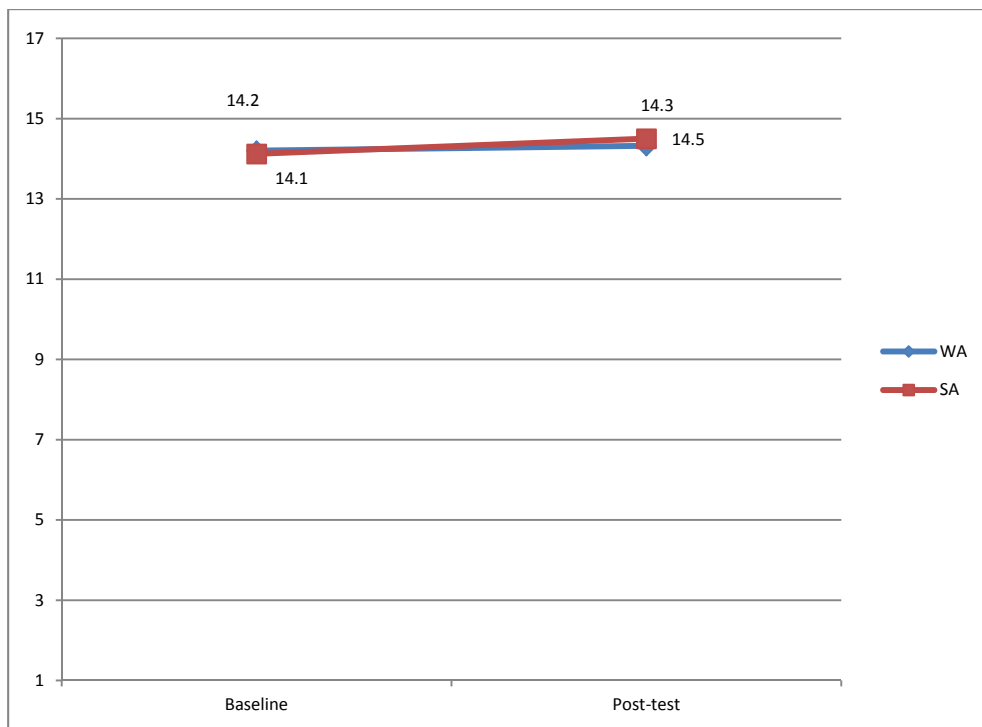


Figure 48: Attitude towards Smoking scores at Baseline and Post-test for Year 5-7 students in WA and SA

Likelihood of Smoking for selected reasons

Students were asked how likely they were to choose not to smoke because of a range of different reasons. Students overall attitude towards not smoking were summed across 13 items (Range 0-26). The overall average attitude amongst WA and SA students were very similar 20.8 (WA) and 20.9 (SA) at baseline (Figure 49). A small significant increase in choosing not to smoke as a result of the same statements were observed at post-test, although no significant difference between WA (21.5) and SA (21.7) students were observed.

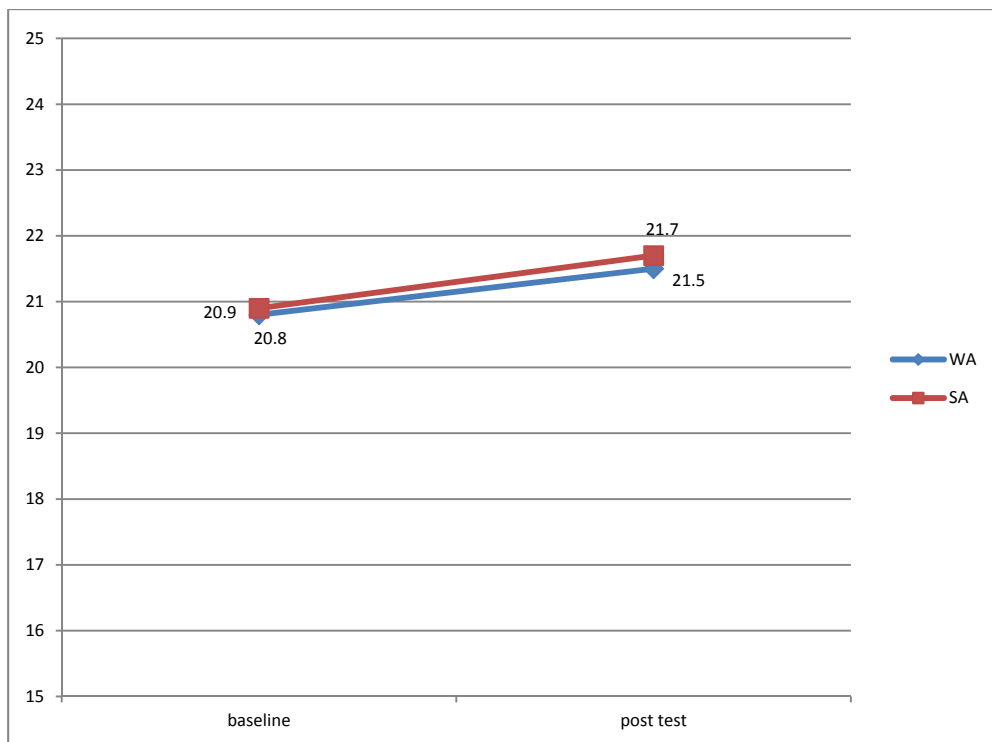


Figure 49: Attitude toward not smoking scores at Baseline and Post-test for Year 5-7 students in WA and SA

Caffeine

Students were asked a six caffeine related knowledge questions at baseline and post-test (range 0-10). Significant increases in the mean number of correct responses observed between baseline and post-test were observed between WA and SA students ($P < 0.00$), although no significant differences between students from each state were observed (Figure 50). In addition to the increase in caffeine related knowledge between baseline and post-test, students who recalled receiving a lesson on medicines were significantly more likely to answer more questions correctly, compared with students who did not recall receiving and lessons on medicine ($P < 0.01$).

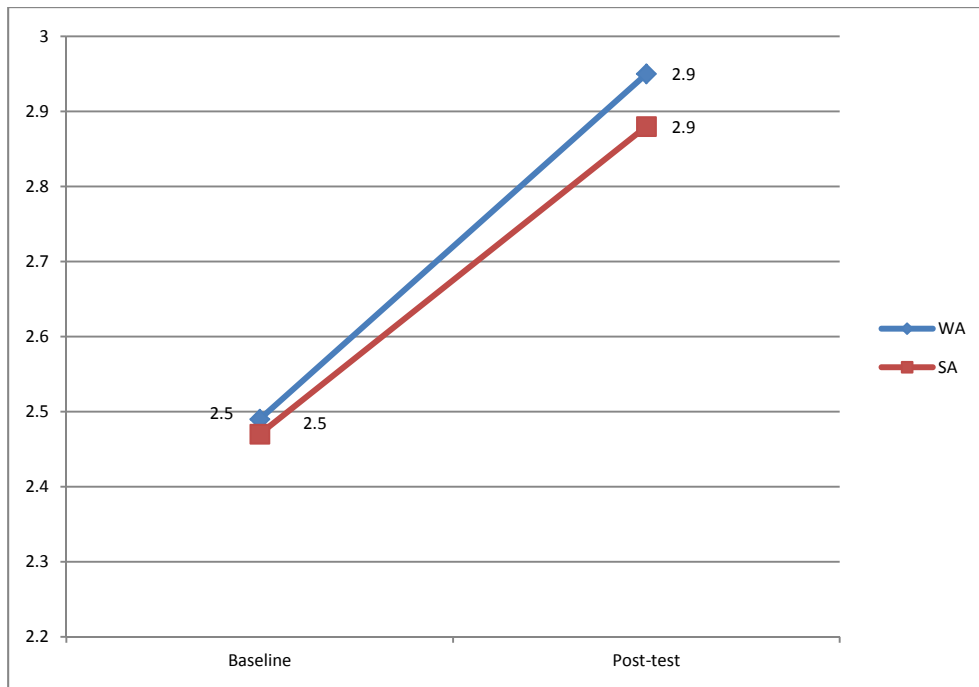


Figure 50: Mean number of correct responses to caffeine related questions at Baseline and Post-test for Year 5-7 students in WA and SA

Car passenger knowledge

Passenger car safety knowledge was measured against four statements and student's level of agreement (range 4-16). Overall, student road safety knowledge was high at baseline, although, passenger car safety knowledge decreased significantly at post-test ($p < 0.05$). The decline in passenger car knowledge was greater amongst Western Australian students compared with South Australian students ($P < 0.05$) (Figure 51). Amongst students who recalled receiving passenger education, passenger car knowledge was significantly greater ($P < 0.01$) than students without any recall of passenger car education ($P < 0.01$).

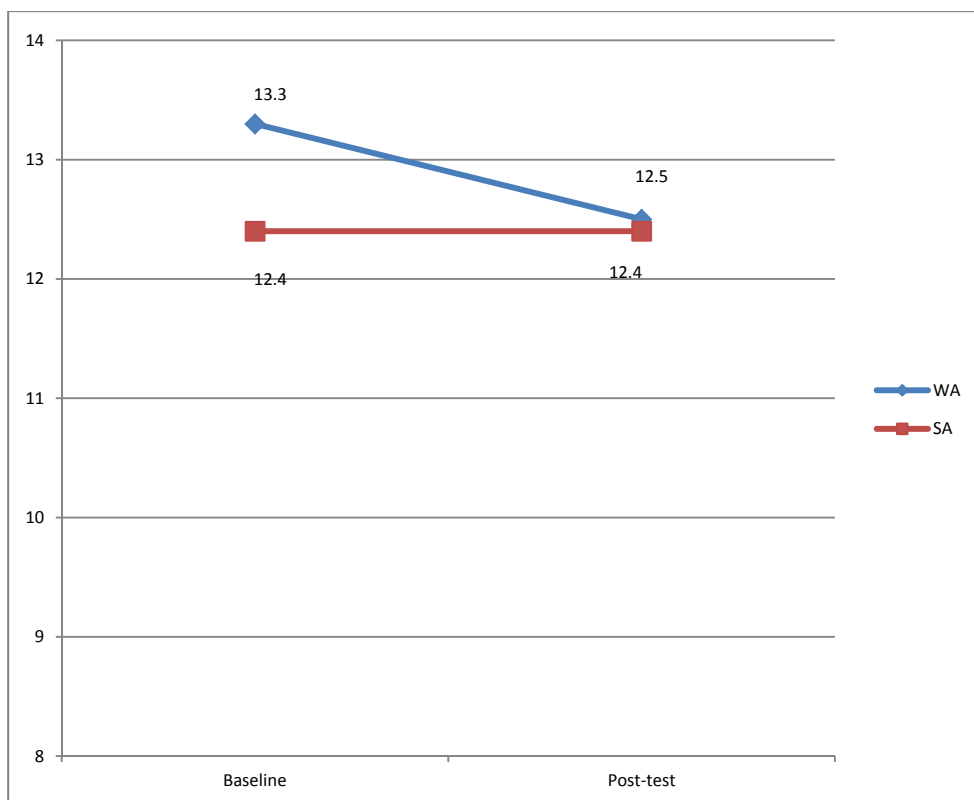


Figure 51: Car Passenger Safety knowledge scores at Baseline and Post-test for Year 5-7 students in WA and SA

Car passenger behaviour

Overall, car passenger behaviour was high at baseline and post-test test for all students (range 4-16). Small significant declines in self-reported car passenger behaviour were observed between baseline and post-test measures, for both Western and South Australian students ($P < 0.01$) (Figure 52). Students who recalled receiving passenger education were significantly more likely to score higher on passenger safety compared with students who did not recall any passenger education ($P < 0.01$).

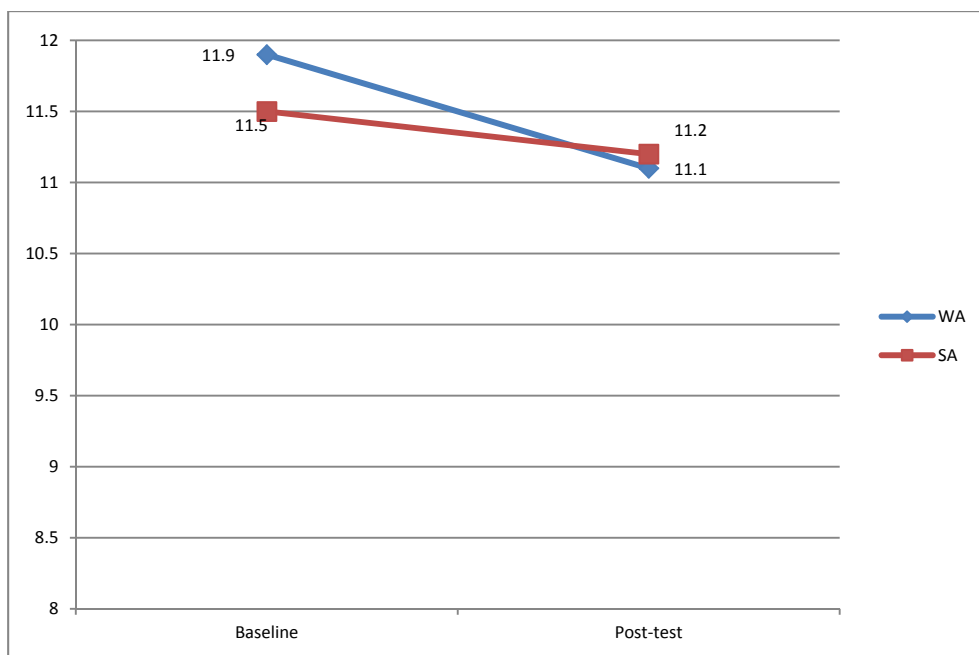


Figure 52: Car Passenger Safety behaviour scores at Baseline and Post-test for Year 5-7 students in WA and SA

Crossing road knowledge

Crossing road knowledge was high overall for students in this study (range 4-12). As evidenced in Figure 53, small significant declines in road crossing knowledge were observed between baseline and post-test, for both Western and South Australian students. Small significantly higher road crossing knowledge scores were observed for students who recalled receiving road safety education, compared with students who did not recall receiving education.

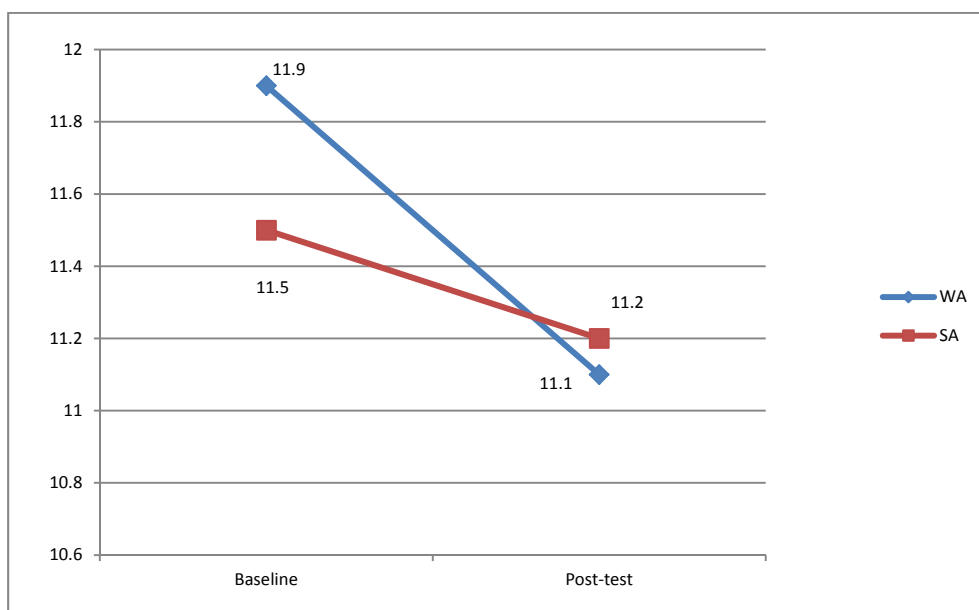


Figure 53: Crossing Road knowledge scores at Baseline and Post-test for Year 5-7 students in WA and SA

Crossing road behaviour

Road crossing behaviour was assessed by asking students their level of agreement against nine road crossing related statements (range 9-36). Overall, a high level of road safety behaviours were reported by all students in this study. However, small significant declines in road crossing behaviour were observed between baseline and post test for Western Australian students, compared with South Australian students ($P < 0.05$) (Figure 54). In addition, students who recalled receiving road safety education scored significantly higher on the crossing road behaviour score, compared with students who did not recall receiving any crossing road behaviour ($P < 0.01$).

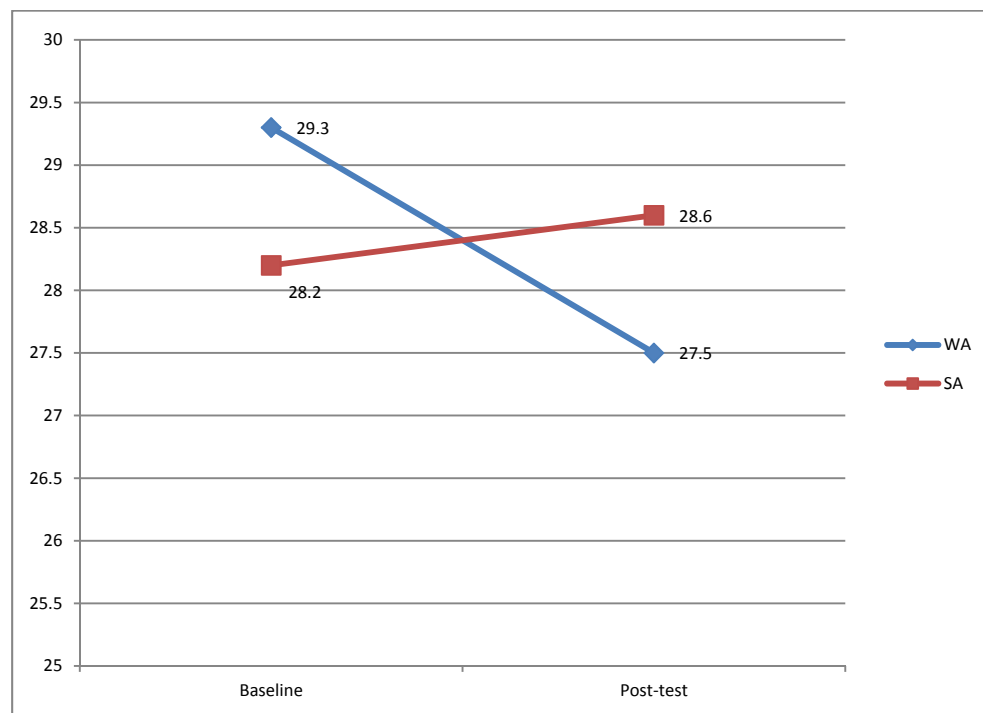


Figure 54: Crossing Road Behaviour scores at Baseline and Post-test for Year 5-7 students in WA and SA

Skateboard, scooter or rollerblades safety attitudes

Attitudes towards skateboard, scooter or rollerblades, were assessed against nine statements (range 9 – 36), where a higher score represents stronger attitudes. Overall, students held positive attitudes towards skateboard, scooter and rollerblade safety. Significant declines in the post-test scores of students in Western and South Australia were observed in this study ($P < 0.01$) (Figure 55). In addition, students who recalled receiving a road safety lesson scored higher on the attitudes scale compared with students who did not recall receiving a lesson ($P < 0.01$).

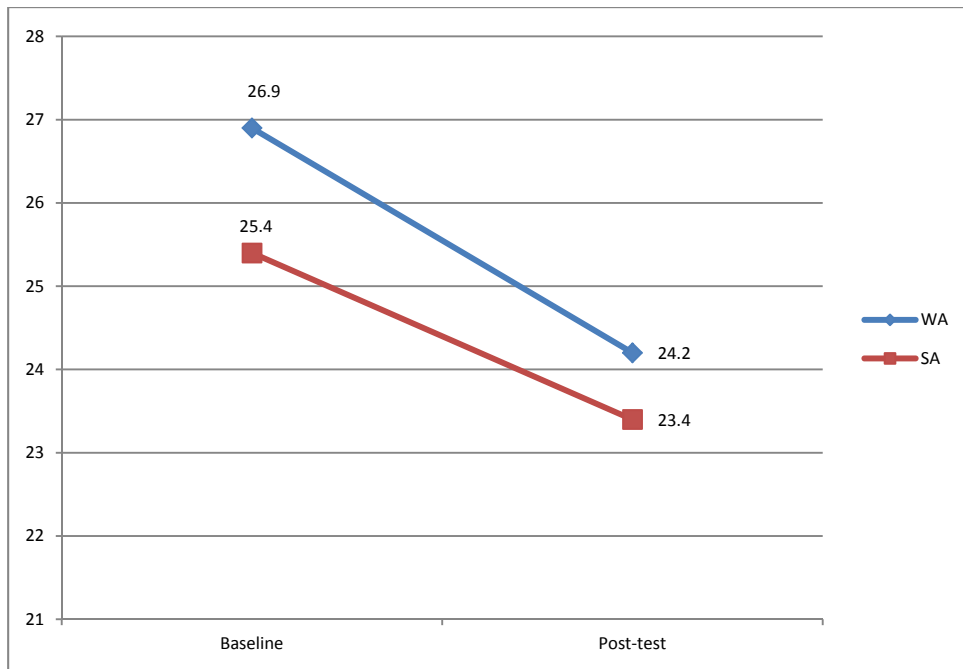


Figure 55: Attitudes towards skateboard, scooter or rollerblades scores at Baseline and Post-test for Year 5-7 students in WA and SA

Skateboard, scooter or rollerblades safety Behaviour

Student's skateboard, scooter, rollerblades behaviours were high overall (range 8 -24), and as evidence in Figure 56 a significantly greater drop in behaviour amongst Western Australian students between baseline and post-test was observed compared with South Australian students ($P < 0.05$). In addition, students who recalled receiving a road safety lesson scored significantly higher on the behaviour scale, compared with students who did not recall receiving a road safety lesson.

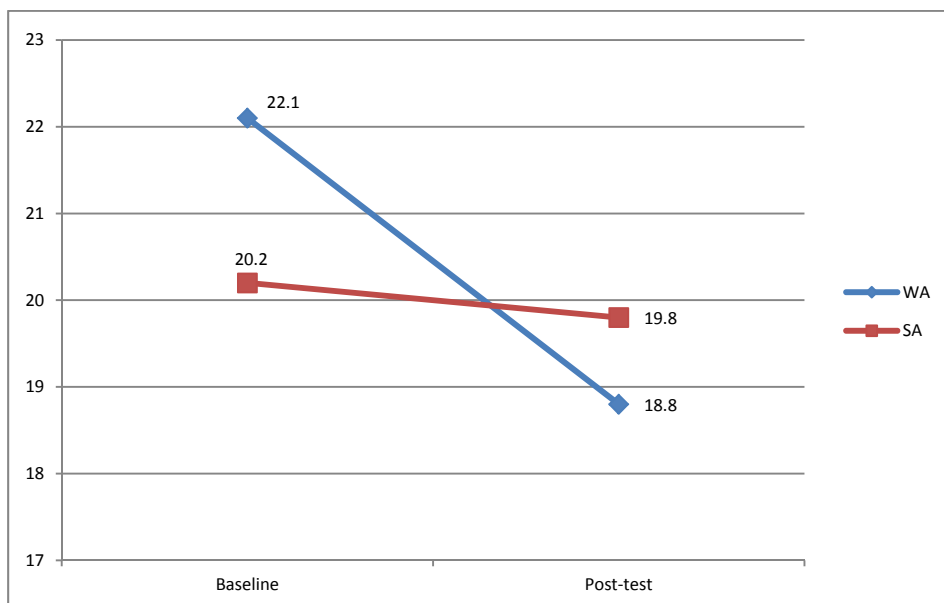


Figure 56, skateboard, scooter and rollerblades behaviour scores at Baseline and Post-test for Year 5-7 students in WA and SA

Attitude towards the traffic environment

Students were asked to rate their attitude towards the traffic environment on a 6 point scale (range 6-18) with a higher score representing a more positive attitude. As evidence in Figure 57, Western Australian students had a significantly stronger attitude towards the road environment compared with South Australian student ($P < 0.05$), although there was not significant difference in the attitude of baseline and post-test students on attitudes towards the road environment. In addition to state level differences, females were significantly more positive in their attitude at post-test compared with females at baseline, and this was particularly strong amongst Western Australian females in this evaluation ($P < 0.05$)

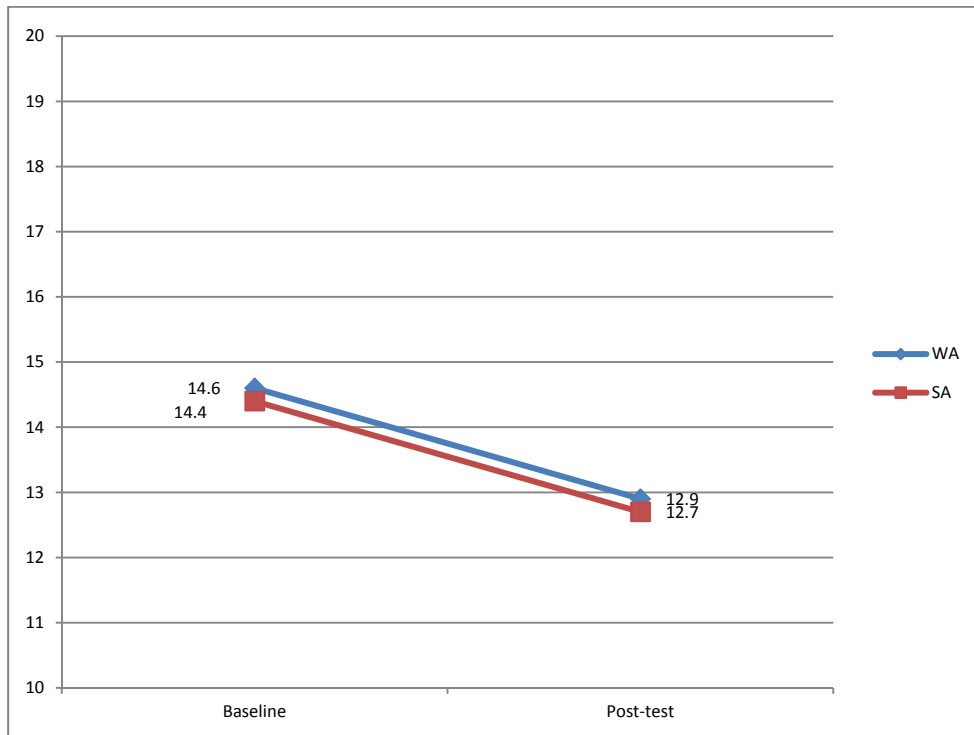


Figure 57: Attitudes towards the traffic environment scores at Baseline and Post-test for Year 5-7 students in WA and SA

Pedestrian and cyclist knowledge

Students were asked their pedestrian and cyclist knowledge on five items (range 0 -5), where a higher score represented greater knowledge. Post-test students scored significantly lower pedestrian and cyclist knowledge scores, compared with baseline participants ($P < 0.05$) (Figure 58). No significant differences between students from Western and South Australia were observed in the evaluation. Gender, or recalling receiving health education, was not associated with pedestrian and cyclist knowledge.

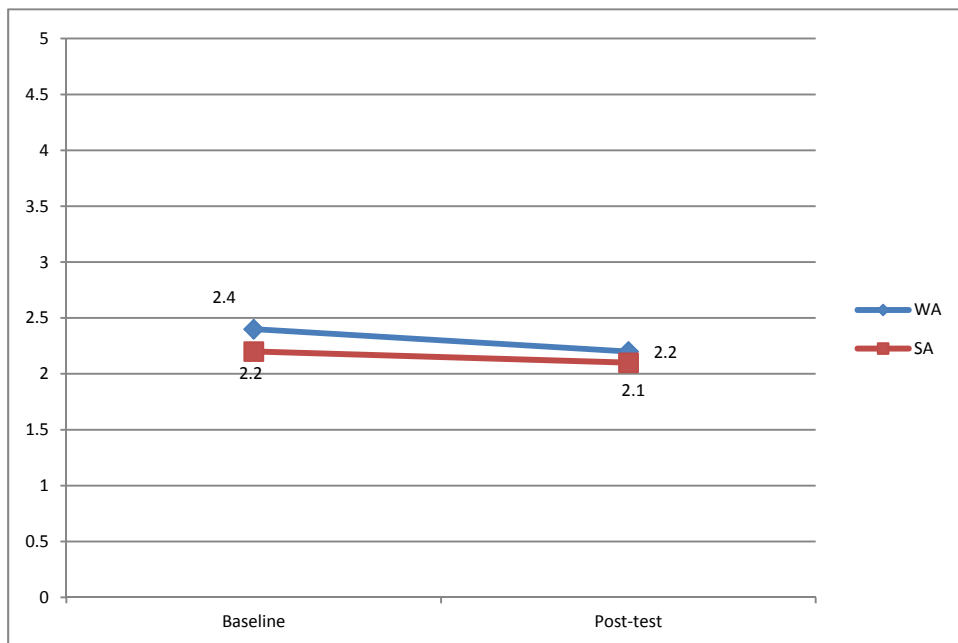


Figure 58: Pedestrian and cycle knowledge scores at Baseline and Post-test for Year 5-7 students in WA and SA

Personal road safety responsibility

Personal road safety responsibility was assessed on a six item scale (range 0-6), with a higher score reflecting greater personal responsibility. Significantly lower scores were observed amongst post-test students compared with baseline students (Figure 59). Students who recalled receiving health education scored significantly high on personal responsibility to road safety., compared with students who did not recall receiving health education ($P < 0.05$). Differences in personal road safety were not associated with gender or state.

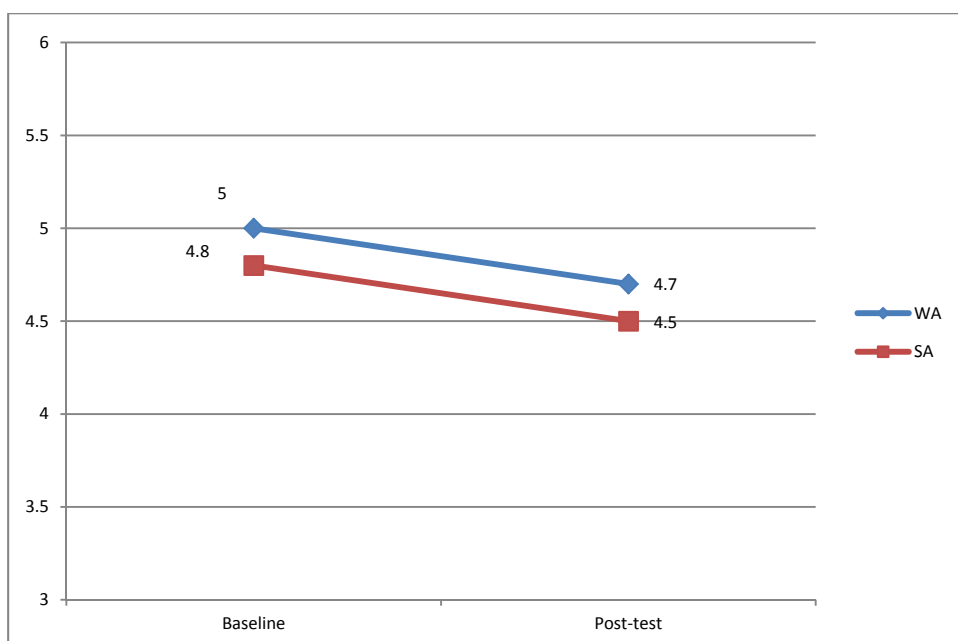


Figure 59: Personal road safety responsibility scores at Baseline and Post-test for Year 5-7 students in WA and SA

Year 8 – 10

School Connectedness

Students were asked about their school connectedness through a 5 item scale (score range 5 – 20). Overall school connectedness was high amongst students at baseline. Significantly lower scores were observed for Western Australian students between Year 8 and Year 10, with small significant increases in school connectedness between Year 8 and Year 10 students in South Australia (Figure 60). No influence of health education, or students gender were observed in the cross sectional evaluation.

Amongst students in the cohort analysis, similar positive scores on school connectedness were observed compared with students in the cross sectional study. Also similar was the significant decline in school connectedness amongst West Australian students between baseline and post-test and significant increases in South Australian students between pre and post-test (Figure 61). No effect of recalling receiving health education classes, or the gender of students significantly influence the results.

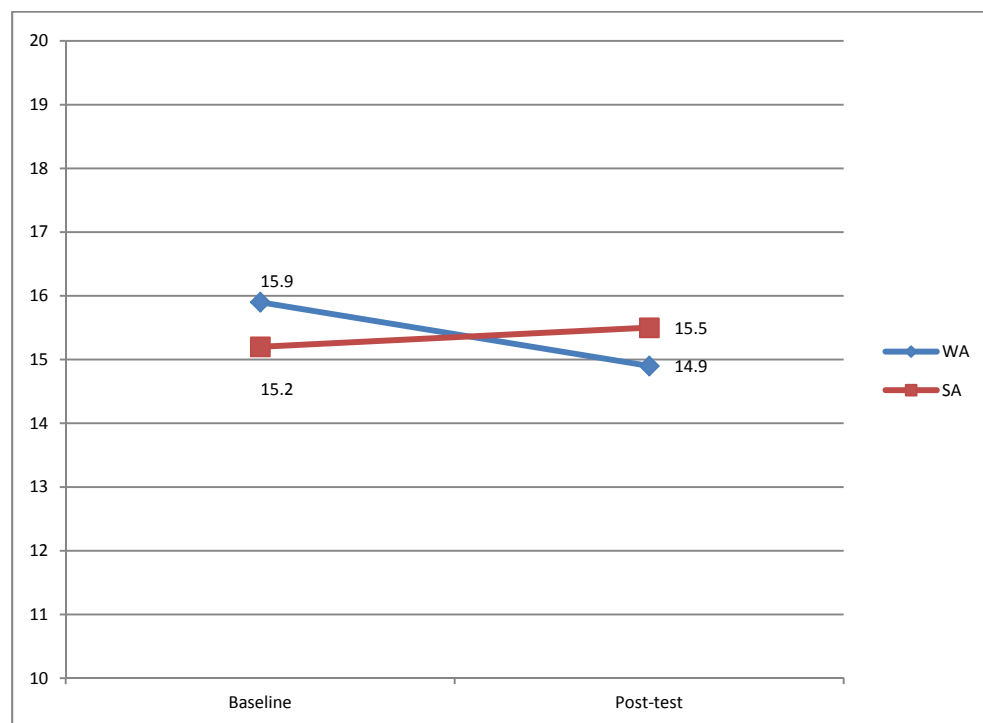


Figure 60: School connectedness scores at Baseline and Post-test for Year 8-10 students in WA and SA – cross sectional sample

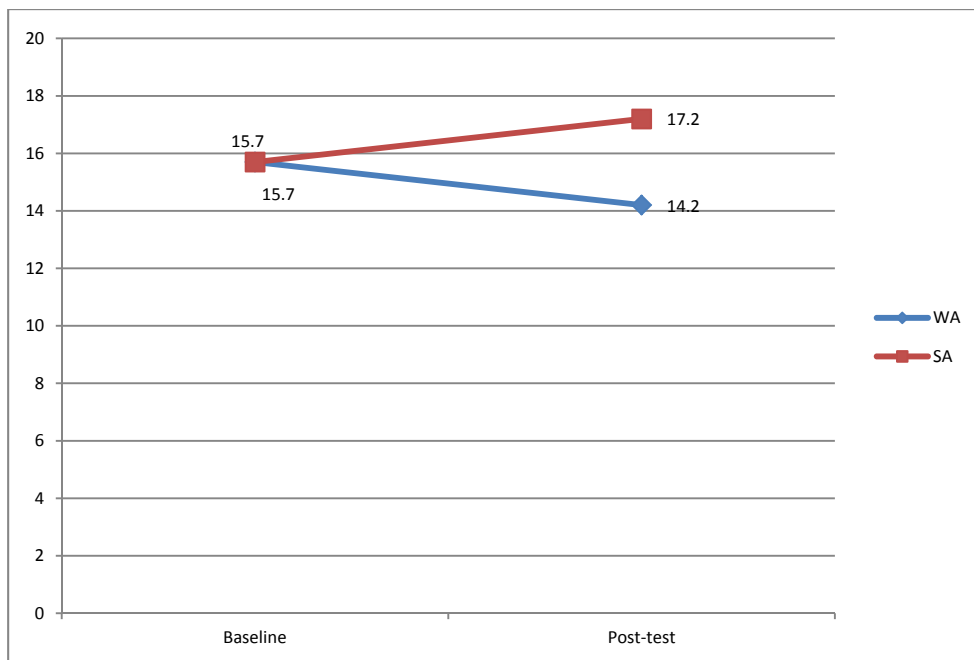


Figure 61: School connectedness scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Strengths and Difficulties

Emotional scale

On average the level of emotionally related clinical problems were unlikely in participating high school students in this evaluation (range 0-10). Small but significantly higher Emotional Scale scores were observed between baseline and post-test for Western Australian students in the cross sectional evaluation (Figure 62). Males at post-test were significantly likely score higher on the emotional scale compared with females, although remained within a range unlikely to result in emotional problems.

Amongst students in the cohort evaluation, significant increases in emotional symptoms scale were observed between baseline and post-test for both Western and South Australian participants (Figure 63. Emotional symptoms scale scores remained in the low range for all students and was not differentiated by gender, or students recall of health education classes in either state.

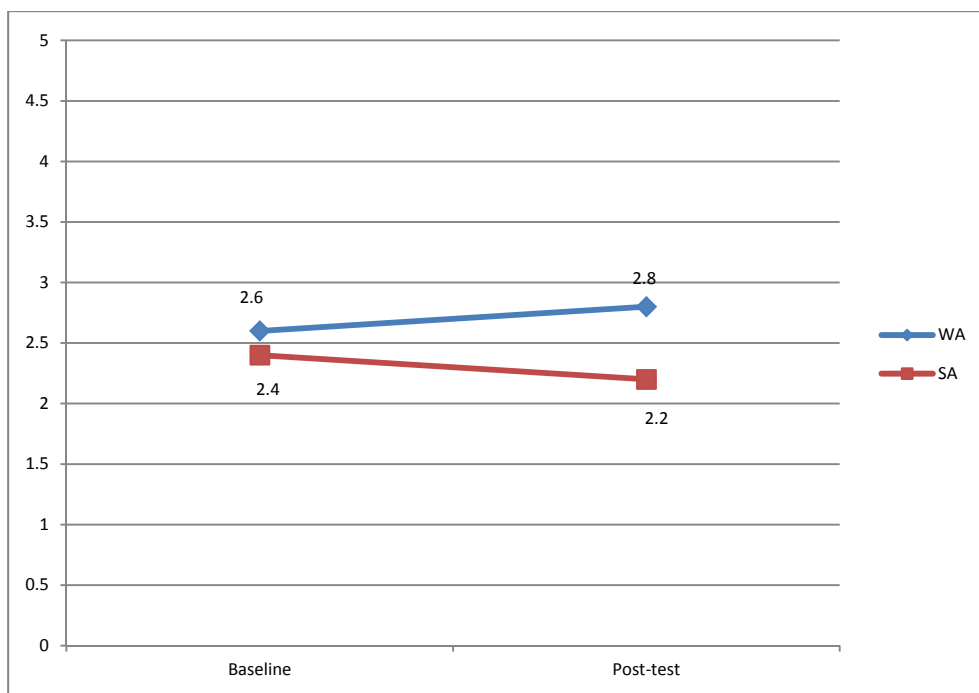


Figure 62: Emotional scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

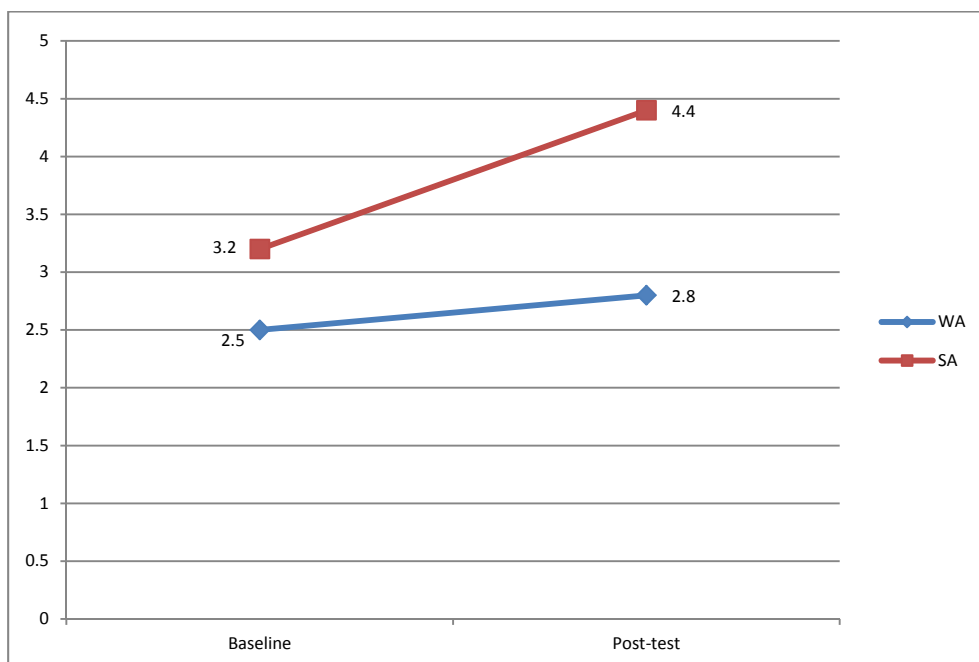


Figure 63: Emotional scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Conduct Problem Scale

High school students in this evaluation were found to be on average at low risk of developing clinical problems related to conduct problems (range 0-10). Small non-significant differences were observed between Year 8 students at baseline and Year 10 students at post-test (Figure 64). These differences were not related to student gender or being from Western or South Australia.

Amongst students in the cohort evaluation, small non-significant increases in conduct problems were observed between baseline and post-test (Figure 65). Observed increases were similar between Western and South Australian students, and not influenced by student gender or their recall of receiving health education classes.

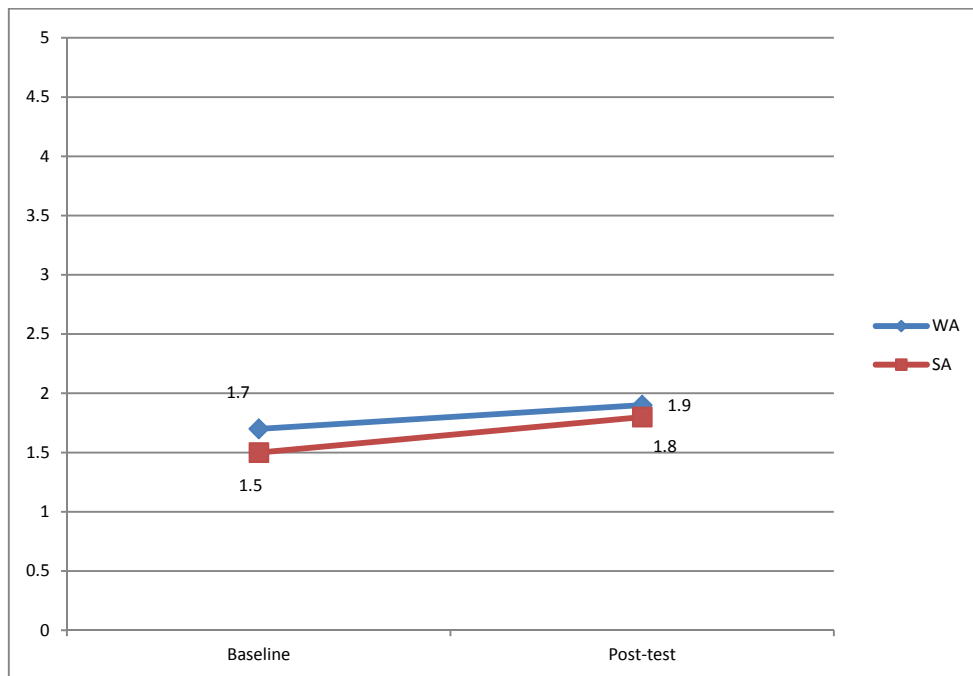


Figure 64: Conduct Problem scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

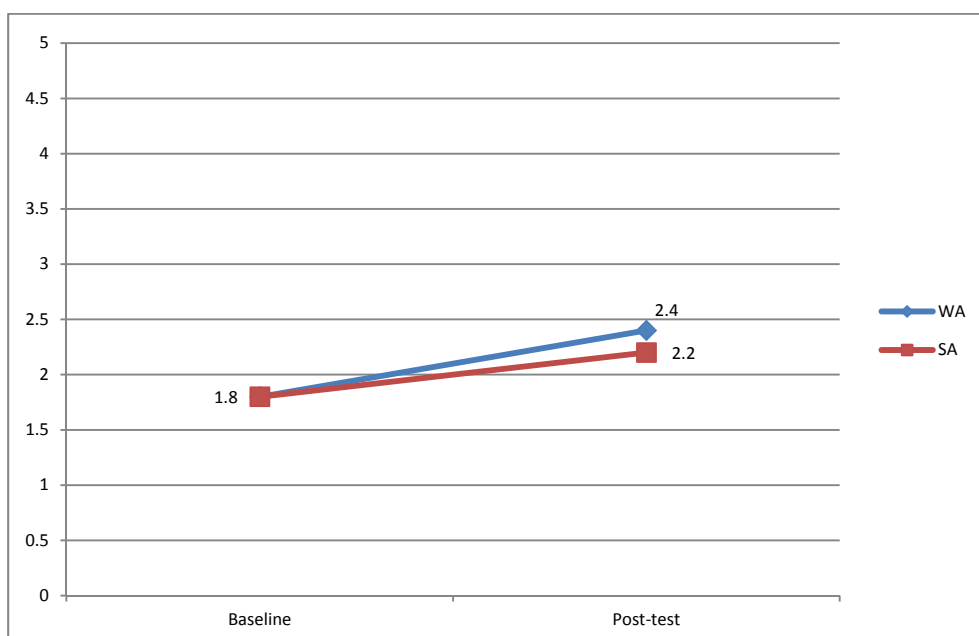


Figure 65: Conduct Problem scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Hyperactivity

Students in this study scored with acceptable ranges for hyperactivity for minimal likelihood of health risk (range 0-10). Small significant decreases in hyperactivity score were observed between baseline and post-test amongst cross-sectional students, with no significant differences observed between Western Australian and South Australian children between baseline and post-test (Figure 66). Males were significantly more likely to report a higher score at post-test compared with female students in the cross sectional evaluation ($P > 0.05$).

As shown in Figure 67, small non-significant increases were observed between baseline and post-test amongst students in the cohort study. These differences were not influenced by student gender, their recall of receiving health education, or being from Western or South Australia.

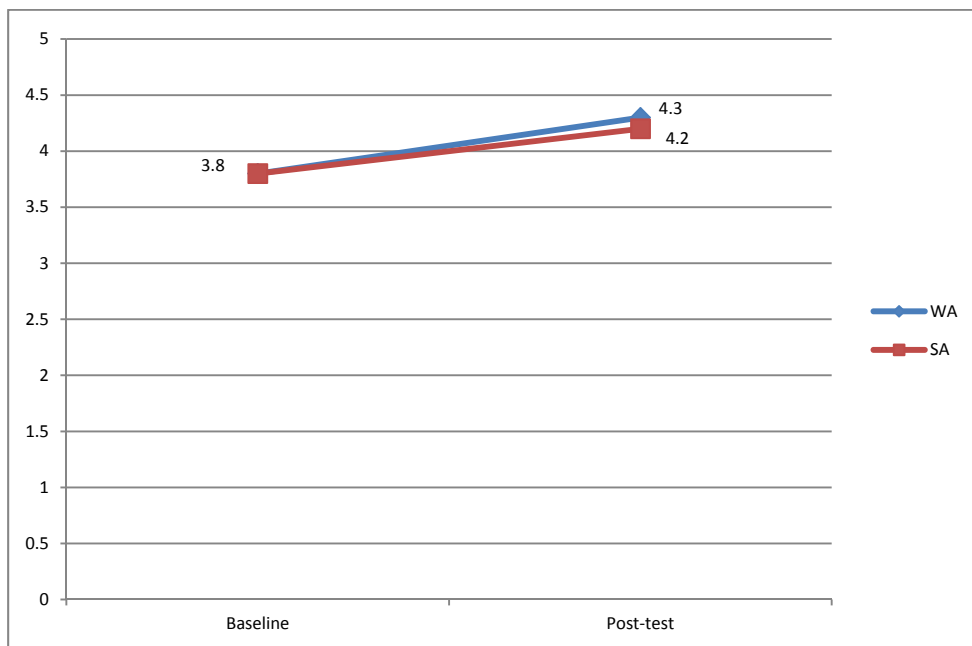


Figure 66: Hyper Activity scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

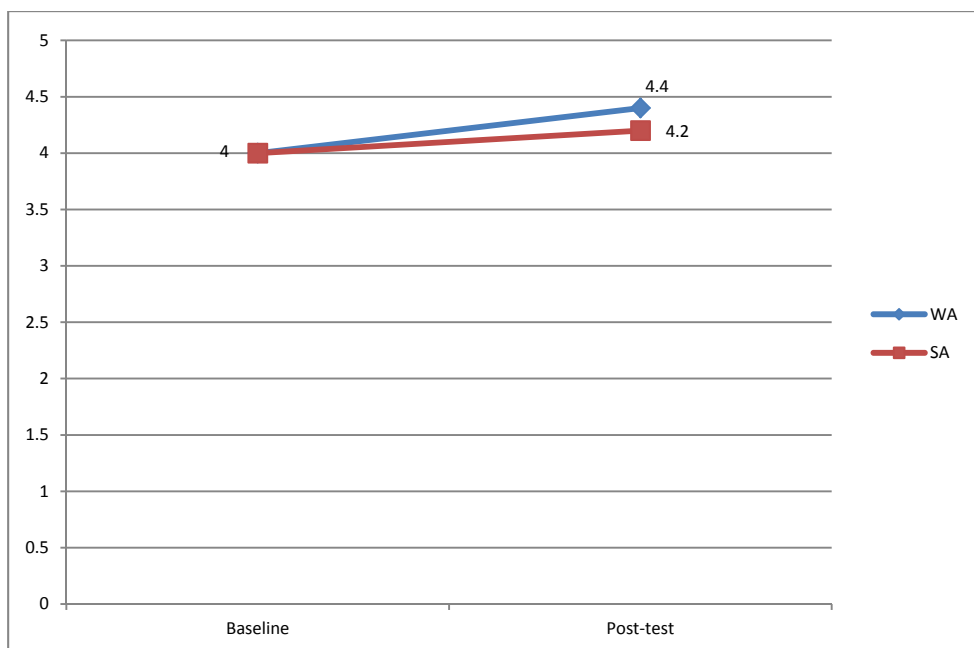


Figure 67: Hyper Activity scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Peer support

Students in this evaluation scored above the clinically at risk level on peer support scale (range 0-10). No Significant differences in pro social behaviour were observed between students from Western Australia and South Australia at baseline and post-test in the cross sectional evaluation (Figure 68).

Students in the cohort evaluation, scored similarly on the peer support scale at baseline and post-test (Figure 69). Observed differences between Western Australia and South Australia students were not significant, and not influenced by student gender, or recall of receiving health education ($P > 0.05$).

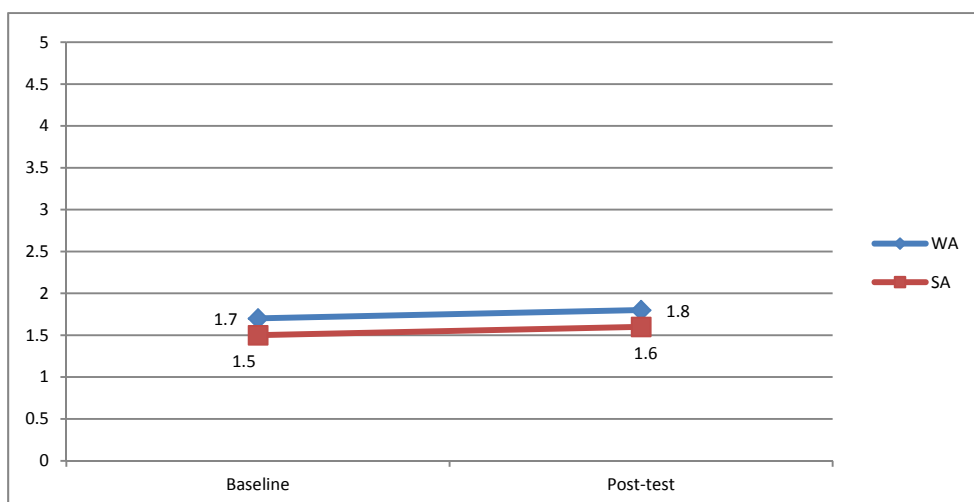


Figure 68: Peer Support scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

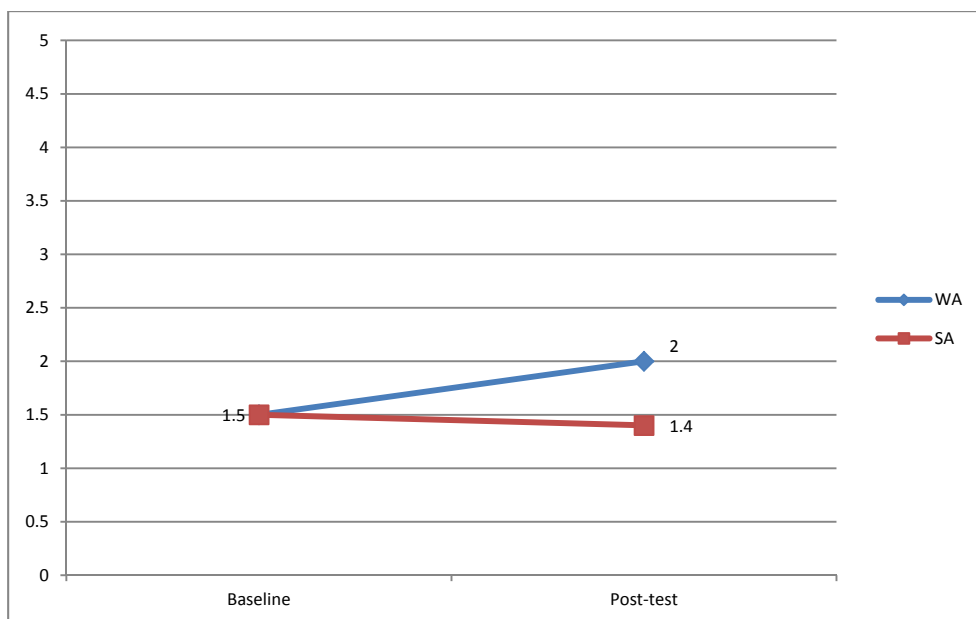


Figure 69: Peer Support scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Pro- social behaviour

Students in this evaluation scored above the clinically at risk level on Pro social behaviour (range 0-10). Significant differences in pro social behaviour were observed between students from Western Australia and South Australia at baseline and post-test in the cross sectional study (Figure 70).

Amongst cohort students a significant decrease in pro-social behaviour amongst Western Australian compared with South Australian students were observed ($P < 0.05$) (Figure 71). These differences were independent of student gender, or recall of receiving health education.

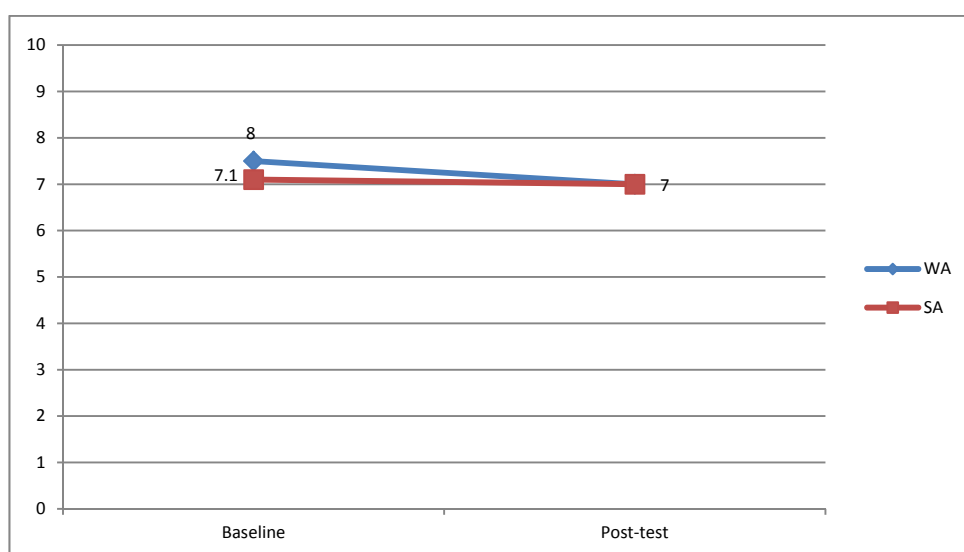


Figure 70: Pro Social Behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

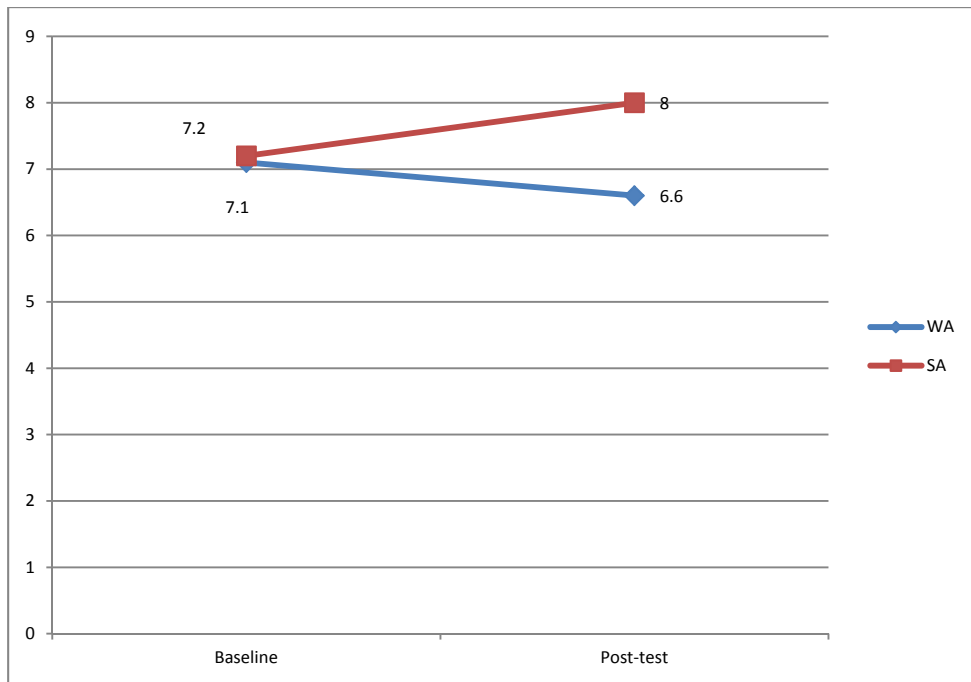


Figure 71: Pro Social Behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Total difficulty score

On average high school students who participated in this evaluation had total difficulty scores below the level indicative of likelihood of developing clinical symptoms (range 0 - 40). Amongst both Western Australian and South Australian students significantly similar small increases in the total difficulties score was observed between Baseline and post-test amongst students in the cross sectional evaluation (Figure 72). Exposure to health education was also found to provide a small positive effect on total difficulty score.

A small significant increase in overall difficulties was observed amongst high school students in the cohort evaluation group (Figure 73). The increase in overall difficulties score was similar amongst males and females and Western and South Australian schools. No influence of recalling receiving health education on changes in overall difficulties was observed in the cohort evaluation.

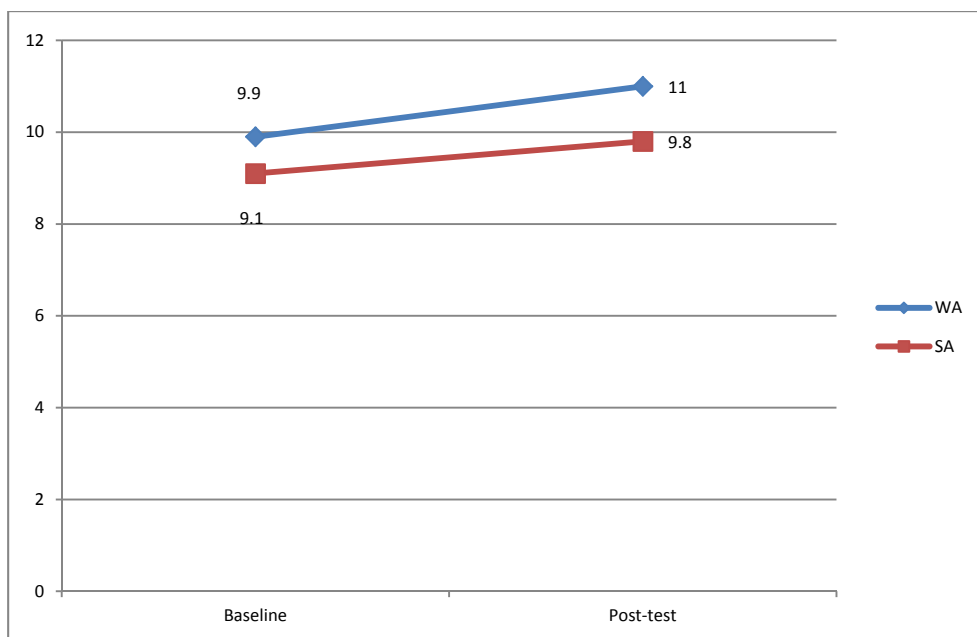


Figure 72, total difficulties scores at Baseline and Post-test for Year 8-10 students in WA and SA - cross sectional sample

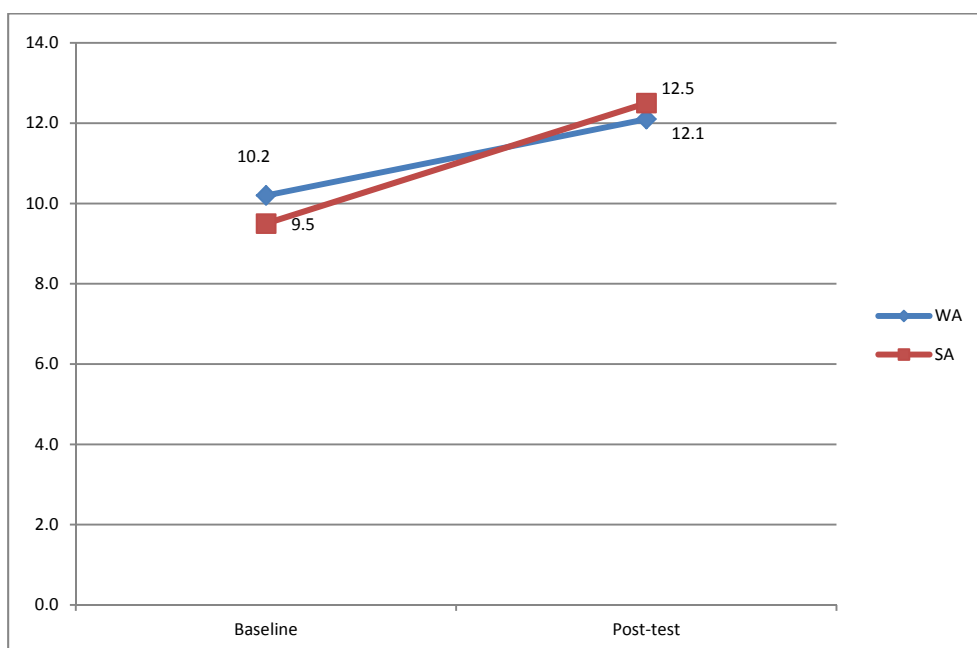


Figure 73, total difficulties scores at Baseline and Post-test for Year 8-10 students in WA and SA - cohort study

Smoking

As evidenced in Figure 74, the proportion of year 10 students who had ever smoked was about 70%, significantly fewer than the proportion of Year 8 students who had ever tried smoking at baseline. No significant differences were observed between Western and South Australian students in the cross sectional evaluation.

Amongst cohort participants, at post-test, the majority of WA and SA students were non-smokers who had never tried smoking, with a relatively high proportion of students between Year 8 and Year 10 who were smokers from Year 8 (Figure 75). No significant differences were observed between WA and SA students smoking behaviour over the three year intervention period.

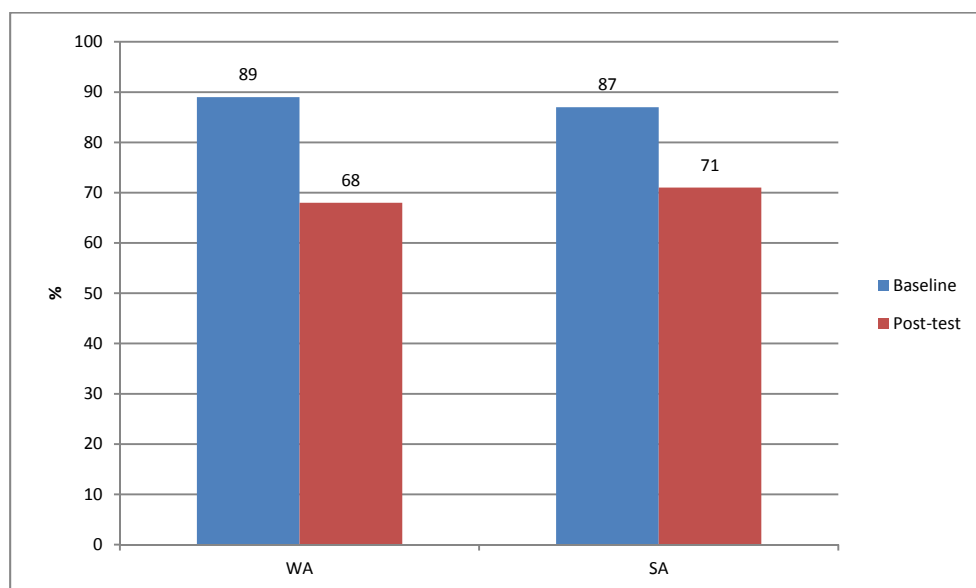


Figure 74: Proportion of Year 8-10 students who had ever smoked at Baseline and Post-test across WA and SA - cross sectional sample

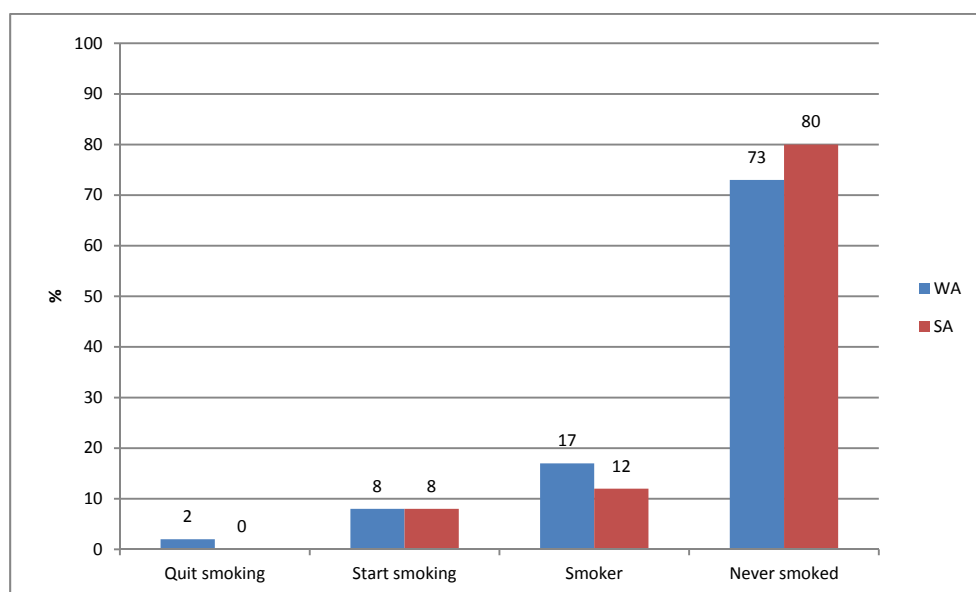


Figure 75: Proportion of Year 8-10 students who had ever smoked across WA and SA – cohort study

Alcohol Consumption

As evidenced in Figure 76, almost three quarters of Year 8 students had consumed even part of an alcohol drink, with significantly greater proportions of year 10 students consuming even part of an alcohol drink. Amongst students that consumed alcohol, significant increases in the consumption of

alcohol in the last 12 months and four weeks between Year 8 and Year 10 were observed. Amongst students who consumed alcohol in the last 4 weeks, large significant increases in the proportion consuming more than 5 standard drinks at one time were observed. No significant differences were observed amongst Western Australian and South Australian students at baseline or post-test for alcohol consumption in the cross sectional evaluation. Recall of receiving alcohol related health education was not associated with self-reported consumption of alcohol.

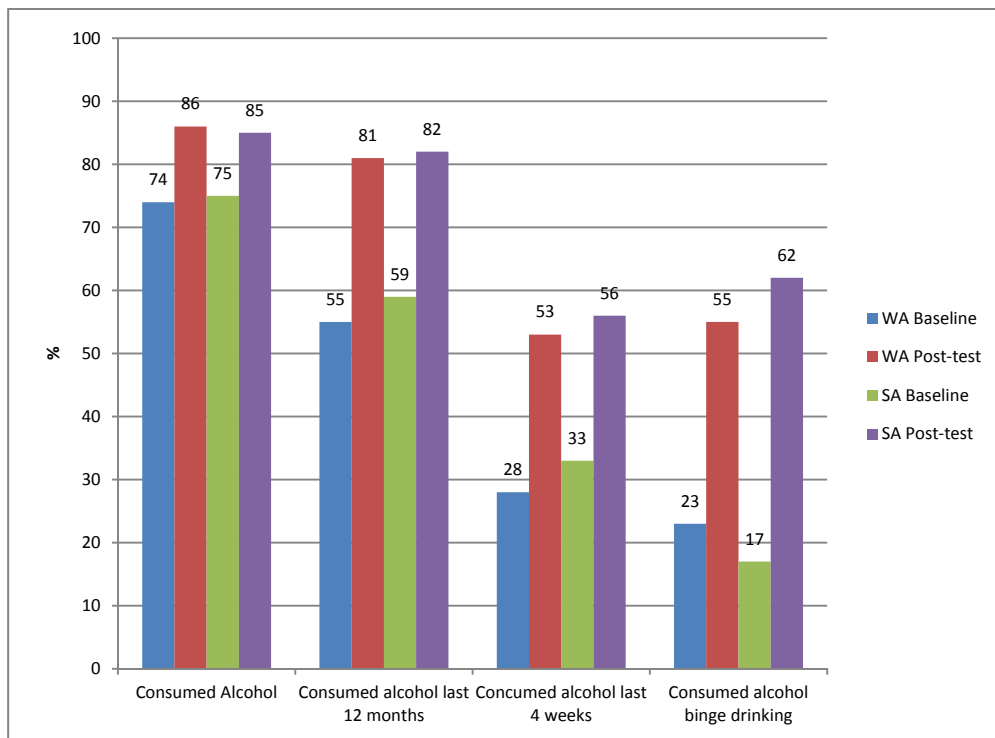


Figure 76: Frequency of alcohol consumption for Year 8-10 students at Baseline and Post-test across WA and SA - cross sectional sample

Amongst participants in the cohort study, the majority had consumed alcohol in year 8 (70%) and year 10 (78%). Amongst students who consumed alcohol, most had consumed alcohol within the last four weeks (84% for Western Australia and 85% for South Australian students, with about two thirds of these students (63%) reporting at least one bout where they consumed more than five standard drinks of alcohol (Figure 77). The cohort of students was observed to increase their use of alcohol between year 8 and year 10, irrespective of gender, state, or recall of alcohol related education.

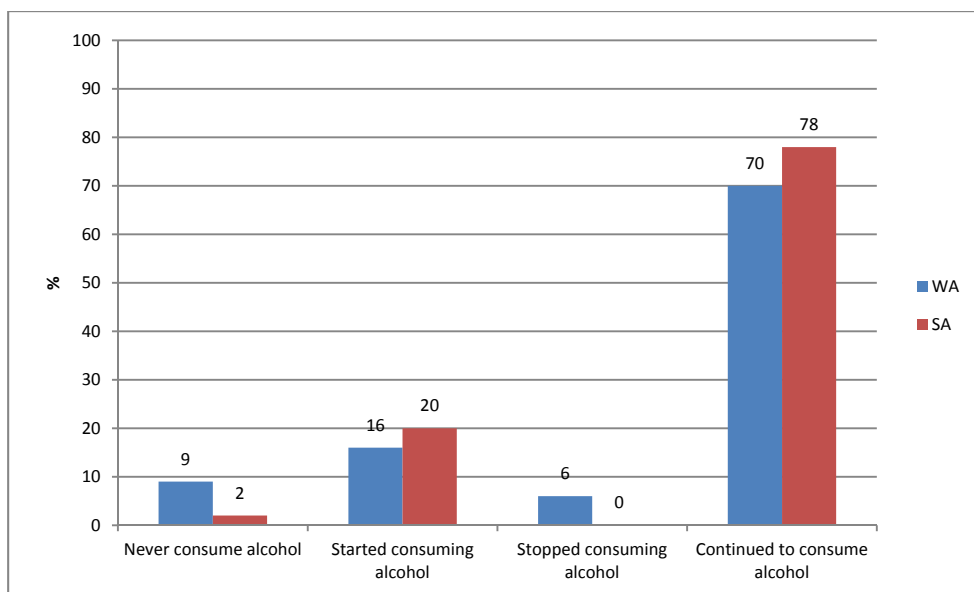


Figure 77: Frequency of alcohol consumption for Year 8-10 students across WA and SA– cohort study

Teenager risk harming themselves

Students were asked to rate How much they think teenagers risk harming themselves against 10 drug and alcohol related activities (score range 0 – 40). Overall, students in Year 8 and 10 scored highly on the scale, reflecting a high level of awareness of risking behaviours. A small non-significant lower score amongst Year 10 students, compared with Baseline Year 8 students was observed (Figure 78). No significant associations with student gender, being from Western or South Australia, or recall of health education were evident in the cross sectional evaluation.

Amongst cohort students, small non-significant changes in risk taking awareness were observed between baseline and post-test (Figure 79). Similar to students in the cross sectional evaluation, cohort participants scored high on awareness of risky behaviours, with no significant differences between males and females, recalling receiving health education, or being from either Western or South Australia.

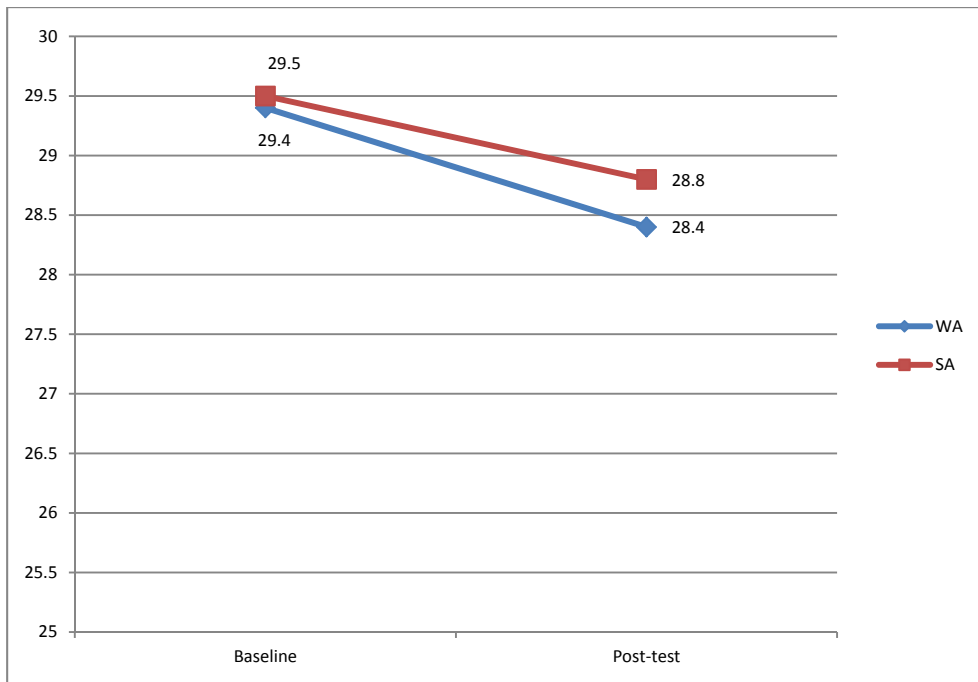


Figure 78: Risk taking scores at Baseline and Post-test for Year 8-10 students in WA and SA – cross sectional sample

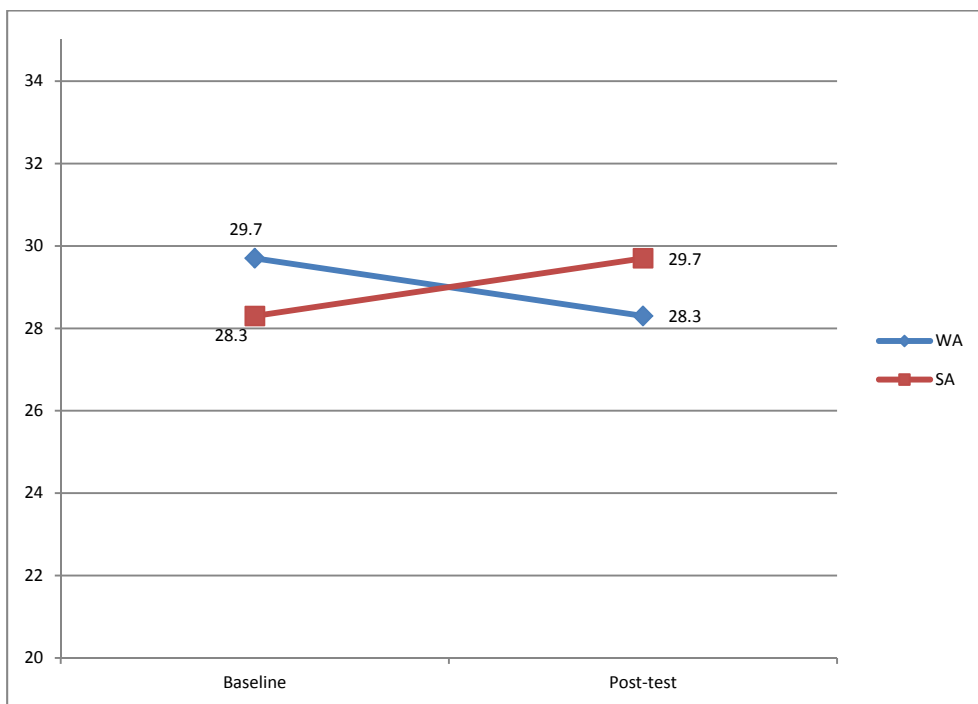


Figure 79: Risk taking scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Perceptions of friends use of various drugs

As evidenced in Figure 80, the proportion of Year 10 students (post-test) who believed their friends had used a range of drugs was significantly higher than Year 8 students (Baseline). There were

significant differences between Western Australian and South Australian students in perception of friends using Marijuana and smoking cigarettes over the study period. High proportions of all students at post-test reported their friends consumed alcohol, with 30% of Western Australian students at baseline reporting their friends used illicit drugs.

Amongst students in the cohort study, a significantly greater proportion of Western Australian students perceived their friends had started to smoke Marijuana, and consume alcohol, compared with South Australian students over the three year study period (Figure 81). Amongst western Australian students who recalled drug and health education, a smaller proportion (7%) perceived their friends used illicit drugs, compared with Western Australian students who did not recall drug or health education lessons (31%).

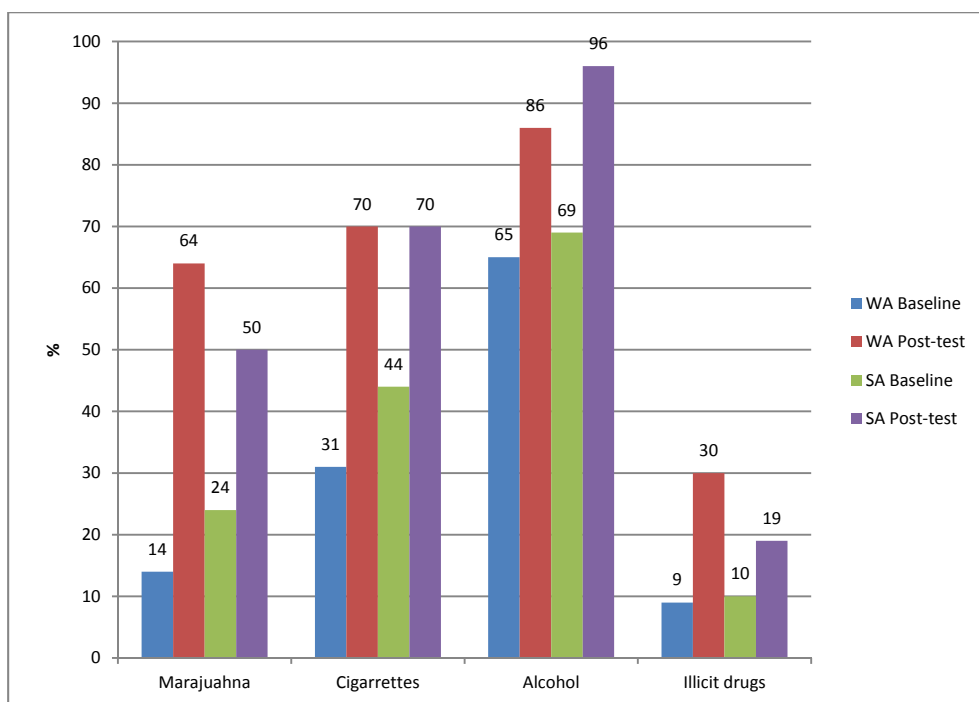


Figure 80: Perception of friends drug use at Baseline and Post-test across WA and SA - cross sectional sample

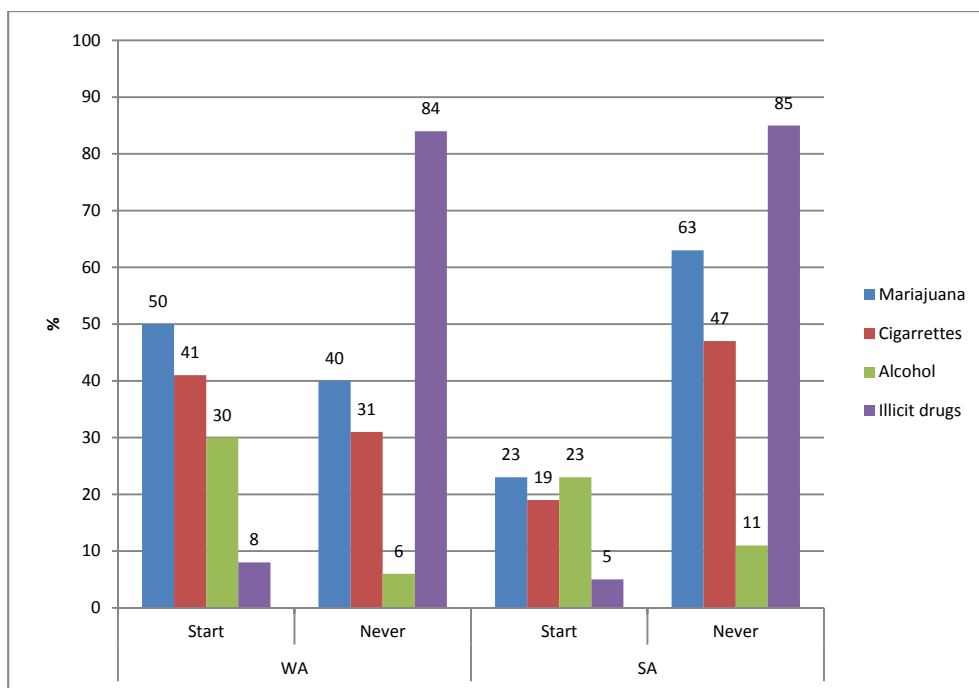


Figure 81: Perception of friends drug use (start vs never) across WA and SA - cross sectional sample

Reaction to being offered cigarettes, alcohol or illicit drugs by a trusted friend

When asked if they would try cigarettes, alcohol or illicit drugs if offered by a friend they trust, a significantly larger proportion of Year 10 students compared with Year 8 students said yes (Figure 82). The figure shows that from a relatively low proportion at baseline, approximately one in five Year 10 students would try cigarettes or illicit drugs if it were offered to them by a trusted friend.

Amongst cohort participants, significant increases in the proportion of students who would try cigarettes and alcohol from a friend they trust. A very small proportion of students in the cohort evaluation would try illicit drugs if they were offered by a trusted friend (Figure 83).

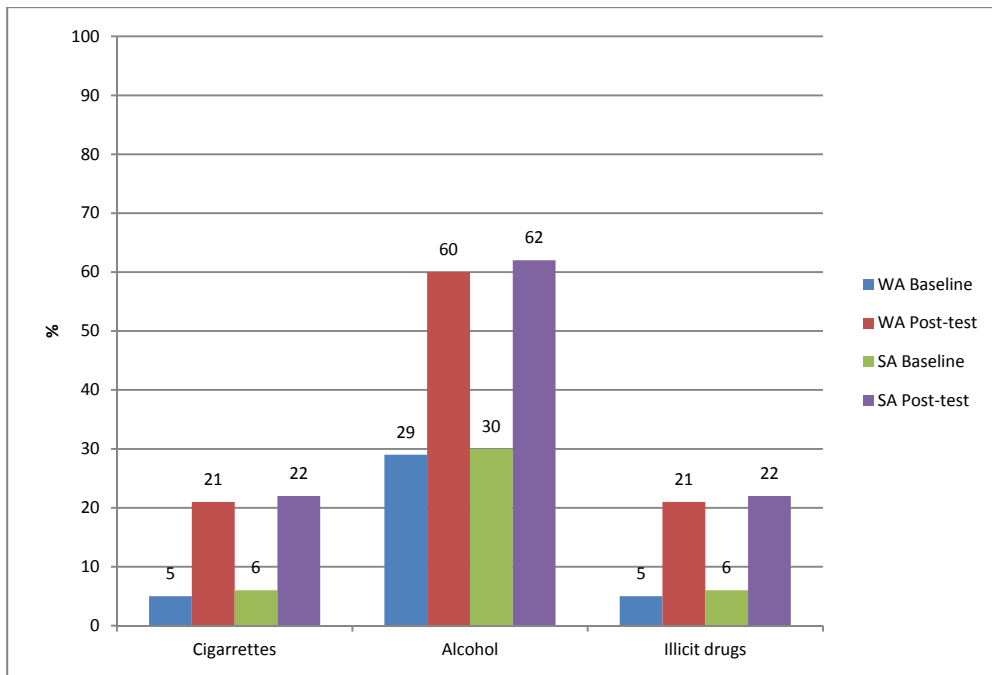


Figure 82: Proportion of students who would try drugs if offered by a trusted friend at Baseline and Post-test across WA and SA - cross sectional sample

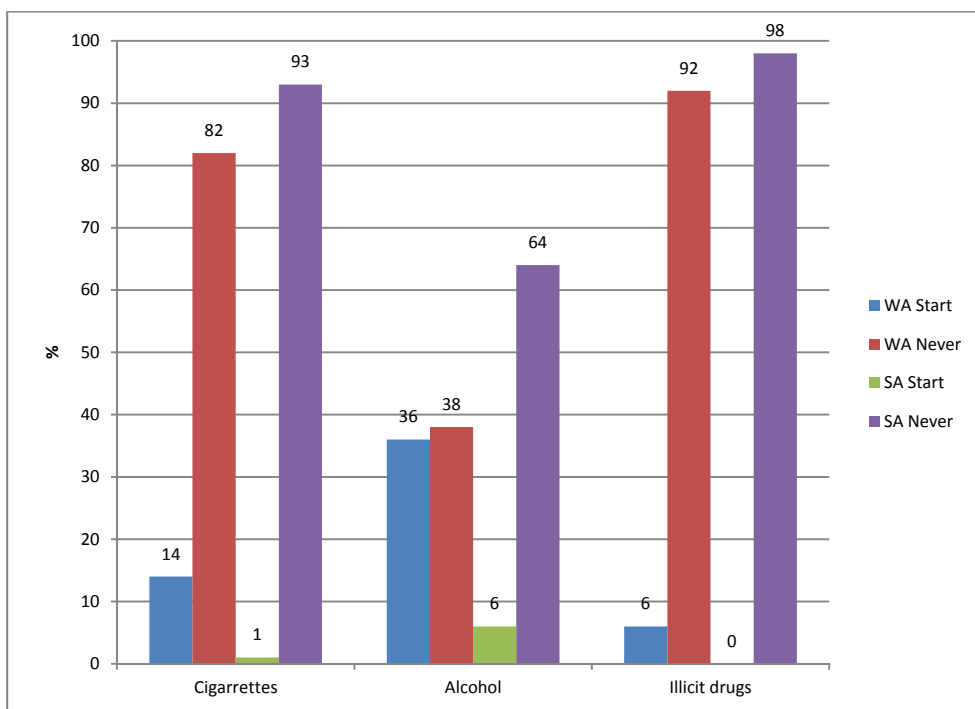


Figure 83: Proportion of students who would try drugs if offered by a trusted friend at Baseline and Post-test across WA and SA – cohort study

Own Risk taking Behaviour

Students were asked to rate their risk taking behaviour on six items (range 0 - 30), with a higher score reflecting riskier behaviour. As evidence in the cross sectional and cohort evaluation, similar baseline and post-test scores were reported by students (see Figures 84 & 85). No significant differences were observed between Western Australian and South Australian students, gender and students recall of receiving health education in either the cross sectional or cohort evaluations.

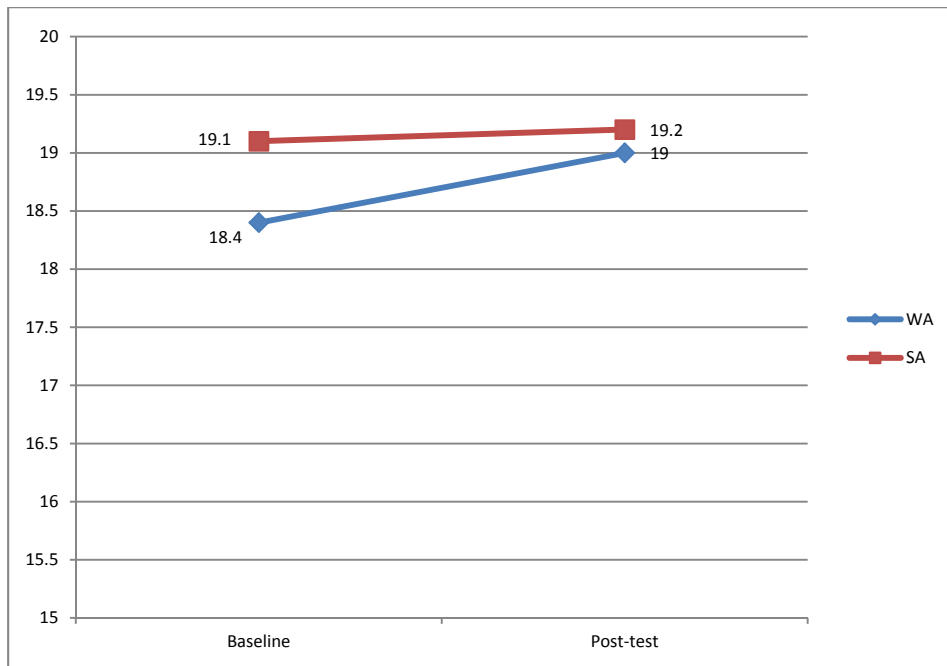


Figure 84: Own Risk taking scores at Baseline and Post-test for Year 8-10 students in WA and SA - Cross sectional sample

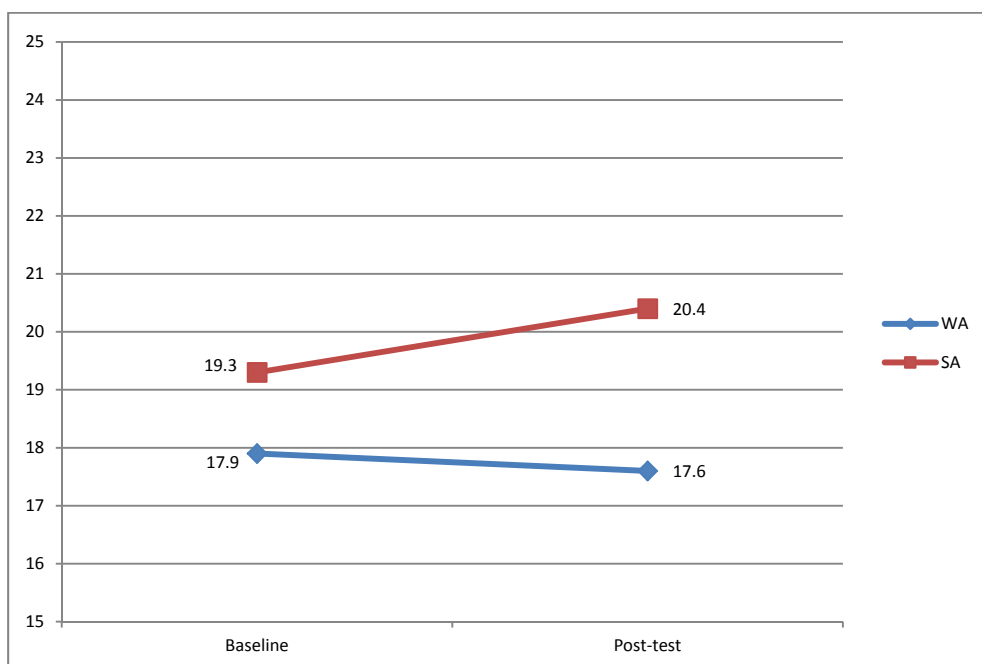


Figure 85: Own Risk taking scores at Baseline and Post-test for Year 8-10 students in WA and SA - cohort study

Knowledge of the long term risk of alcohol and drug use

Students were asked their knowledge about the long term health risks of alcohol and drug use (range 0 – 5), with a higher score reflecting greater knowledge. Baseline and post-test students in the cross sectional survey scored similarly, with no gender or state differences observed (Figure 86).

Amongst students in the cohort study, significant declines amongst South Australia students were observed compared with Western Australian students whose scores remained similar over the intervention period (Figure 87). In the cohort trial, Western Australian students who recalled receiving health education lessons scored significantly higher on the long term risk taking knowledge scale compared with students who did not recall receiving health education.

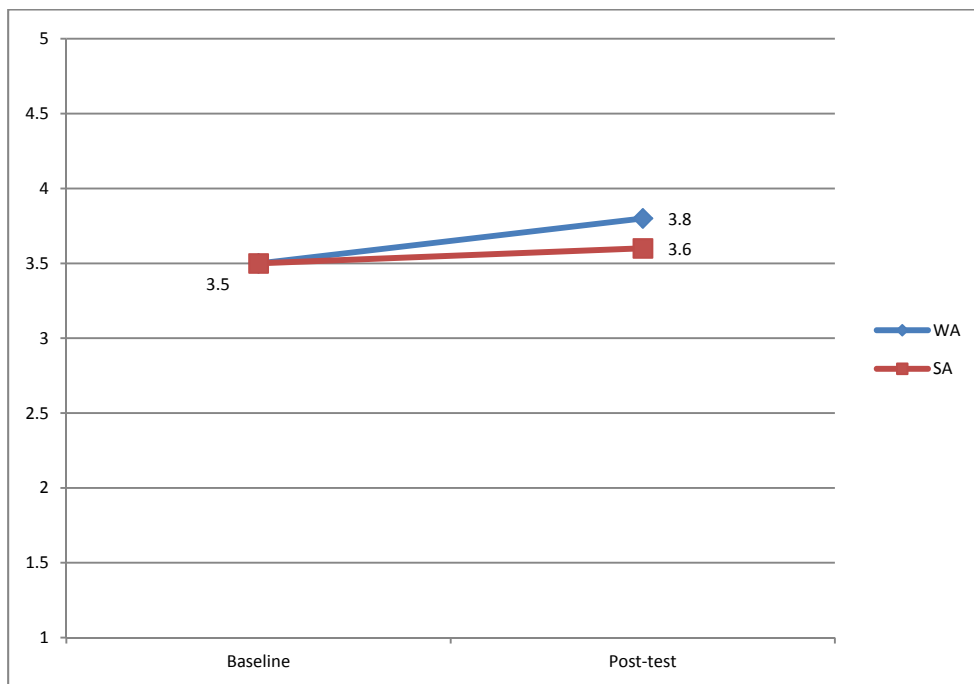


Figure 86: Knowledge of long-term risks associated with alcohol and drug use scores at Baseline and Post-test for Year 8-10 students in WA and SA - Cross sectional survey

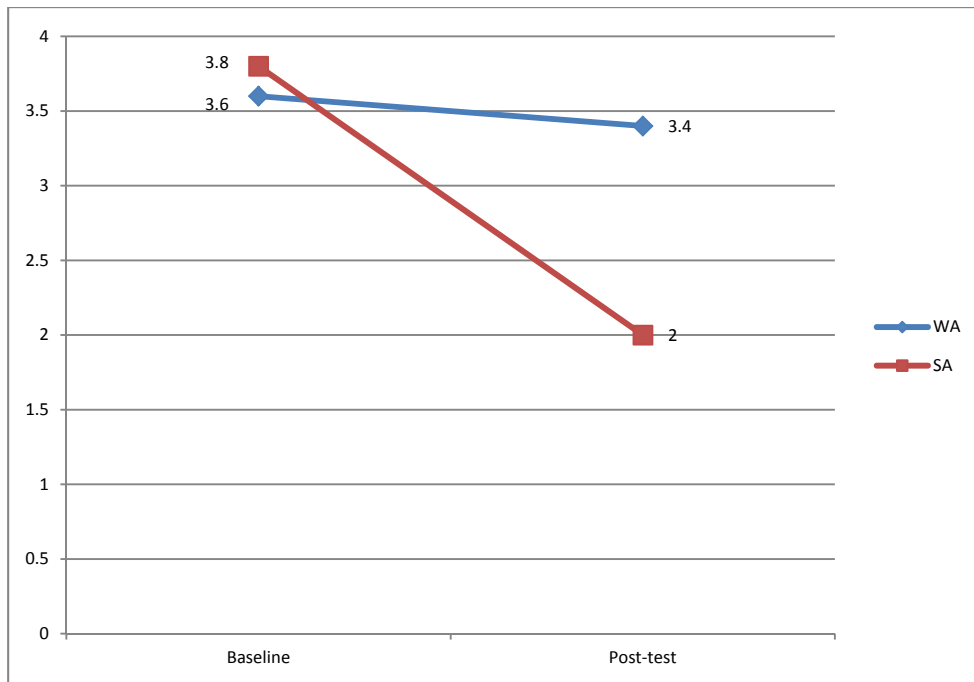


Figure 87: Knowledge of long-term risks associated with alcohol and drug use scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Risk taking behaviour towards alcohol drugs and road safety

Students were asked 5 questions on their risk taking behaviour towards alcohol, drugs and road safety (range 0 -5) with a higher score reflecting greater risk taking. Amongst students in the cross sectional evaluation, significant increases in risk taking behaviours were observed between baseline and post-test (Figure 88). No gender differences were observed, or effect of recalling health education on the differences in risk taking behaviour.

Amongst students in the cohort evaluation, small non-significant declines were observed between baseline and post-test, with students on average scoring above 3 on the five point scale for risk taking (Figure 89). Students who recalled receiving health education were significantly likely to score lower than students who did not recall receiving health education, although the average score remained about 3 for these students.

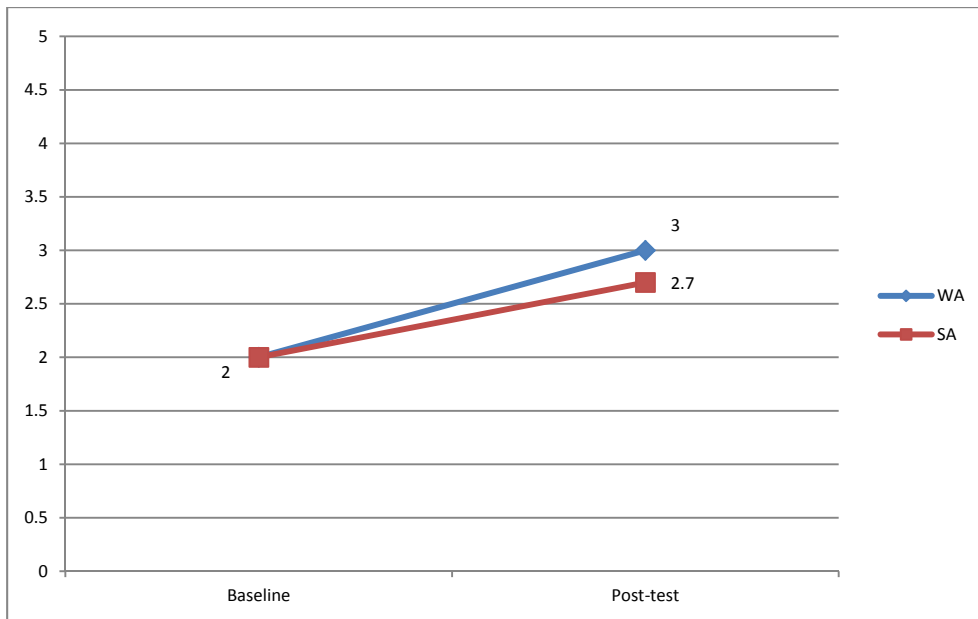


Figure 88: Risk taking behaviour toward alcohol, drugs and road safety scores at Baseline and Post-test for Year 8-10 students in WA and SA – cross sectional sample

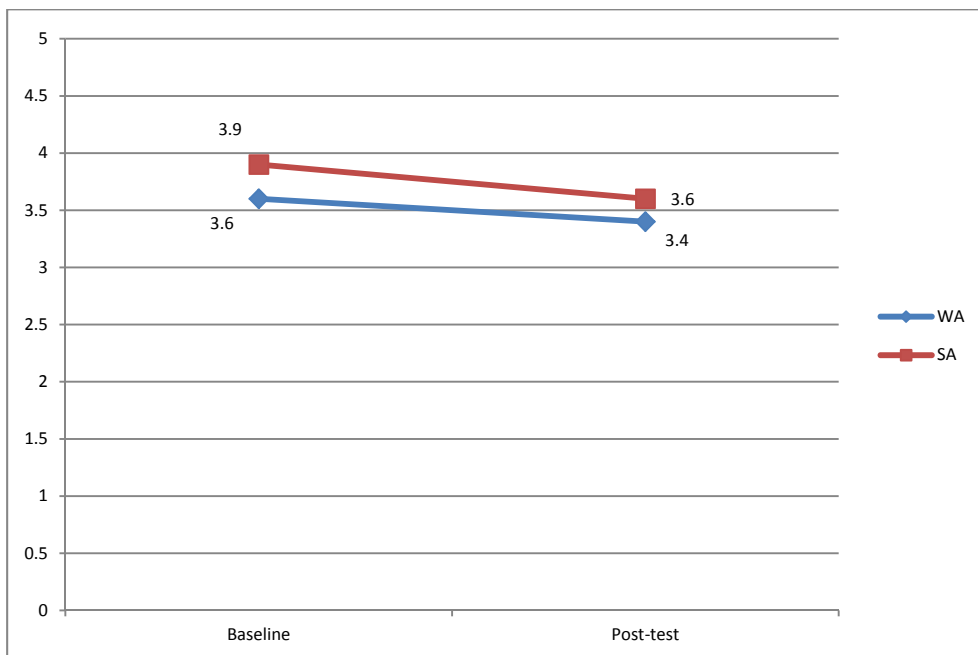


Figure 89: Risk taking behaviour toward alcohol, drugs and road safety scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Road Safety Knowledge

Road crossing safety knowledge was measured against 9 items (range 9 – 45), with a higher score reflecting greater road safety knowledge. As shown in Figure 90, small significant increases in the proportion of Western Australian scores on road safety were observed in the cross sectional study, with significantly lower post-test scores observed amongst South Australian students. Females scored significantly higher on road crossing safety knowledge at both baseline and post-test in the cross sectional evaluation.

Western Australian students in the cohort evaluation significantly increased their road safety knowledge scores, compared with South Australian cohort students between baseline and post-test (Figure 91). Additionally, Western Australian students who recalled receiving health education scored significantly higher increases than other students in this evaluation, while gender did not appear significant in the cohort evaluation.

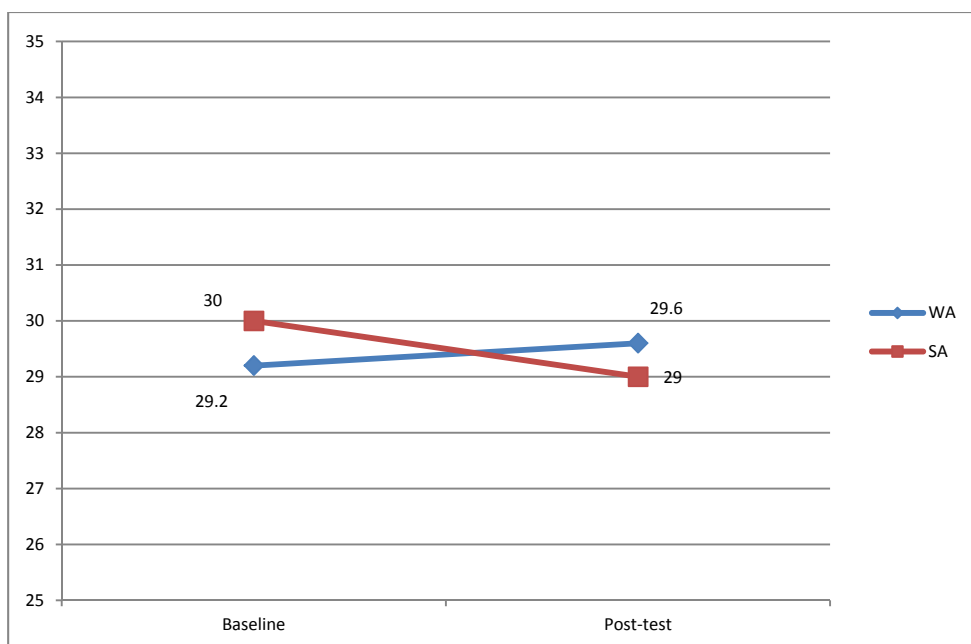


Figure 90: Road safety knowledge scores at Baseline and Post-test for Year 8-10 students in WA and SA – cross sectional sample

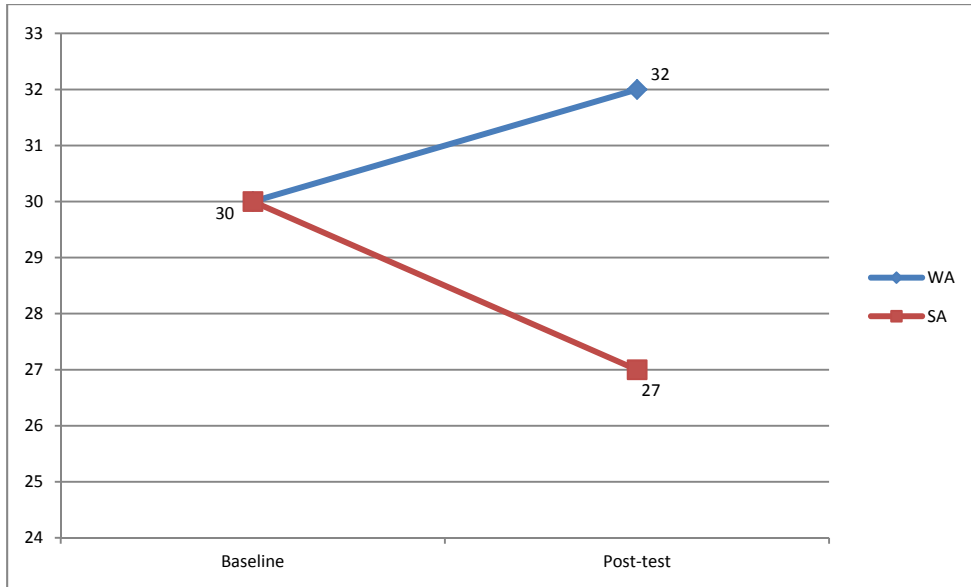


Figure 91: Road safety knowledge scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Road crossing behaviour

A nine item scale (range 9 – 45) measuring road crossing behaviour was completed by students at baseline and post-test, with a higher score reflecting more positive behaviours. As seen in Figures 92 & 93, small non-significant differences between baseline and post-test scores were observed, with no significant differences between Western and South Australian students. No influence of gender or exposure to health education were observed in this evaluation.

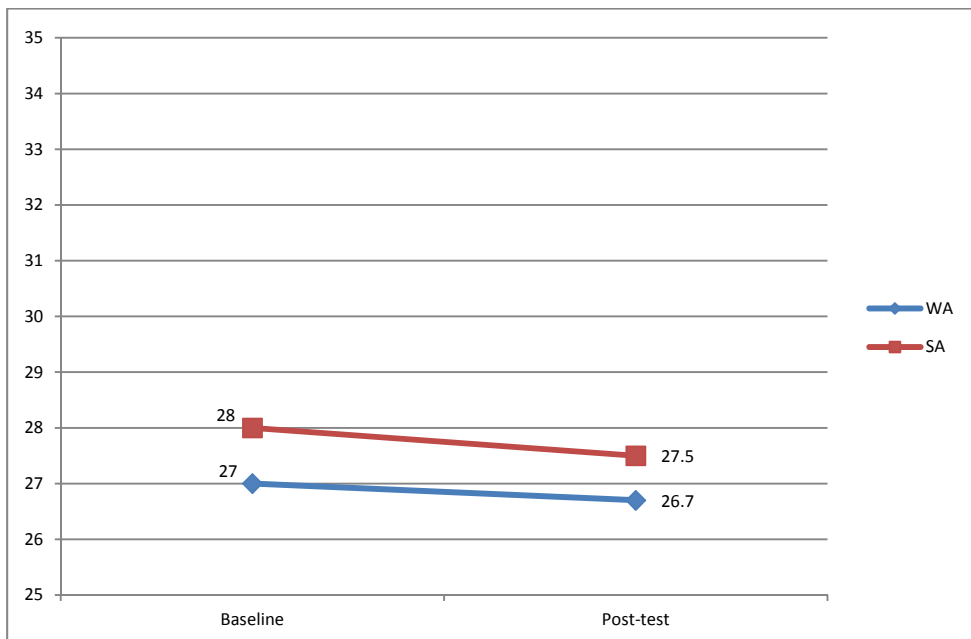


Figure 92: Road crossing behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA – cross sectional sample

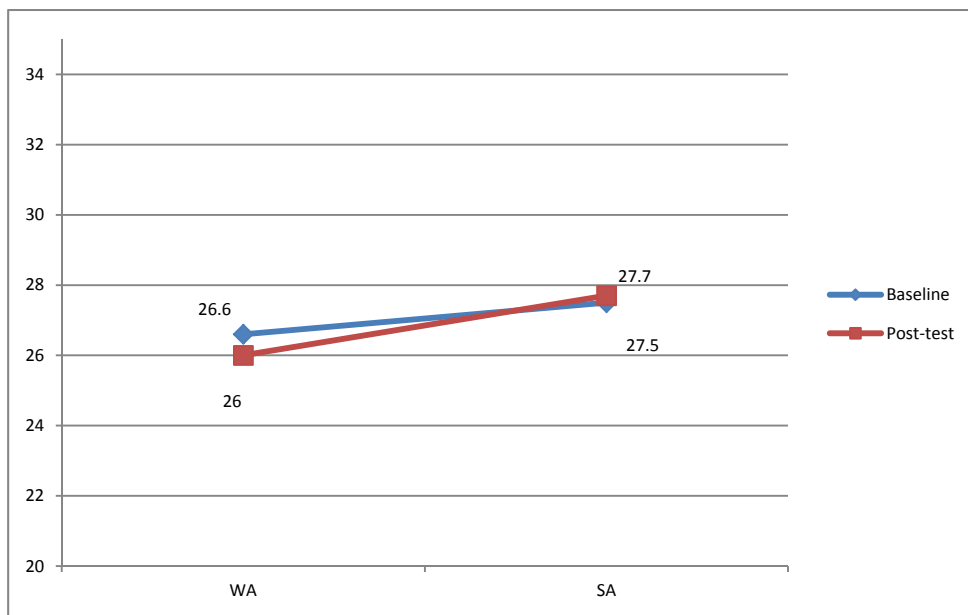


Figure 93: Road crossing behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Bike, skateboard, scooter or rollerblade Knowledge

Bike, skateboard, scooter and rollerblade knowledge was assessed on a 9 point scale (range 9 -36), with a higher score reflected greater knowledge. As seen in Figure 94, similar, non- significant moderate to high scores were obtained by students at baseline and post-test. South Australian students scored significantly higher at baseline and post-test compared with Western Australian students, although differences were small ($P < 0.05$). No significant impact of student gender or recall of road safety education were observed in the cross sectional evaluation ($P > 0.05$). Amongst cohort participants, Western Australian students showed a small significant increase in bike, skateboard, scooter or rollerblade related knowledge between baseline and post-test (Figure 95).

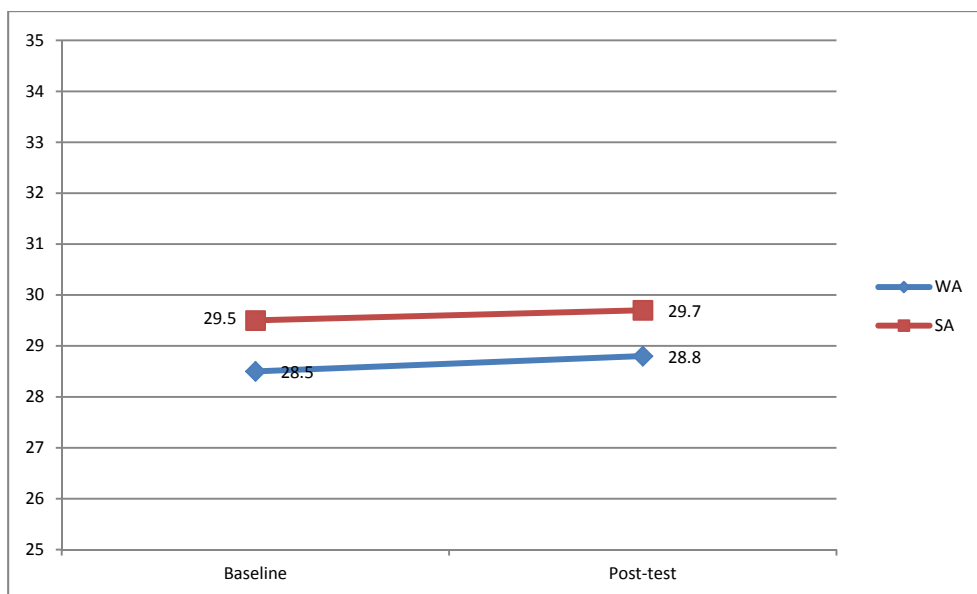


Figure 94: Skateboard knowledge scores at Baseline and Post-test for Year 8-10 students in WA and SA – Cross sectional sample

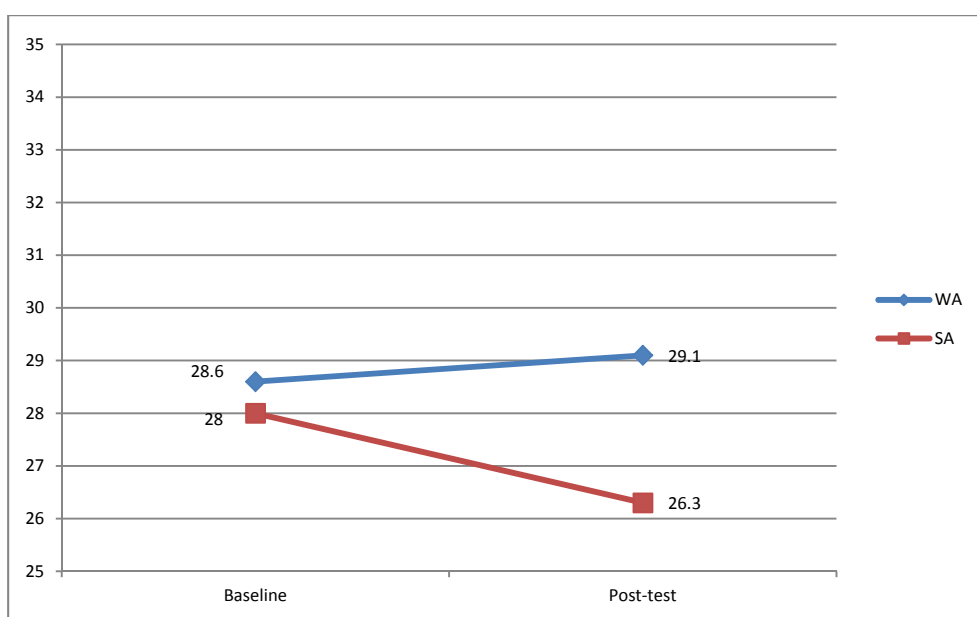


Figure 95: Skateboard knowledge scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Skate board behaviour

Skateboard, scooter and rollerblade related road safety practices were measured on a nine point scale (9-45) ,with a higher score reflecting safer practices. Amongst cross sectional students a moderate level of skateboard, scooter and rollerblade road safety practice was observed at baseline, with lower non-significant scores recorded amongst Year 10 students at post-test. South Australian students scored higher on the scale at baseline and post-test compared with Western Australian students, although these differences were not significant (Figure 96). No influence of gender was

identified in the cross sectional evaluation for skateboard, scooter and rollerblade related road safety practices.

As displayed in Figure 97, amongst students in the cohort evaluation, moderate non-significant changes in scores for skateboard, scooter and rollerblade related road safety practices were observed between baseline and post-test. No significant differences between Western Australian and South Australian students were observed and no gender influence or recall of health lessons on Skateboard, scooter and rollerblade related road safety practice scores were identified.

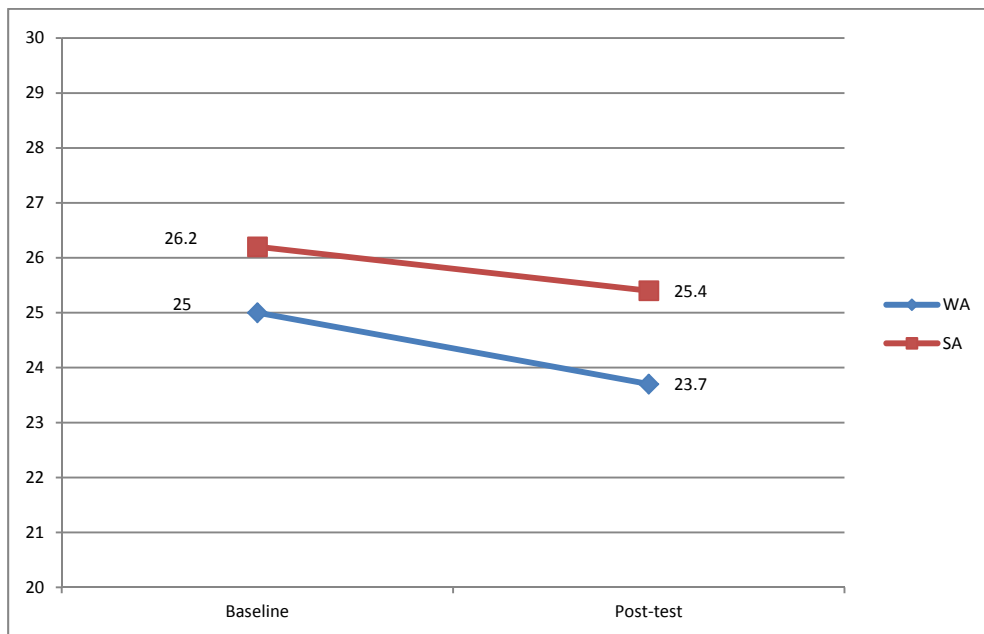


Figure 96: Skateboard behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA – Cross sectional sample

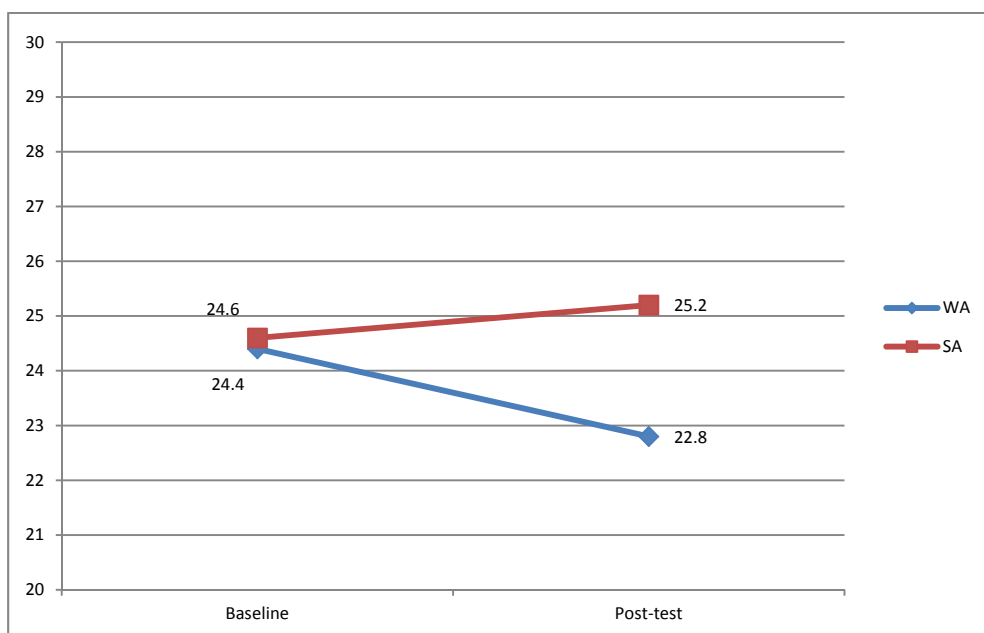


Figure 97: Skateboard behaviour scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Importance of Road Safety Practices

Students were asked how important 5 road safety practices were to them (range 0 – 15), with a higher score reflecting a higher level of importance. Similar levels of importance were observed for students in the cross sectional and cohort evaluation groups at pre and post-test across Western Australia and South Australia (see Figures 98 & 99). Small differences in scores were non-significant in this evaluation and were not influenced by students gender or recall of health education.

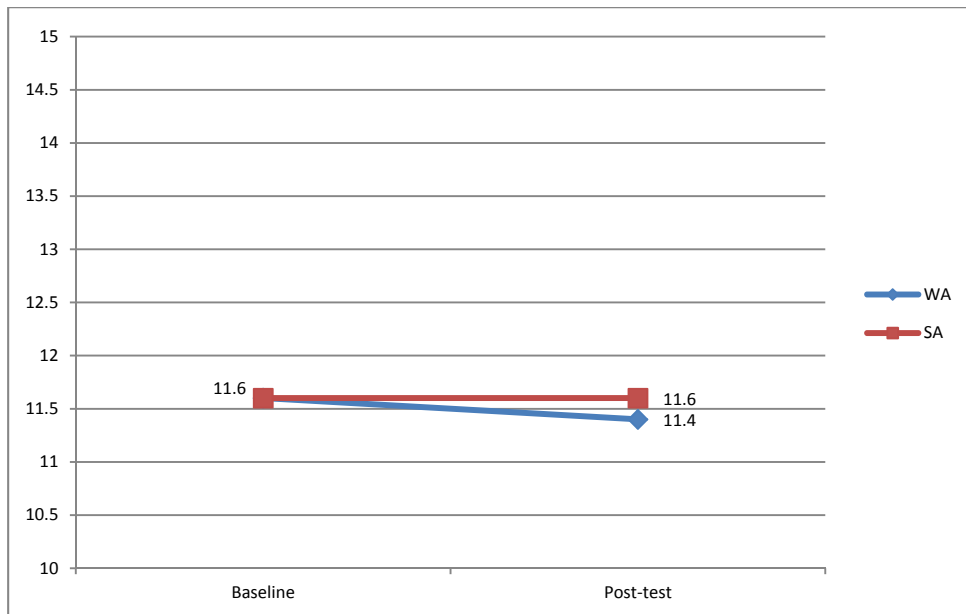


Figure 98: Importance of road safety practices scores at Baseline and Post-test for Year 8-10 students in WA and SA – Cross sectional sample

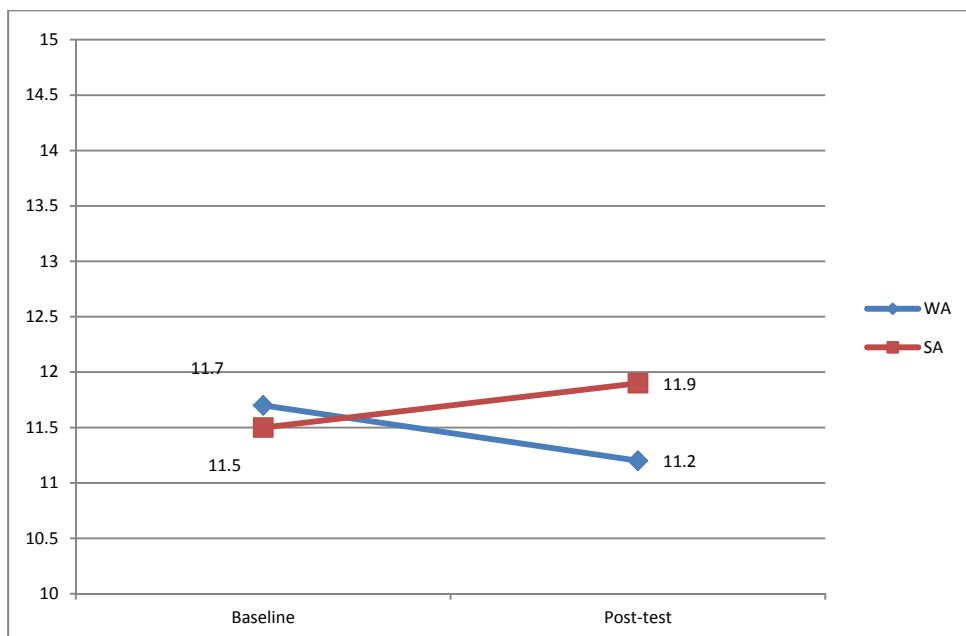


Figure 99: Importance of road safety practices scores at Baseline and Post-test for Year 8-10 students in WA and SA –cohort study

Personal road safety responsibility

Students were presented with 11 ways they could make themselves or the road safer, with a higher score (Range 0-11) indicating greater personal road safety responsibility. Students in the cross sectional evaluation scored highly on the personal responsibility scale at both baseline and post-test, with Western Australian students scoring significantly higher, compared with South Australian students (Figure 100). Female students scored significantly higher on the personal responsibility scale at both time points.

As shown in Figure 101, cohort students scored similarly high on personal road safety responsibility at baseline and post-test, with small increases amongst Western Australian students not significant compared with a small decline in South Australian student scores. In the cohort study, gender and recalling health education was not observed to influence personal responsibility over the intervention period.

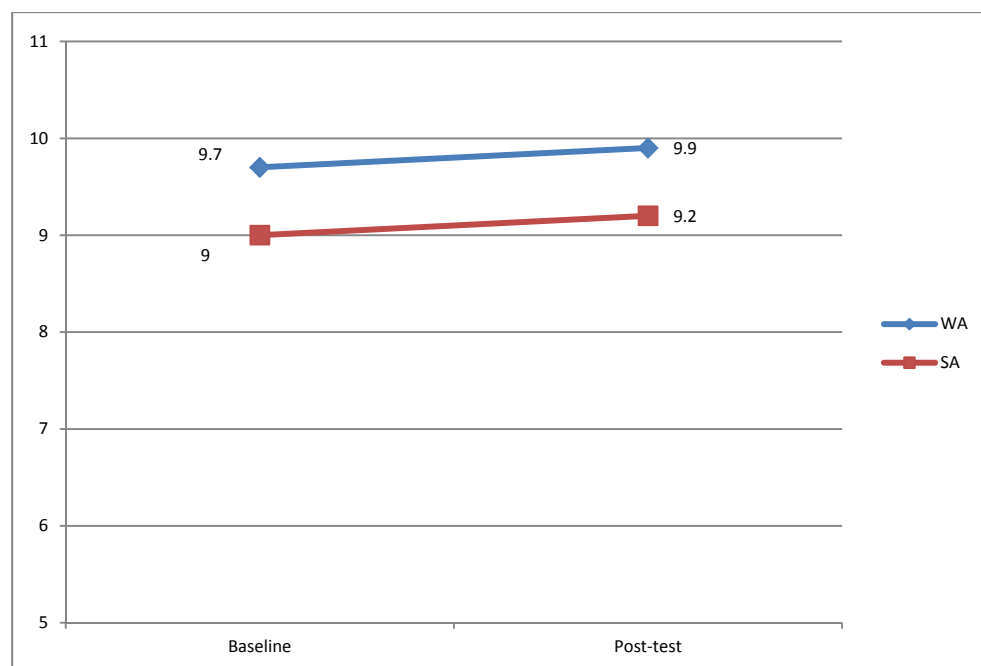


Figure 100: Personal road safety responsibility scores at Baseline and Post-test for Year 8-10 students in WA and SA – Cross sectional sample

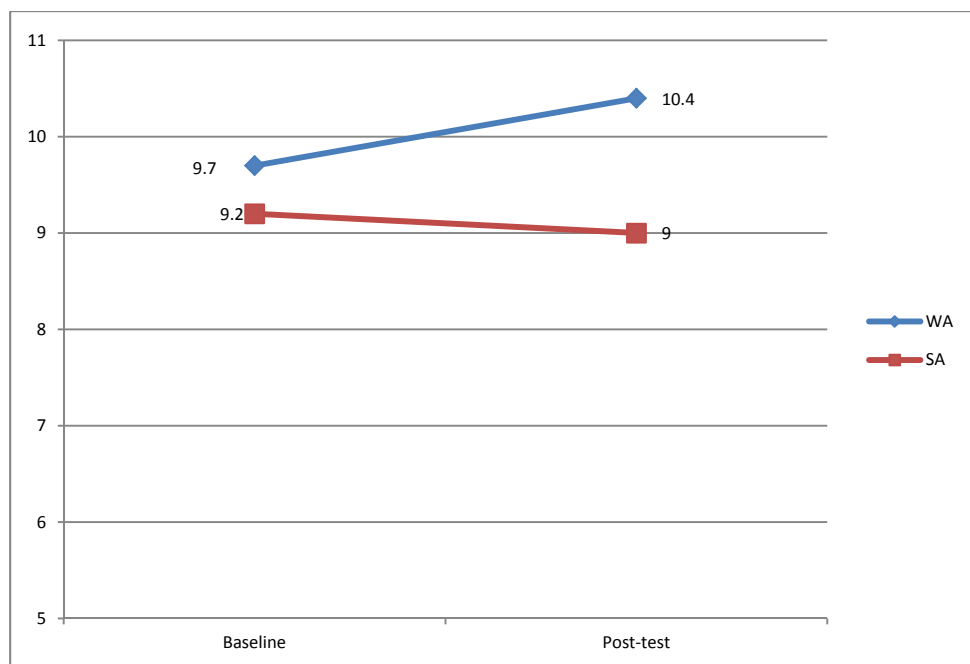


Figure 101: Personal road safety responsibility scores at Baseline and Post-test for Year 8-10 students in WA and SA – cohort study

Summary and conclusions

The results of this study suggest that the modest implementation of the SDERA education materials and potential implementation of similar materials by South Australian teachers may have dampened any measurable impact of the Challenges and Choices materials. South Australian teachers had easy access to the original Western Australian Drug Education Teacher Support Package, as it was repackaged with a South Australian front cover. As such, South Australian teachers had access and support to comprehensive drug education materials from Kindergarten to Year 12 based upon these materials that were identical to the materials already used in Western Australian schools. It is possible that South Australia and Western Australian children were exposed to similar health education materials and this is reflected in the similarity of their drug and road safety knowledge, attitudes and behaviours.

In response to previous research suggesting poor teacher level implementation of SDERA education materials, SDERA has developed a more deliberate whole-school approach to drug education. The CHAT (Changing Health Acting Together) model of working with schools has been implemented by SDERA. This whole-school health promoting school CHAT model is currently being implemented in almost 60 schools across Western Australia. These schools volunteer to be involved in this model and develop a range of initiatives (ie curriculum, school ethos, parent/community initiatives) to address drug education in their schools. A key component of the current evaluation was built on the traditional teacher centric approach, where the teacher is responsible for coordinating classroom activities and wider school initiatives. It is unclear if any impact of the new model of delivering school drug and road aware education impacted upon the implementation of the SDERA materials.

Difficulties in retaining cohort participants over the three year period resulted in a mixed evaluation method. Cohort studies offer greater power to detect individual level changes over time, while cross sectional surveys provide prevalence estimates for comparison across two time points. Initially considered a potential limitation to this evaluation, the cohort and cross sectional samples produced relatively consistent trends for drug and road safety related knowledge, attitudes and behaviours across all school Years and over time. This consistency between evaluation methods strengthens the evidence that on the drug and road safety measures included in this evaluation, changes observed were typical of Western Australian and South Australian students.

While the evaluation had several limitations, the results suggest that Western Australian and South Australian students had sound knowledge and attitudes towards drugs and road safety issues. Few differences were observed between Western Australian and South Australian students, most likely as a result of exposure to similar health education materials in their schools. Changes in behaviour were often in a negative direction, although potentially reflect greater exposure and engagement in drugs and road safety activities. The results suggest that as students gain experience with the road environment, their perception of its risk declines, and their risk taking behaviour increases. Students learn that harm does not occur every time they encounter the road environment and this is reflected in measurable shifts in their rating of road environment related risky behaviours.

The results of this evaluation do support students receiving health education recording better scores on a range of drug and road safety related indicators. Importantly, students who recall receiving health education often did better on knowledge and attitude related items.

Health behaviour amongst participants did not differ between states and was not greatly mediated by recalling health education lessons. Between Year 8 and Year 10 consumption of alcohol in particular and other drugs increased dramatically. Most students consumed alcohol on a regular basis. A larger than anticipated proportion of Year 8 and Year 10 students reported smoking in this study, although this might reflect their perception that most of their friends smoke, consume alcohol and use other drugs. A key finding of this evaluation was the strong influence of trusted friends in the initiation of risk taking behaviours amongst Year 8 and Year 10 students.

This SDERA evaluation has provided evidence that students obtain drug and road safety knowledge in part through their exposure to school health education. Future measurement of the SDERA materials might choose to focus at a more localised level, work with a smaller number of schools and measure any effect of SDERA once the materials are embedded within a school curriculum that includes a whole of school approach.

APPENDICES

CONFIDENTIAL SURVEY

Dear Parent/Caregiver

Thank you for participating in the evaluation of the School Drug Education and Road Aware (SDERA) Program. The aim of SDERA is to ensure that effective resilience, drug and road safety education is provided in all Western Australian schools. Researchers at Edith Cowan University have been asked to evaluate the effectiveness of SDERA.

We would appreciate it if you would complete this survey. We are interested in you and your Year 4 child's attitude, knowledge and behaviour in relation to resilience, road safety and drug education. You may have been asked to complete a survey similar to this one in 2006.

Your Year 4 child's school principal has agreed for the school to participate in this evaluation. The survey will take about 20 minutes to complete. Please answer all questions to the best of your knowledge. There are no right or wrong answers. Your responses will be treated as strictly confidential. You may withdraw your consent to participate at any time, without prejudice, in which case all data collected from you will be destroyed, unless agreed otherwise. Your consent form will be removed from your survey by ECU research staff to ensure your responses remain confidential.

If you **do not wish** to complete the survey, **please complete the attached consent form and return it with your blank survey sealed in the envelope provided to your Year 4 child's classroom teacher by Friday 8th May 2009.** By doing this we will know you received the survey and have decided not to participate.

If you **do wish** to complete the survey, **please complete the attached consent form and return it with your completed survey sealed in the envelope provided to your child's Year 4 classroom teacher, together by: Friday 8th May, 2009.**

If you have any questions about the survey or would like to talk to someone about the SDERA evaluation, please contact the Project Coordinators, Jenny Tartaglia via email on j.tartaglia@ecu.edu.au or phone (08) 6304 5639; or Yolanda Andrews via email on y.andrews@ecu.edu.au or phone (08) 6304 2383.

Thank you for your help.

Yours sincerely



Associate Professor Michael Rosenberg
Principal Investigator

This research study has been approved by the ECU Human Research Ethics Committee. If you have any concerns about the questions, or the way they are asked, you may contact the Human Research Ethics Committee Research Ethics Officer, Kim Gifkins, telephone: 6304 2170, fax: 6304 2661 or email: research.ethics@ecu.edu.au.



Helping to keep young people safer



Evaluation of the School Drug Education and Road Aware Program

PARENT CONSENT FORM

This study has been approved by the Edith Cowan University Human Research Ethics Committee and the Western Australia Department of Education and Training.

- I understand the purpose and procedures of the study.
- I understand that the procedure itself may not benefit me or my child.
- I understand that my involvement is voluntary and can withdraw at any time without a problem.
- I understand that my consent form will be removed from my survey to ensure my responses will remain confidential.
- I understand that no personal identifying information like my or my child's name will be used and that all information will be securely stored for 7 years before being destroyed.
- I have been given the opportunity to ask questions.
- I understand that a summary of project findings will be provided to my Year 4 child's school.

Please complete your details below.

☐ I _____, the parent/carer of _____
(your first and last name) (your year 4 child's name)
who attends _____,
(school name)

DO GIVE my consent to participate in the School Drug Education and Road Aware Program Evaluation Project Parent survey in 2009.

OR

☐ I _____, the parent/carer of _____
(your first and last name) (your year 4 child's name)
who attends _____,
(school name)

DO NOT GIVE my consent to participate in the School Drug Education and Road Aware Program Evaluation Project Parent survey in 2009.

Your signature: _____ Date: _____

Please place this form, together with your blank or completed survey, sealed in the envelope provided, and return to your Year 4 child's classroom teacher by **Friday 8th May 2009.**

Thank you very much for your assistance

****This consent form WILL BE REMOVED by ECU research staff to ensure your responses remain confidential**

**THE FOLLOWING QUESTIONS ASKS ABOUT YOUR
YEAR 4 CHILD'S FEELINGS**

- 1. To the best of your knowledge, how do you think your Year 4 child feels about his/her school?**
(please circle one number for each statement)

	Always	Usually	Some times	Never
a My Year 4 child feels close to people at this school	1	2	3	4
b My Year 4 child feels like he/she is a part of this school	1	2	3	4
c My Year 4 child feels happy to be at this school	1	2	3	4
d The teachers at this school treat students fairly	1	2	3	4
e My Year 4 child feels safe in this school	1	2	3	4

(Adapted from McNeely, 2002)

2. For each item, please circle the number for Not True, Somewhat True or Certainly True about your Year 4 child. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of your Year 4 child's behaviour over the LAST 6 MONTHS. (please circle one number for each statement)

	Not True	Somewhat True	Certainly True
a Considerate of other people's feelings	1	2	3
b Restless, overactive, cannot sit still for long	1	2	3
c Often complains of headaches, stomach-aches or sickness	1	2	3
d Shares readily with other children (food, games, pens etc)	1	2	3
e Often has temper tantrums or hot tempers	1	2	3
f Rather solitary, tends to play alone	1	2	3
g Generally obedient, usually does what adults request	1	2	3
h Many worries, often seems worried	1	2	3
i Helpful if someone is hurt, upset or feeling ill	1	2	3
j Constantly fidgeting or squirming	1	2	3
k Has at least one good friend	1	2	3
l Often fights with other children or bullies them	1	2	3
m Often unhappy, down-hearted or tearful	1	2	3
n Generally liked by other children	1	2	3
o Easily distracted, concentration wanders	1	2	3
p Nervous or clingy in new situations, easily loses confidence	1	2	3
q Kind to younger children	1	2	3
r Often lies or cheats	1	2	3
s Picked on or bullied by other children	1	2	3
t Often volunteers to help others (parents, teachers, other children)	1	2	3
u Thinks things out before acting	1	2	3
v Steals from home, school or elsewhere	1	2	3
w Gets on better with adults than with other children	1	2	3
x Many fears, easily scared	1	2	3
y Sees tasks through to the end, good attention span	1	2	3

(Strengths & Difficulties Questionnaire, Goodman 2001)

3. Do you believe your Year 4 child:*(please circle one number for each question)*

	All the time	Most of the time	Some of the time	Not at all	Unsure
a Makes friends easily?	1	2	3	4	5
b Understands the reasons for rules at home and school?	1	2	3	4	5
c Knows how to cope when rules at home or school are challenged by others (e.g. another student asking your child to steal the lunch money from the lunch order box)?	1	2	3	4	5
d Can identify his/her feelings?	1	2	3	4	5
e Recognises the physical signs of stress and anxiety?	1	2	3	4	5
f Has coping strategies to deal with anxiety and stress?	1	2	3	4	5
g Knows what he/she can do to help him/herself or his/her friends feel better when they are ill?	1	2	3	4	5
h Knows about the symbols and words on medicines and hazardous substances?	1	2	3	4	5
i Knows about safe storage of medicines and hazardous substances?	1	2	3	4	5
j Knows to only take medicines under adult supervision?	1	2	3	4	5
k Knows what is an emergency situation?	1	2	3	4	5
l Knows how to respond to an emergency?	1	2	3	4	5
m Knows what tobacco is?	1	2	3	4	5
n Knows about the potential harm of passive smoking?	1	2	3	4	5
o Knows how to make safe decisions in a smoking related situation?	1	2	3	4	5
p Knows what foods, drinks and medicines contain caffeine?	1	2	3	4	5
q Chooses healthy alternative products when a product contains caffeine?	1	2	3	4	5

4. Please indicate your level of agreement or disagreement with the following.
(please circle one number for each statement)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a Tobacco is a drug	1	2	3	4	5
b Children under the age of ten should avoid energy drinks	1	2	3	4	5
c It is okay for adults to smoke but not children	1	2	3	4	5
d Medications should be in a locked cupboard or out of reach of children	1	2	3	4	5
e Aspirin use for children under the age of 12 years is dangerous	1	2	3	4	5
f Passive smoke is not harmful to your health	1	2	3	4	5
g Caffeine can be found in cough mixtures	1	2	3	4	5
h It is okay for my Year 4 child to take medications without an adult present	1	2	3	4	5
i Using more than the recommended dose of analgesics such as aspirin or paracetamol is not harmful to my child's health	1	2	3	4	5
j Caffeine can be found in energy drinks	1	2	3	4	5
k Year 4 children are too young to feel anxiety and stress	1	2	3	4	5
l It is okay for young children to talk about their feelings	1	2	3	4	5

THE FOLLOWING QUESTIONS ASK ABOUT WHAT YOUR YEAR 4 CHILD THINKS AND DOES IN THE TRAFFIC ENVIRONMENT

The traffic environment includes roads, footpaths, car parks and driveways

5. If you did not remind your Year 4 child what to do, would he/she:

(please circle one number for each statement)

	All the time	Most of the time	Some of the time	Not at all	Unsure
a Wear a correctly fitted restraint (e.g. seatbelt)?	1	2	3	4	5
b Get in and out of the kerb side rear (safety) door of a vehicle?	1	2	3	4	5
c Try to not distract the driver when in a car?	1	2	3	4	5
d Use public or community transport safely (such as waiting for the bus to stop before disembarking)?	1	2	3	4	5
e Hold an adult's hand when walking and crossing roads?	1	2	3	4	5
f Respond quickly to a call of "STOP" in the road environment?	1	2	3	4	5
g Be able to identify places where he/she can safely cross the road?	1	2	3	4	5
h Identify potential and existing hazards in the traffic environment such as driveways and crossovers?	1	2	3	4	5
i Only get in and out of a passenger vehicle under adult supervision?	1	2	3	4	5
j Wear a helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)?	1	2	3	4	5
k Walk/ride the safest route in his/her local area with an adult?	1	2	3	4	5
l Secure his/her helmet correctly when using his/her bike, scooter etc.?	1	2	3	4	5
m Only cross the road with an adult?	1	2	3	4	5
n Identify the safest places to play, ride on, and to share footpaths and cycle paths with pedestrians?	1	2	3	4	5
o Know the meaning of road signs and signals relevant to pedestrians and cyclists?	1	2	3	4	5
p Listen for sounds to keep him/herself safe as a pedestrian and cyclist in the traffic environment eg: bicycle bell, car horn?	1	2	3	4	5
q Make him/herself more easily seen in the traffic environment eg: not crossing between cars?	1	2	3	4	5

6. How often in the last school term (Term 4, 2008) did your Year 4 child:
(please circle one number for each statement)

	Everyday	Most days	About once or twice a week	Every few weeks	Never
a Walk to/from school by him/herself or with an older child <u>under 11</u> <u>years</u> of age?	1	2	3	4	5
b Walk to/from school with an adult?	1	2	3	4	5
c Travel to/from school in a car as a passenger in a properly fitted restraint (e.g. seatbelt)?	1	2	3	4	5
d Travel to/from school in a car as a passenger without a restraint (e.g. seatbelt)?	1	2	3	4	5
e Ride a bicycle to/from school with an adult?	1	2	3	4	5
f Ride a bicycle to/from school by him/herself or with an older child <u>under 11 years</u> of age?	1	2	3	4	5

7. To what extent does your Year 4 child:
(please circle one number for each statement)

	A lot	Somewhat	A little	Not at all	Unsure
a Understand that his/her behaviour on or near the road can prevent an injury to him/herself?	1	2	3	4	5
b Understand that his/her behaviour on or near the road can prevent an injury to other road users?	1	2	3	4	5
c Believe that he/she can learn about road safety from you or your spouse/partner?	1	2	3	4	5
d Believe that he/she can learn about road safety from his/her peers?	1	2	3	4	5
e Understand he/she has responsibilities on the road?	1	2	3	4	5
f Learn about road safety from watching you?	1	2	3	4	5

8. Please indicate to what extent you think your Year 4 child has the ability to do the following:
(please circle one number for each statement)

My Year 4 child:	All the time	Most of the time	Some of the time	Not at all	Unsure
a Has the ability to cross roads safely without adult help	1	2	3	4	5
b Has the ability to ride his/her bicycle on or near roads without adult help	1	2	3	4	5
c Understands the importance of not playing in the driveway	1	2	3	4	5
d Waits for the bus to stop before disembarking	1	2	3	4	5
e Wears a bicycle helmet when riding a bicycle	1	2	3	4	5
f Responds quickly to a call of "STOP" in the traffic environment	1	2	3	4	5
g Understands the importance of not distracting the driver when he/she is a passenger in a car	1	2	3	4	5
h Uses the kerb side rear (safety) door to exit or enter a car	1	2	3	4	5
i Gets distracted easily while crossing the road	1	2	3	4	5
j Thinks that if he/she can see the driver of a car the driver can see him/her	1	2	3	4	5
k Identifies the safest places to cross the road	1	2	3	4	5

9. To the best of your knowledge, how often would your Year 4 child bring the following safety issues to your attention?
(please circle one number for each statement)

	All the time	Most of the time	Some of the time	Never	Unsure
a Not wearing a correctly fitted restraint (e.g. seatbelt) on a car trip	1	2	3	4	5
b Playing in the driveway or on the road	1	2	3	4	5
c Crossing the road without adult help	1	2	3	4	5
d Not wearing a properly fitted helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)	1	2	3	4	5
e Having difficulty searching for cars when crossing the road	1	2	3	4	5

**THE NEXT QUESTION ASKS ABOUT THE SCHOOL DRUG EDUCATION AND
ROAD AWARE PROGRAM**

10. As part of the School Drug Education and Road Aware (SDERA) Program, your Year 4 child may have been sent home with some “At Home Activity Sheets” to discuss and/or complete with you. Which of the following topics, if any, do you remember receiving “At Home Activity Sheets” for?

	Yes	No	Unsure
a Raising resilient kids	1	2	3
b Ways to make people feel welcome	1	2	3
c Rules at home and at school	1	2	3
d Recognising and talking about feelings	1	2	3
e Medicines and hazardous substances	1	2	3
f Using emergency services	1	2	3
g Tobacco and passive smoking	1	2	3
h Caffeine and energy drinks	1	2	3
i Using car restraints	1	2	3
j Using the safety door of a car	1	2	3
k Being a safe passenger	1	2	3
l Using public transport safely	1	2	3
m Holding an adult’s hand when in the traffic environment	1	2	3
n Choosing safer places to cross the road	1	2	3
o Getting in and out of the car safely	1	2	3
p Staying safe in car parks	1	2	3
q Crossing the road safely	1	2	3
r Safer ways to get to and from school	1	2	3
s Choosing and fitting bicycle helmets	1	2	3
t Checking bicycles for safety	1	2	3
u Choosing safer places to ride	1	2	3

FINALLY, WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT YOU

11. What is your gender? *(please circle one number)*

a	Male	1
b	Female	2

12. What is your age? *(please circle one number)*

20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70 years or over
1	2	3	4	5	6

13. Do you or a member of your family smoke in the home where your Year 4 child spends most of his/her time? *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

14. What is the age of your Year 4 child?

_____ years _____ months

15. What is the relationship between you and your child who is in Year 4 this year? *(please circle one number)*

a	I am his/her mother / stepmother	1
b	I am his/her father / stepfather	2
c	I am his/her legal guardian	3
d	Other	4

Please specify: _____

16. Is your Year 4 child a boy or girl? *(please circle one number)*

Boy	Girl
1	2

17. In what country was your Year 4 child born?

18. What is your postcode?

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**Thank you very much for the time and effort you have taken in completing this survey.
Please seal it in the envelope provided and return it to your child's Year 4 classroom
teacher by Friday 8th May 2009**

*If you have any questions or concerns at this time, please call
Jenny Tartaglia on (08) 6304 5639 or Yolanda Andrews on (08) 6304 2383*

CONFIDENTIAL SURVEY

Dear Year 5 Student

Edith Cowan University in Western Australia is using this survey to find out more about your experiences at school, how you feel about your school and your knowledge about drug education and road safety education.

All your answers will be kept confidential. **No-one at your school or your home will see your answers.** Please DO NOT put your name on this survey.

This is not a test and there are no right or wrong answers. Please answer all the questions as honestly as you can. We are very interested in what you have to say. If you don't want to answer some of the questions or do not want to complete the whole survey, you don't have to. The research assistant visiting your class will give you an alternative activity if you do not wish to participate.

If you have any questions about the survey, please ask the research assistant visiting your class.

When you have finished your survey, put it in the envelope provided. The researcher visiting your class will collect your survey and return it to the research team at Edith Cowan University.

Thank you ☺



Michael Rosenberg
Edith Cowan University

These first questions ask about how things are for you at school, and how things have been for you in general this year.

1. How do you feel about your school?

(put a circle around one number for each statement)

	Always	Usually	Some times	Never
I feel close to people at this school	1	2	3	4
I feel like I am part of this school	1	2	3	4
I feel happy to be at this school	1	2	3	4
The teachers at this school treat students fairly	1	2	3	4
I feel safe in this school	1	2	3	4

(adapted from McNeely, 2002)

2. How have things been for you OVER THE LAST 6 MONTHS?

(put a circle around one number for each statement)

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	1	2	3
I am restless, I cannot stay still for long	1	2	3
I get a lot of headaches, stomach-aches or sickness	1	2	3
I usually share with others (food, games, pens etc)	1	2	3
I get very angry and often lose my temper	1	2	3
I am usually on my own. I generally play alone or keep to myself	1	2	3
I usually do as I am told	1	2	3
I worry a lot	1	2	3

Question 2 (continued)	Not True	Somewhat True	Certainly True
I am helpful if someone is hurt, upset or feeling ill	1	2	3
I am constantly fidgeting or squirming	1	2	3
I have one good friend or more	1	2	3
I fight a lot. I can make other people do what I want	1	2	3
I am often unhappy, down-hearted or tearful	1	2	3
Other people my age generally like me	1	2	3
I am easily distracted, I find it difficult to concentrate	1	2	3
I am nervous in new situations. I easily lose confidence	1	2	3
I am kind to younger children	1	2	3
I am often accused of lying or cheating	1	2	3
Other children or young people pick on me or bully me	1	2	3
I often volunteer to help others (parents, teachers, children)	1	2	3
I think before I do things	1	2	3
I take things that are not mine from home, school or elsewhere	1	2	3
I get on better with adults than with people my own age	1	2	3
I have many fears, I am easily scared	1	2	3
I finish the work I'm doing. My attention is good	1	2	3

(Strengths & Difficulties Questionnaire, Goodman 1997)

The next few questions ask you about medicines and other drugs

3. Do you think these statements about medicines are true?

(put a circle around one number for each statement)

	Yes	Maybe	No	Unsure
Any medicine can be used the wrong way	1	2	3	4
Adults should read and follow the directions printed on the side, before taking medicine or giving it to someone else	1	2	3	4
All medicines should be stored up high and away from children	1	2	3	4
A drug is something you take that changes the way you think or feel	1	2	3	4
Medicines are not drugs	1	2	3	4
Analgesics (eg. headache pills) help stop pain	1	2	3	4






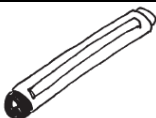
Read this story about Julie and decide what she could do about her headache before her parent or caregiver gets home.

4. Julie walks home from school each day. When Julie got home today she had a bad headache. Her parent/caregiver is not home and has left a note to say they will be home in an hour.

(put a circle around one number for each statement)

<i>What could Julie do?</i>	Yes	Maybe	No	Unsure
Lie down in a quiet room	1	2	3	4
Do some exercise	1	2	3	4
Take some medicine	1	2	3	4
Drink lots of water	1	2	3	4
Other <i>(please describe what else Julie could do)</i> _____	1	2	3	4

5. For each of these items, which should be taken as directed, stored safely or given by a trusted adult? *(put a circle around as many as apply for each statement)*

		Taken as directed	Stored safely	Given by an adult
Medicines like Panadol, Aspirin or cough mixture		1	1	1
Prescription medicines like antibiotics (given by a doctor)		1	1	1
Asthma puffer		1	1	1
Vitamin tablets		1	1	1
Insulin (for people with diabetes)		1	1	1
Adrenalin in Epi pens (for bee stings or peanut allergies)		1	1	1

6. Do you think these statements about tobacco smoking are true? *(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Most young people choose not to smoke	1	2	3	4
There are many reasons that motivate young people to smoke	1	2	3	4
Different parts of the body are affected by tobacco	1	2	3	4
There is no safe use of tobacco	1	2	3	4
Passive smoking is harmful to children	1	2	3	4

7. How much do you agree or disagree with these?*(put a circle around one number for each statement)*

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Tobacco is a drug	1	2	3	4	5
When I see adults smoking I think they look cool	1	2	3	4	5
If I see young people smoking I think they look cool	1	2	3	4	5
I believe I will not smoke in the future	1	2	3	4	5

Read the story about Josh and decide what you would do

8. You have a friend called Josh, who says he has smoked a few times and thinks his parents are suspicious about his smoking. He asks you to take his cigarettes home for a few nights and look after them until the weekend. What would you do?

(put a circle around one number for each statement)

<i>What would you do?</i>	Yes	Maybe	No	Unsure
Say “no” in a polite, firm voice	1	2	3	4
Take them home and give them to Josh before the weekend	1	2	3	4
Pretend you didn’t hear	1	2	3	4
Make a joke	1	2	3	4
Change the subject	1	2	3	4
Make an excuse why you can’t	1	2	3	4
Ask another friend for advice	1	2	3	4
Ask an adult for advice	1	2	3	4
Other <i>(please describe what you would do)</i> _____	1	2	3	4

- 9. Your best friend has started pinching his Mum's cigarettes and smokes them while you walk home from school. You have told him that this is dumb and that his Mum would be really mad if she knew what he was doing. Your friend doesn't seem to care and is putting pressure on you to try smoking. What would you do?** *(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Try a cigarette	1	2	3	4
Say "no" in a polite, firm voice	1	2	3	4
Pretend you didn't hear	1	2	3	4
Make a joke	1	2	3	4
Change the subject	1	2	3	4
Ask another friend for advice	1	2	3	4
Ask an adult for advice	1	2	3	4
Start hanging out with other friends	1	2	3	4
Other <i>(please describe what you would do)</i> _____	1	2	3	4

- 10. How likely is it that you would choose not to smoke because of these reasons:** *(put a circle around one number for each statement)*

	Very likely	Somewhat likely	Not likely	Unsure
Smoking makes your breath smell	1	2	3	4
Smoking is against school rules	1	2	3	4
Smoking affects your fitness	1	2	3	4
Smoking looks ugly	1	2	3	4
Smoking makes your clothes smell	1	2	3	4

Question 10 (continued)	Very likely	Somewhat likely	Not likely	Unsure
Smoking makes your skin look older and stains your teeth	1	2	3	4
If I smoke, it might upset my family or teachers	1	2	3	4
I might not be able to stop smoking	1	2	3	4
I might get caught	1	2	3	4
Smoking can kill you	1	2	3	4
Smoking can make asthma worse	1	2	3	4
Hardly any of my friends smoke	1	2	3	4
Hardly any of my family smoke	1	2	3	4
Smoking might affect how well I do at sport	1	2	3	4
Smoking is expensive	1	2	3	4
I am not interested in smoking	1	2	3	4
It's too much hassle to smoke	1	2	3	4
I might lose my friends if I smoke	1	2	3	4
None of my friends smoke	1	2	3	4

11. Do you think these statements about caffeine are true?

(put a circle around one number for each statement)

	Yes	Maybe	No	Unsure
Caffeine is the most commonly used drug in the world	1	2	3	4
Caffeine is found in some foods	1	2	3	4
Caffeine is found in some drinks	1	2	3	4
Caffeine is found in some medicines	1	2	3	4
Children are not affected by caffeine	1	2	3	4
Caffeine helps you sleep	1	2	3	4

This last section asks you what you think about and do in the traffic environment

12. When travelling as a passenger in a car, young people my age should:

(put a circle around one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Always wear a seatbelt	1	2	3	4	5
Not distract the driver	1	2	3	4	5
Sit in the back seat of the car	1	2	3	4	5
Use the safety door (back door of a car closest to the kerb)	1	2	3	4	5

13. When travelling as a passenger in a car, how often do you:

(put a circle around one number for each statement)

	Every trip	Most trips	Some trips	Never	Unsure
Wear a seatbelt?	1	2	3	4	5
Distract the driver?	1	2	3	4	5
Sit in the back seat of the car?	1	2	3	4	5
Use the safety door (back door of a car closest to the kerb)?	1	2	3	4	5

14. When crossing a road, young people my age should:

(put a circle around one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Choose the safest place to cross	1	2	3	4	5
Stop one step back from the kerb before crossing the road	1	2	3	4	5
Think about when it is safe to cross	1	2	3	4	5
Look for traffic in all directions	1	2	3	4	5
Make sure they can be seen by drivers	1	2	3	4	5

Question 14 (continued)	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Listen for traffic	1	2	3	4	5
Follow traffic signs and signals	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear	1	2	3	4	5
Continue to look and listen for traffic while crossing the road	1	2	3	4	5

15. When you cross roads, do you usually:

(put a circle around one number for each statement)

	Every time	Most times	Some times	Never	Unsure
Choose the safest place to cross?	1	2	3	4	5
Stop one step back from the kerb before crossing the road?	1	2	3	4	5
Think about when it is safe to cross?	1	2	3	4	5
Look for traffic in all directions?	1	2	3	4	5
Make sure you can be seen by drivers?	1	2	3	4	5
Listen for traffic?	1	2	3	4	5
Follow traffic signs and signals?	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear?	1	2	3	4	5
Continue to look and listen for traffic while crossing the road?	1	2	3	4	5

16. When riding a bike, skateboard, scooter or rollerblades, young people my age should: *(put a circle around one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade	1	2	3	4	5
Wear a correctly fitted helmet	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)	1	2	3	4	5
Use hand signals to show others if they are going to turn or stop	1	2	3	4	5
Ride, skate, scoot or blade in single file	1	2	3	4	5
Keep a safe distance between themselves and other riders	1	2	3	4	5
Always ride, skate, scoot or blade with an adult	1	2	3	4	5
Always ride, skate, scoot or blade on a footpath	1	2	3	4	5

17. When you ride a bike, skateboard, scooter or rollerblade, do you usually:
(put a circle around one number for each statement)

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Use hand signals to show others if you were going to turn or stop?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between yourself and other riders?	1	2	3	4	5
Ride, skate, scoot or blade with an adult?	1	2	3	4	5
Ride, skate, scoot or blade on a footpath?	1	2	3	4	5

18. When in the traffic environment, how important is it for you to do the following: (put a circle around one number for each statement)

	Very important	Important	Not important	Unsure
Check for cars pulling out of or turning into driveways	1	2	3	4
Find a safe place to walk when there are no footpaths available	1	2	3	4
Check for hazards before getting on/off a bus	1	2	3	4
Enter and exit a car using the safety door (on the kerbside)	1	2	3	4
Check for cars pulling out of or turning into side streets	1	2	3	4
Always walk with an adult	1	2	3	4

19. Do you think these statements about pedestrian and cyclist safety are true?*(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Pedestrians can begin to cross at a set of traffic lights even when the signal is flashing red?	1	2	3	4
Pedestrians have right of way on all footpaths	1	2	3	4
Drivers turning left or right must give way to a pedestrian crossing the road	1	2	3	4
Children under the age of 12 years can ride their bike on any footpath	1	2	3	4
When riding on a footpath, a person under the age of 12 years does not need to signal when they want to stop	1	2	3	4

20. I believe I can help make myself and/or the roads safer by:*(put a circle around one number for each statement)*

	Yes	No	Unsure
Always walking with an adult when in or near the road environment	1	2	3
Choosing the safest place to cross the road	1	2	3
Taking responsibility for my own actions when walking, riding, skating, scooting or blading	1	2	3
Wearing a helmet and protective clothing when riding, skating, scooting or blading	1	2	3
Always wearing my seatbelt	1	2	3
Not distracting the driver	1	2	3

21. Have you ever said 'no' to someone who has asked you to do something unsafe like as ride without a helmet or not wear a seatbelt?*(put a circle around one number)*

Yes	1	→ Go to question 22
No	2	→ Go to question 24
I have not been asked to participate in risky behaviours	3	→ Go to question 24
Unsure	4	→ Go to question 24

22. If answered 'yes' for question 21, who have you said 'no' to in these situations? *(put a circle around as many as apply)*

Friends	1
Parents	1
Brothers or sisters	1
Other family members	1
Older students	1
Other <i>(please describe)</i> _____	1

23. What methods did you find most useful for saying 'no' in these risky situations? *(put a circle around as many as apply)*

Just saying 'no'	1
Saying 'no' with a reason	1
Making an excuse	1
Avoiding the situation	1
Saying something negative about the behaviour	1
What else did you do? <i>(please describe)</i> _____	1

24. This year (2008), has your teacher or anybody else talked to your class about: *(put a circle around one number for each statement)*

	Yes, a lot	Yes, a little	No	Unsure
Medicines and other drugs	1	2	3	4
Tobacco smoking	1	2	3	4
Caffeine	1	2	3	4
Being a safe passenger in a car	1	2	3	4
Being a safe pedestrian	1	2	3	4
Being a safe rider	1	2	3	4
Road rules and signs	1	2	3	4

25. What was your age in years at your last birthday?
(write the number of years in the box below)

years

26. What is your gender? *(put a circle around one number)*

Male	Female
1	2

27. What is the postcode at your home address?
(write one number in each box)

--	--	--	--

28. How many brothers and sisters do you live with most of the time?

(put a circle around one number)

None	0
One	1
Two	2
Three	3
Four	4
More than four	5

29. What number child in the family are you? (e.g. oldest child = first)

(put a circle around one number)

First	Second	Third	Fourth	Fifth or more
1	2	3	4	5

**THANK YOU FOR COMPLETING THE SURVEY
PLEASE PLACE IT IN THE YELLOW ENVELOPE PROVIDED**

CONFIDENTIAL SURVEY

Dear Year 7 Student

Edith Cowan University in Western Australia is using this survey to find out more about your experiences at school, how you feel about your school and your knowledge about drug education and road safety education.

All your answers will be kept confidential. **No-one at your school or your home will see your answers.** Please DO NOT put your name on this survey.

This is not a test and there are no wrong answers. Please answer all the questions as honestly as you can. Some of you may have completed a survey similar to this in 2008. We are very interested in what you have to say. If you don't want to answer some of the questions or do not want to complete the whole survey, you don't have to. The research officer visiting your class will give you an alternative activity if you do not wish to participate.

If you have any questions about the survey, please ask the research officer visiting your class.

When you have finished your survey, put it in the envelope provided. The research officer visiting your class will collect your survey and return it to the research team at Edith Cowan University.

Thank you ☺



Michael Rosenberg
Edith Cowan University

These first questions ask about how things are for you at school, and how things have been for you in general this year.

1. How do you feel about your school?

(put a circle around one number for each statement)

	Always	Usually	Some times	Never
I feel close to people at this school	1	2	3	4
I feel like I am part of this school	1	2	3	4
I feel happy to be at this school	1	2	3	4
The teachers at this school treat students fairly	1	2	3	4
I feel safe in this school	1	2	3	4

(adapted from McNeely, 2002)

2. How have things been for you OVER THE LAST 6 MONTHS?

(put a circle around one number for each statement)

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	1	2	3
I am restless, I cannot stay still for long	1	2	3
I get a lot of headaches, stomach-aches or sickness	1	2	3
I usually share with others (food, games, pens etc)	1	2	3
I get very angry and often lose my temper	1	2	3
I am usually on my own. I generally play alone or keep to myself	1	2	3
I usually do as I am told	1	2	3
I worry a lot	1	2	3

Question 2 (continued)	Not True	Somewhat True	Certainly True
I am helpful if someone is hurt, upset or feeling ill	1	2	3
I am constantly fidgeting or squirming	1	2	3
I have one good friend or more	1	2	3
I fight a lot. I can make other people do what I want	1	2	3
I am often unhappy, down-hearted or tearful	1	2	3
Other people my age generally like me	1	2	3
I am easily distracted, I find it difficult to concentrate	1	2	3
I am nervous in new situations. I easily lose confidence	1	2	3
I am kind to younger children	1	2	3
I am often accused of lying or cheating	1	2	3
Other children or young people pick on me or bully me	1	2	3
I often volunteer to help others (parents, teachers, children)	1	2	3
I think before I do things	1	2	3
I take things that are not mine from home, school or elsewhere	1	2	3
I get on better with adults than with people my own age	1	2	3
I have many fears, I am easily scared	1	2	3
I finish the work I'm doing. My attention is good	1	2	3

(Strengths & Difficulties Questionnaire, Goodman 1997)

The next few questions ask you about medicines and other drugs

3. Do you think these statements about medicines are true?

(put a circle around one number for each statement)

	Yes	Maybe	No	Unsure
Any medicine can be used the wrong way	1	2	3	4
Adults should read and follow the directions printed on the side, before taking medicine or giving it to someone else	1	2	3	4
All medicines should be stored up high and away from children	1	2	3	4
A drug is something you take that changes the way you think or feel	1	2	3	4
Medicines are not drugs	1	2	3	4
Analgesics (eg. headache pills) help stop pain	1	2	3	4






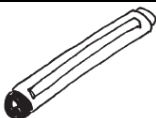
Read this story about Julie and decide what she could do about her headache before her parent or caregiver gets home.

4. Julie walks home from school each day. When Julie got home today she had a bad headache. Her parent/caregiver is not home and has left a note to say they will be home in an hour.

(put a circle around one number for each statement)

<i>What could Julie do?</i>	Yes	Maybe	No	Unsure
Lie down in a quiet room	1	2	3	4
Do some exercise	1	2	3	4
Take some medicine	1	2	3	4
Drink lots of water	1	2	3	4
Other <i>(please describe what else Julie could do)</i> _____	1	2	3	4

5. For each of these items, which should be taken as directed, stored safely or given by a trusted adult? *(put a circle around as many as apply for each statement)*

		Taken as directed	Stored safely	Given by an adult
Medicines like Panadol, Aspirin or cough mixture		1	1	1
Prescription medicines like antibiotics (given by a doctor)		1	1	1
Asthma puffer		1	1	1
Vitamin tablets		1	1	1
Insulin (for people with diabetes)		1	1	1
Adrenalin in Epi pens (for bee stings or peanut allergies)		1	1	1

6. Do you think these statements about tobacco smoking are true? *(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Most young people choose not to smoke	1	2	3	4
There are many reasons that motivate young people to smoke	1	2	3	4
Different parts of the body are affected by tobacco	1	2	3	4
There is no safe use of tobacco	1	2	3	4
Passive smoking is harmful to children	1	2	3	4

7. How much do you agree or disagree with these?*(put a circle around one number for each statement)*

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Tobacco is a drug	1	2	3	4	5
When I see adults smoking I think they look cool	1	2	3	4	5
If I see young people smoking I think they look cool	1	2	3	4	5
I believe I will not smoke in the future	1	2	3	4	5

Read the story about Josh and decide what you would do

8. You have a friend called Josh, who says he has smoked a few times and thinks his parents are suspicious about his smoking. He asks you to take his cigarettes home for a few nights and look after them until the weekend. What would you do?

(put a circle around one number for each statement)

<i>What would you do?</i>	Yes	Maybe	No	Unsure
Say “no” in a polite, firm voice	1	2	3	4
Take them home and give them to Josh before the weekend	1	2	3	4
Pretend you didn’t hear	1	2	3	4
Make a joke	1	2	3	4
Change the subject	1	2	3	4
Make an excuse why you can’t	1	2	3	4
Ask another friend for advice	1	2	3	4
Ask an adult for advice	1	2	3	4
Other <i>(please describe what you would do)</i> _____	1	2	3	4

- 9. Your best friend has started pinching his Mum's cigarettes and smokes them while you walk home from school. You have told him that this is dumb and that his Mum would be really mad if she knew what he was doing. Your friend doesn't seem to care and is putting pressure on you to try smoking. What would you do?** *(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Try a cigarette	1	2	3	4
Say "no" in a polite, firm voice	1	2	3	4
Pretend you didn't hear	1	2	3	4
Make a joke	1	2	3	4
Change the subject	1	2	3	4
Ask another friend for advice	1	2	3	4
Ask an adult for advice	1	2	3	4
Start hanging out with other friends	1	2	3	4
Other <i>(please describe what you would do)</i> _____	1	2	3	4

- 10. How likely is it that you would choose not to smoke because of these reasons:** *(put a circle around one number for each statement)*

	Very likely	Somewhat likely	Not likely	Unsure
Smoking makes your breath smell	1	2	3	4
Smoking is against school rules	1	2	3	4
Smoking affects your fitness	1	2	3	4
Smoking looks ugly	1	2	3	4
Smoking makes your clothes smell	1	2	3	4

Question 10 (continued)	Very likely	Somewhat likely	Not likely	Unsure
Smoking makes your skin look older and stains your teeth	1	2	3	4
If I smoke, it might upset my family or teachers	1	2	3	4
I might not be able to stop smoking	1	2	3	4
I might get caught	1	2	3	4
Smoking can kill you	1	2	3	4
Smoking can make asthma worse	1	2	3	4
Hardly any of my friends smoke	1	2	3	4
Hardly any of my family smoke	1	2	3	4
Smoking might affect how well I do at sport	1	2	3	4
Smoking is expensive	1	2	3	4
I am not interested in smoking	1	2	3	4
It's too much hassle to smoke	1	2	3	4
I might lose my friends if I smoke	1	2	3	4
None of my friends smoke	1	2	3	4

11. Do you think these statements about caffeine are true?

(put a circle around one number for each statement)

	Yes	Maybe	No	Unsure
Caffeine is the most commonly used drug in the world	1	2	3	4
Caffeine is found in some foods	1	2	3	4
Caffeine is found in some drinks	1	2	3	4
Caffeine is found in some medicines	1	2	3	4
Children are not affected by caffeine	1	2	3	4
Caffeine helps you sleep	1	2	3	4

This last section asks you what you think about and do in the traffic environment

12. When travelling as a passenger in a car, young people my age should:

(put a circle around one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Always wear a seatbelt	1	2	3	4	5
Not distract the driver	1	2	3	4	5
Sit in the back seat of the car	1	2	3	4	5
Use the safety door (back door of a car closest to the kerb)	1	2	3	4	5

13. When travelling as a passenger in a car, how often do you:

(put a circle around one number for each statement)

	Every trip	Most trips	Some trips	Never	Unsure
Wear a seatbelt?	1	2	3	4	5
Distract the driver?	1	2	3	4	5
Sit in the back seat of the car?	1	2	3	4	5
Use the safety door (back door of a car closest to the kerb)?	1	2	3	4	5

14. When crossing a road, young people my age should:

(put a circle around one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Choose the safest place to cross	1	2	3	4	5
Stop one step back from the kerb before crossing the road	1	2	3	4	5
Think about when it is safe to cross	1	2	3	4	5
Look for traffic in all directions	1	2	3	4	5
Make sure they can be seen by drivers	1	2	3	4	5

Question 14 (continued)	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Listen for traffic	1	2	3	4	5
Follow traffic signs and signals	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear	1	2	3	4	5
Continue to look and listen for traffic while crossing the road	1	2	3	4	5

15. When you cross roads, do you usually:

(put a circle around one number for each statement)

	Every time	Most times	Some times	Never	Unsure
Choose the safest place to cross?	1	2	3	4	5
Stop one step back from the kerb before crossing the road?	1	2	3	4	5
Think about when it is safe to cross?	1	2	3	4	5
Look for traffic in all directions?	1	2	3	4	5
Make sure you can be seen by drivers?	1	2	3	4	5
Listen for traffic?	1	2	3	4	5
Follow traffic signs and signals?	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear?	1	2	3	4	5
Continue to look and listen for traffic while crossing the road?	1	2	3	4	5

16. When riding a bike, skateboard, scooter or rollerblades, young people my age should: *(put a circle around one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade	1	2	3	4	5
Wear a correctly fitted helmet	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)	1	2	3	4	5
Use hand signals to show others if they are going to turn or stop	1	2	3	4	5
Ride, skate, scoot or blade in single file	1	2	3	4	5
Keep a safe distance between themselves and other riders	1	2	3	4	5
Always ride, skate, scoot or blade with an adult	1	2	3	4	5
Always ride, skate, scoot or blade on a footpath	1	2	3	4	5

17. When you ride a bike, skateboard, scooter or rollerblade, do you usually:
(put a circle around one number for each statement)

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Use hand signals to show others if you were going to turn or stop?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between yourself and other riders?	1	2	3	4	5
Ride, skate, scoot or blade with an adult?	1	2	3	4	5
Ride, skate, scoot or blade on a footpath?	1	2	3	4	5

18. When in the traffic environment, how important is it for you to do the following: (put a circle around one number for each statement)

	Very important	Important	Not important	Unsure
Check for cars pulling out of or turning into driveways	1	2	3	4
Find a safe place to walk when there are no footpaths available	1	2	3	4
Check for hazards before getting on/off a bus	1	2	3	4
Enter and exit a car using the safety door (on the kerbside)	1	2	3	4
Check for cars pulling out of or turning into side streets	1	2	3	4
Always walk with an adult	1	2	3	4

19. Do you think these statements about pedestrian and cyclist safety are true?*(put a circle around one number for each statement)*

	Yes	Maybe	No	Unsure
Pedestrians can begin to cross at a set of traffic lights even when the signal is flashing red?	1	2	3	4
Pedestrians have right of way on all footpaths	1	2	3	4
Drivers turning left or right must give way to a pedestrian crossing the road	1	2	3	4
Children under the age of 12 years can ride their bike on any footpath	1	2	3	4
When riding on a footpath, a person under the age of 12 years does not need to signal when they want to stop	1	2	3	4

20. I believe I can help make myself and/or the roads safer by:*(put a circle around one number for each statement)*

	Yes	No	Unsure
Always walking with an adult when in or near the road environment	1	2	3
Choosing the safest place to cross the road	1	2	3
Taking responsibility for my own actions when walking, riding, skating, scooting or blading	1	2	3
Wearing a helmet and protective clothing when riding, skating, scooting or blading	1	2	3
Always wearing my seatbelt	1	2	3
Not distracting the driver	1	2	3

21. Have you ever said 'no' to someone who has asked you to do something unsafe like as ride without a helmet or not wear a seatbelt?*(put a circle around one number)*

Yes	1	→	Go to question 22
No	2	→	Go to question 24
I have not been asked to participate in risky behaviours	3	→	Go to question 24
Unsure	4	→	Go to question 24

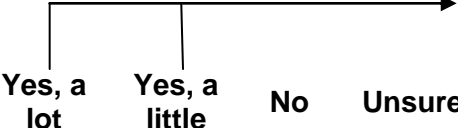
22. If answered 'yes' for question 21, who have you said 'no' to in these situations? *(put a circle around as many as apply)*

Friends	1
Parents	1
Brothers or sisters	1
Other family members	1
Older students	1
Other <i>(please describe)</i> _____	1

23. What methods did you find most useful for saying 'no' in these risky situations? *(put a circle around as many as apply)*

Just saying 'no'	1
Saying 'no' with a reason	1
Making an excuse	1
Avoiding the situation	1
Saying something negative about the behaviour	1
What else did you do? <i>(please describe)</i> _____	1

24. This year (2010), has your teacher or anybody else talked to your class about:

					If you answered 'yes', please indicate who talked to your class (please circle as many as apply)	
	Yes, a lot	Yes, a little	No	Unsure	Your teacher	Someone else
Medicines and other drugs	1	2	3	4	1	2
Tobacco smoking	1	2	3	4	1	2
Caffeine	1	2	3	4	1	2
Being a safe passenger in a car	1	2	3	4	1	2
Being a safe pedestrian	1	2	3	4	1	2
Being a safe rider	1	2	3	4	1	2
Road rules and signs	1	2	3	4	1	2

25. What is your age in years?

(write the number of years in the box below)

years

26. What is your gender?

(put a circle around one number)

Male	Female
1	2

27. What is the postcode at your home address?

(write one number in each box)

--	--	--	--

28. How many brothers and sisters do you live with most of the time?

(put a circle around one number)

None	0
One	1
Two	2
Three	3
Four	4
More than four	5

29. What number child in the family are you? (e.g. oldest child = first)

(put a circle around one number)

First	Second	Third	Fourth	Fifth or more
1	2	3	4	5

**THANK YOU FOR COMPLETING THE SURVEY
PLEASE PLACE IT IN THE ENVELOPE PROVIDED**

CONFIDENTIAL SURVEY

Dear Year 7 Teacher

Thank you for participating in the evaluation of the School Drug Education and Road Aware (SDERA) Program. SDERA works with schools and communities to provide prevention education aimed at keeping young people safer. Researchers at Edith Cowan University have been asked to evaluate the effectiveness of SDERA.

We would appreciate it if you would complete this survey. You may have completed a similar survey last year (2009). We are interested in your knowledge, attitudes and previous resilience, drug and road safety education teaching experience. Please answer all questions to the best of your knowledge. The survey should take no more than 20 minutes to complete. You may withdraw your consent at any time, without prejudice, in which case all data collected from you will be destroyed, unless agreed otherwise. The information you provide will be treated as strictly confidential.

After completing the survey, together with your completed consent form, please seal these in the reply-paid envelope and mail directly to Edith Cowan University by **MONDAY 22nd NOVEMBER 2010**. If you do not wish to complete the survey, please still complete the consent form and mail it with the uncompleted survey in the reply-paid envelope. By doing this we will know you received the survey, have not decided to participate and we will not follow up with you again in the future.

If you have any questions about the survey or would like to talk to someone about the SDERA evaluation, please contact the Research Manager Yolanda Andrews via email on y.andrews@ecu.edu.au or phone (08) 9370 6108.

Thank you for your help.

Yours sincerely



Associate Professor Michael Rosenberg
Principal Investigator

This study has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact the Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027; phone (08) 6304 2170; or email research.ethics@ecu.edu.au



1. What year level/s did you teach **THIS YEAR (2010)**?

(please circle as many as apply)

a	Year 7	1
b	Other	1



_____ *(please specify)*

2. For how many years, including 2010, have you been teaching?

_____ years

3. To the best of your knowledge, has your school previously been involved in drug education professional development conducted by School Drug Education and Road Aware (SDERA)?
(please circle one number)

a	Yes	1
b	No	2
c	I don't know	3
d	I have not heard of SDERA	4



Please go to Question 4



Please go to Question 5



Please go to Question 5



Please go to Question 5

4. On what level was your school previously involved with SDERA?

(please circle as many as apply)

a	Whole school committee training	1
b	One or two teachers trained from your school	1
c	Participant in Regional Organising Committee activities	1
d	Unsure	1

5. For how long (months and/or years) have you been teaching **drug** education in middle childhood (Years 4-7) education classes?

(Please write here) _____ months OR _____ years

- 6. THIS YEAR (2010), approximately how much time did you spend teaching or discussing drug education issues with your class/es?**
(please circle one number)

a	I did not teach drug education in 2010	1	→	Please go to Question 6a
b	I did not teach drug education in 2010, but I intend to in 2011	2	→	Please go to Question 6a
c	Less than one hour	3	→	Please go to Question 7
d	1 to 1.5 hours	4	→	Please go to Question 7
e	2 to 2.5 hours	5	→	Please go to Question 7
f	3 to 3.5 hours	6	→	Please go to Question 7
g	4 hours or more	7	→	Please go to Question 7

- 6a. If answered options 1 or 2 for question 6, please indicate from the list below, the main reason(s) for not teaching or discussion drug education issues with your class/es THIS YEAR (2010).**
(please circle as many as apply)

a	Not a school priority	1	
b	Class management/discipline issues	2	
c	Lack of teaching training/experience	3	
d	I don't feel confident to teach drug education	4	
e	Lack of school support	5	
f	Other	6	→ _____ (please specify)

- 7. How important do you think drug education is to your school's principal?**
(please circle one number)

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

- 8. How would you rate the priority that your school places on drug education for students?**
(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

Questions 9 to 17 ask about your experiences teaching drug and resilience education in the classroom. Resilience means “the ability to bounce back from adversity in order to lead a healthy and fulfilling life”.

9. For how long (months and/or years) have you been teaching resilience education in middle childhood (Years 4-7) education classes?

(Please write here) _____ months AND/OR _____ years

10. **THIS YEAR (2010), approximately how much time did you spend teaching or discussing resilience with your class/es?**
(please circle one number)

a	I did not teach resilience education in 2010	1	→	Please go to Question 10a
b	I did not teach resilience education in 2010, but I intend to in 2011	2	→	Please go to Question 10a
c	Less than one hour	3	→	Please go to Question 11
d	1 to 1.5 hours	4	→	Please go to Question 11
e	2 to 2.5 hours	5	→	Please go to Question 11
f	3 to 3.5 hours	6	→	Please go to Question 11
g	4 hours or more	7	→	Please go to Question 11

- 10a. If answered options 1 or 2 for question 10, please indicate from the list below, the main reason(s) for not teaching or discussing resilience issues with your class/es **THIS YEAR (2010)**.
(please circle as many as apply)

a	Not a school priority	1	
b	Class management/discipline issues	2	
c	Lack of teaching training/experience	3	
d	I don't feel confident to teach about resilience	4	
e	Lack of school support	5	
f	Other	6	→ _____ (please specify)

11. How important do you think resilience education is to your school's principal?

(please circle one number)

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

12. How would you rate the priority that your school places on teaching resilience education to students?

(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

13. Please indicate how important you think it is to teach Year 7 students the following content related to drug and resilience education: *(please circle one number for each statement)*

		Very important	Important	Not very important	Not at all important	Unsure
a	Managing oneself by focussing on emotions and coping strategies	1	2	3	4	5
b	Developing empathy and understanding others' points of view	1	2	3	4	5
c	Distinguishing between analgesics, prescription and over-the-counter medicines	1	2	3	4	5
d	How to safely use analgesics, prescription and over-the-counter medicines	1	2	3	4	5
e	How tobacco affects us	1	2	3	4	5
f	The potential harms of passive smoking	1	2	3	4	5
g	How to make decisions in smoking related situations	1	2	3	4	5
h	Understanding there are different motivations for young people choosing to smoke	1	2	3	4	5
i	The influence of others such as peers, family and the media, to try smoking	1	2	3	4	5
j	Social norms (including peers, family, laws and culture) associated with alcohol	1	2	3	4	5
k	How alcohol affects us	1	2	3	4	5
l	The potential harms of alcohol consumption	1	2	3	4	5
m	Foods, drinks and medicines that contain caffeine	1	2	3	4	5
n	How caffeine affects us	1	2	3	4	5
o	What cannabis is	1	2	3	4	5
p	How cannabis affects us	1	2	3	4	5
q	The potential harms of cannabis	1	2	3	4	5
r	How to make decisions in cannabis related situations	1	2	3	4	5
s	Media influence on attitudes to alcohol or other drug use	1	2	3	4	5
t	Media influence on decisions about health behaviours	1	2	3	4	5

14. For each of the following resilience and drug education related content, please indicate whether you taught them with your Year 7 class (in 2010) and if so, which resource/s you used to assist you:

			If answered 'yes', please indicate which resources were used (please circle as many as apply)	
	No	Yes	SDERA's <i>Challenges & Choices</i> Middle Childhood Resource	Other
a Managing oneself by focussing on emotions and coping strategies	1	2	1	1
b Developing empathy and understanding others' points of view	1	2	1	1
c Distinguishing between analgesics, prescription and over-the-counter medicines	1	2	1	1
d How to safely use analgesics, prescription and over-the-counter medicines	1	2	1	1
e How tobacco affects us	1	2	1	1
f The potential harms of passive smoking	1	2	1	1
g How to make decisions in smoking related situations	1	2	1	1
h Understanding there are different motivations for young people choosing to smoke	1	2	1	1
i The influence of others such as peers, family and the media, to try smoking	1	2	1	1
j Social norms (including peers, family, laws and culture) associated with alcohol	1	2	1	1
k How alcohol affects us	1	2	1	1
l The potential harms of alcohol consumption	1	2	1	1
m Foods, drinks and medicines that contain caffeine	1	2	1	1
n How caffeine affects us	1	2	1	1
o What cannabis is	1	2	1	1
p How cannabis affects us	1	2	1	1
q The potential harms of cannabis	1	2	1	1
r How to make decisions in cannabis related situations	1	2	1	1
s Media influence on attitudes to alcohol or other drug use	1	2	1	1
t Media influence on decisions about health behaviours	1	2	1	1

14a. If answered other for any items in question 14, from the list below, please indicate your reason(s) for not using the SDERA Challenges and Choices: Middle Childhood Resource for resilience and/or drug education.
(please circle as many as apply)

a	Not available at my school	1
b	Could not find the resource	2
c	Did not find them useful for resilience and/or drug education	3
d	Did not know about the resource	4
e	Lack in confidence in using the resource	5
f	I prefer another resource	6
g	The school uses another resource, which is preferred	7
f	Other	8



_____ *(please specify)*

15. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a Drug education is most effective when started in early childhood	1	2	3	4	5	6
b It is important to involve parents in resilience and drug education	1	2	3	4	5	6
c Drug education up to 13 years of age should not focus on specific drugs	1	2	3	4	5	6
d Teachers can enhance students' resilience	1	2	3	4	5	6
e A sense of belonging and connectedness enhances students' resilience	1	2	3	4	5	6

16. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

I feel I have the skills to:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a Promote resilience and develop life skills in children	1	2	3	4	5	6
b Teach children about medicines	1	2	3	4	5	6
c Teach children about tobacco and passive smoking	1	2	3	4	5	6
d Teach children about caffeine	1	2	3	4	5	6
e Teach children about alcohol	1	2	3	4	5	6
f Teach children about cannabis	1	2	3	4	5	6
g Teach children how to make healthy decisions	1	2	3	4	5	6

17. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

I need more professional development to enhance my skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Promote resilience and develop life skills in children	1	2	3	4	5	6
b	Teach children about medicines	1	2	3	4	5	6
c	Teach children about tobacco and passive smoking	1	2	3	4	5	6
d	Teach children about caffeine	1	2	3	4	5	6
e	Teach children about alcohol	1	2	3	4	5	6
f	Teach children about cannabis	1	2	3	4	5	6
g	Teach children how to make healthy decisions	1	2	3	4	5	6

Road Safety

18. For how long (months and/or years) have you been teaching road safety education in middle childhood (Years 4-7) education classes?

(Please write here) _____ months AND/OR _____ years

19. This year (2010), approximately how much time have you spent teaching or discussing road safety with your class/es? *(please circle one number)*

a	I did not teach road safety in 2010	1	→	Please go to Question 19a
b	I did not teach road safety yet in 2010, but I intend to in 2011	2	→	Please go to Question 19a
c	Less than one hour	3	→	Please go to Question 20
d	1 to 1.5 hours	4	→	Please go to Question 20
e	2 to 2.5 hours	5	→	Please go to Question 20
f	3 to 3.5 hours	6	→	Please go to Question 20
g	4 hours or more	7	→	Please go to Question 20

19a. If you selected option 1 or 2 for question 19, from the list below please indicate the main reason(s) why you did not teach or discuss road safety with your class/es THIS YEAR (2010). *(circle as many as apply)*

a	Not a school priority	1	
b	Class management/discipline issues	2	
c	Lack of teaching training/experience	3	
d	I don't feel confident to teach road safety education	4	
e	Lack of school support	5	
f	Other	6	→ _____ (please specify)

20. Does your school have a whole-school road safety policy or road safety and traffic guide? *(please circle one number)*

a	Yes, I have heard it and read it	1	→	Please go to Question 21
b	Yes, I have heard about it but have not read it	2	→	Please go to Question 21
c	No, but we have rules and procedures addressing road safety	3	→	Please go to Question 23
d	No, there is not a policy addressing whole-school road safety	4	→	Please go to Question 23
e	No, it is currently being developed	5	→	Please go to Question 23
f	Unsure	6	→	Please go to Question 23

- 21. Please indicate which of the following are included in your whole-school road safety policy or road safety and traffic guide:** *(please circle as many as apply)*

a	Road safety and traffic rules and procedures for parents and students	1
b	Classroom curriculum	1
c	Staff professional development	1
d	Wider school community involvement	1
e	Unsure	1
f	Other. Please specify: _____	1

- 22. To what extent do school administrators and/or staff members enforce the whole-school road safety policy or road safety and traffic guide?** *(please circle one number)*

a	All staff enforce	1
b	Most staff enforce	2
c	Some staff enforce	3
d	Few staff enforce	4
e	Unsure	5

- 23. How important do you think road safety is to your school's principal?** *(please circle one number)*

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

- 24. How would you rate the priority that your school places on road safety issues for students?** *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

25. Please indicate how important you think it is to teach the following road safety issues to your Year 7 class.
(please circle one number for each statement)

		Very important	Important	Not very important	Not at all important	Unsure
a	Always wearing a correctly fitted restraint	1	2	3	4	5
b	Getting in and out of the kerb-side rear door (safety door) of a vehicle	1	2	3	4	5
c	Practising safe passenger behaviours such as not distracting the driver	1	2	3	4	5
d	Practising safe passenger behaviours when using public or community transport (such as waiting for the bus to stop before disembarking)	1	2	3	4	5
e	Crossing roads safely in a range of situations	1	2	3	4	5
f	Identifying places where pedestrians can safely cross the road	1	2	3	4	5
g	Identifying potential and existing hazards in the traffic environment	1	2	3	4	5
h	Crossing the road safely after a bus has moved away	1	2	3	4	5
i	Selecting and planning the safest routes to walk to and from school and within the local area	1	2	3	4	5
j	Selecting and wearing a properly fitted helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)	1	2	3	4	5
k	Identifying the safest places to play, ride on, and to share footpaths and cycle paths with pedestrians	1	2	3	4	5
l	Identifying road signs and signals relevant to pedestrians and cyclists	1	2	3	4	5
m	Making safer decisions in traffic-related situations	1	2	3	4	5
n	Increasing the visibility of pedestrians in the traffic environment	1	2	3	4	5
o	Judging the speed and distance of approaching vehicles	1	2	3	4	5

26. For each of the following road safety issues, please indicate whether you taught them with your Year 7 class (in 2010) and if so, which resources you used to assist you:

			If answered 'yes', please indicate which resources were used (please circle as many as apply)	
			SDERA's <i>Challenges & Choices</i> Middle Childhood Resource	Other
	No	Yes		
a Always wearing a correctly fitted restraint	1	2	1	1
b Getting in and out of the kerb side rear door (safety door) of a vehicle	1	2	1	1
c Practising safe passenger behaviours such as not distracting the driver	1	2	1	1
d Practising safe passenger behaviours when using public or community transport (such as waiting for the bus to stop before disembarking)	1	2	1	1
e Crossing roads safely in a range of situations	1	2	1	1
f Identifying places where pedestrians can safely cross the road	1	2	1	1
g Identifying potential and existing hazards in the traffic environment	1	2	1	1
h Crossing the road safely after a bus has moved away	1	2	1	1
i Selecting and planning the safest routes to walk to and from school and within the local area	1	2	1	1
j Selecting and wearing a properly fitted helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)	1	2	1	1
k Identifying the safest places to play, ride on, and to share footpaths and cycle paths with pedestrians	1	2	1	1
l Identifying road signs and signals relevant to pedestrians and cyclists	1	2	1	1
m Making safer decisions in traffic-related situations	1	2	1	1
n Increasing the visibility of pedestrians in the traffic environment	1	2	1	1
o Judging the speed and distance of approaching vehicles	1	2	1	1

26a. If answered 'other' for any items in question 26, from the list below, please indicate your reason(s) for not using the SDERA Challenges and Choices: Middle Childhood Resource for road safety education.

(please circle as many as apply)

a	Not available at my school	1
b	Could not find the resource	2
c	Did not find them useful for road safety education	3
d	Did not know about the resource	4
e	Lack in confidence in using the resource	5
f	I prefer another resource	6
g	The school uses another resource which is preferred	7
h	Other	8



_____ (please specify)

27. Please indicate how much you agree or disagree with each of the following statements:

(please circle one number for each statement)

I feel I have the skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Teach children how to practise safe pedestrian behaviours	1	2	3	4	5	6
b	Teach children to identify the safest places to play	1	2	3	4	5	6
c	Teach children how to identify road signs, signals and traffic sounds as pedestrians and bicyclists	1	2	3	4	5	6
d	Teach children skills to develop safe passenger behaviour	1	2	3	4	5	6
e	Teach children to identify the safest places to ride a bicycle	1	2	3	4	5	6
f	Teach children how to make safer decisions in the traffic environment	1	2	3	4	5	6

28. Please indicate how much you agree or disagree with each of the following statements:

(please circle one number for each statement)

I need more professional development to enhance my skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Teach children how to practise safe pedestrian behaviours	1	2	3	4	5	6
b	Teach children to identify the safest places to play	1	2	3	4	5	6
c	Teach children how to identify road signs, signals and traffic sounds as pedestrians and bicyclists	1	2	3	4	5	6
d	Teach children skills to develop safe passenger behaviour	1	2	3	4	5	6
e	Teach children to identify the safest places to ride a bicycle	1	2	3	4	5	6
f	Teach children how to make safer decisions in the traffic environment	1	2	3	4	5	6

Whole School Support of Resilience, Drug and Road Safety Education

29. In your school, generally how supportive are the following people towards a school wide effort to improve children's drug education? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other middle childhood teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

30. In your school, generally how supportive are the following people towards a school wide effort to improve children's ability to be resilient? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other middle childhood teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

31. In your school, generally how supportive are the following people towards a school wide effort to improve children's road safety? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other middle childhood teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

32. THIS YEAR (2010) did you attend any professional development workshops, seminars or other courses conducted by School Drug Education and Road Aware (SDERA) in the following areas?

(please circle one number for each statement)

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

32a. If answered yes for items in question 32, please indicate from the list which course/s you have attended THIS YEAR (2010): *(please circle as many as apply)*

a Challenges and Choices: Early and Middle Childhood	1
b Challenges and Choices: Health Education Made Easy (previously Early Adolescence)	1
c Steps, Spokes and Seatbelts	1
d Drug Education in Focus	1
e Keeping in Touch	1

f Resilient Kids: Social and Emotional Learning	1
g Alcohol, Cannabis and Other Drugs	1
h Getting It Together: A whole School Approach to Drug Education	1
i Getting It Together: A Whole School Approach to Road Safety Education	1
j Other. Please specify: _____	1

32b. If you answered no for items in question 32, from the list below, please indicate your main reason(s) for not attending professional development workshops, seminars or other courses run by SDERA THIS YEAR (2010). *(circle as many as apply)*

a SDERA does not cover any of my school's priorities	1
b Lack of teaching expertise in the areas covered by SDERA	2
c Not confident to teach in the areas covered by SDERA	3
d Relief teacher unavailable	4
e Lack of school support	5
f Event/Course/Workshop dates unsuitable	6
g Lack of time to attend	7
h Lack of funding	8
i Was not aware events/course/workshop was available	9
j Could not/do not know where to locate event/course/workshop information	10
k Event/course/workshop not available in my state	11
l Other	12



_____ *(please specify)*

- 33. THIS YEAR (2010) did you attend any professional development workshops, seminars or other courses offered by agencies other than School Drug Education and Road Aware (SDERA) in the following areas?** *(please circle one number)*

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

- 34. Have SDERA's *Challenges and Choices* resources provided you with a greater understanding of:** *(please circle one number for each statement)*

	Mostly	Somewhat	Not at all	Unsure	I have not used the SDERA resources
a Promoting resilience	1	2	3	4	5
b Using a resilience approach to drug education	1	2	3	4	5
c Drug education in middle childhood	1	2	3	4	5
d Road safety education in middle childhood	1	2	3	4	5
e Involving the whole school community in resilience and drug education	1	2	3	4	5
f Involving the whole school community in road safety education	1	2	3	4	5

- 35. Which, if any, of the following drug education and road safety whole school activities was your school involved in THIS YEAR (2010)?** *(please circle as many as apply)*

a Safe Routes to School (RoadWise)	1
b Walk / cycle to school days	1
c Bike education	1
d Use of the RoadWise School Newsletter Pack articles	1
e Road safety discussion or items at assemblies	1
f Travel Smart to School	1
g Drug Action Week	1
h Health in Schools Week	1
i School Drug Education and Road Aware (SDERA) Drug Education Teacher Support Package K-12 activities	1

j Drug education discussion or items at assemblies	1
k Kangaroo Creek Gang	1
l Transperth	1
m Kids and Roads materials	1
n Police visits	1
o Constable Care	1
p Safety in Schools Weeks (Kidsafe)	1
q Life Education	1
r Other. Please specify: _____	1

36. What is your gender? *(please circle one number)*

a	Male	1
b	Female	2

37. What is your age? *(please circle one number)*

20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70 years or over
1	2	3	4	5	6

38. What is your highest academic qualification? *(please circle one number)*

a	Diploma of Teaching	1
b	Bachelor Degree	2
c	Post-grad Dip / Masters (Please specify)	3
d	Other (Please specify)	4



HAVE YOU COMPLETED YOUR CONSENT FORM?

THANK YOU for taking the time to complete this survey.
Your participation in this research is appreciated.

Please seal it in the reply-paid envelope provided, together with your signed consent form,
and mail directly to ECU.

CONFIDENTIAL SURVEY

Dear Year 8 Student

Edith Cowan University in Western Australia is using this survey to find out more about your experiences at school, how you feel about your school and your knowledge about drug education and road safety education.

All your answers will be kept confidential. **No-one at your school or your home will see your answers.** Please DO NOT put your name on this survey.

This is not a test and there are no right or wrong answers. Please answer all the questions as honestly as you can. We are very interested in what you have to say. If you don't want to answer some of the questions or do not want to complete the whole survey, you don't have to. The research assistant visiting your class will give you an alternative activity if you do not wish to participate.

If you have any questions about the survey, please ask the research assistant visiting your class.

When you have finished your survey, put it in the envelope provided. The researcher visiting your class will collect your survey and return it to the research team at Edith Cowan University.

Thank you ☺



Michael Rosenberg
Edith Cowan University

These first questions ask about how things are for you at school, and how things have been for you in general this year.

1. How do you feel about your school?

(please circle one number for each statement)

	Always	Usually	Some times	Never
I feel close to people at this school	1	2	3	4
I feel like I am part of this school	1	2	3	4
I feel happy to be at this school	1	2	3	4
The teachers at this school treat students fairly	1	2	3	4
I feel safe in this school	1	2	3	4

(Adapted from McNeely, 2002)

2. How have things been for you OVER THE LAST 6 MONTHS?

(please circle one number for each statement)

	Not true	Somewhat true	Certainly true
I try to be nice to other people. I care about their feelings	1	2	3
I am restless, I cannot stay still for long	1	2	3
I get a lot of headaches, stomach-aches or sickness	1	2	3
I usually share with others (food, games, pens etc)	1	2	3
I get very angry and often lose my temper	1	2	3
I am usually on my own. I generally play alone or keep to myself	1	2	3
I usually do as I am told	1	2	3
I worry a lot	1	2	3
I am helpful if someone is hurt, upset or feeling ill	1	2	3
I am constantly fidgeting or squirming	1	2	3

Question 2 (continued)	Not true	Somewhat true	Certainly true
I have one good friend or more	1	2	3
I fight a lot. I can make other people do what I want	1	2	3
I am often unhappy, down-hearted or tearful	1	2	3
Other people my age generally like me	1	2	3
I am easily distracted, I find it difficult to concentrate	1	2	3
I am nervous in new situations. I easily lose confidence	1	2	3
I am kind to younger children	1	2	3
I am often accused of lying or cheating	1	2	3
Other children or young people pick on me or bully me	1	2	3
I often volunteer to help others (parents, teachers, children)	1	2	3
I think before I do things	1	2	3
I take things that are not mine from home, school or elsewhere	1	2	3
I get on better with adults than with people my own age	1	2	3
I have many fears, I am easily scared	1	2	3
I finish the work I'm doing. My attention is good	1	2	3

(Strengths & Difficulties Questionnaire, Goodman 1997)

The next questions ask you about cigarettes

3. Have you ever smoked even part of a cigarette?

(please circle only one number)

No	1
Yes, just a few puffs	2
Yes, I have smoked fewer than 10 cigarettes in my life	3
Yes, I have smoked between 10 and 99 cigarettes in my life	4
Yes, I have smoked more than 100 cigarettes (5 packets) in my life	5

(ASSAD 2005)

→ Go to **Question 6**

4. Have you smoked a puff of a cigarette (or more) in the last four weeks?

(please circle only one number)

No	1
Yes	2

(ASSAD 2005)

→ Go to **Question 6**

5. Have you smoked a puff of a cigarette (or more) in the last seven days?

(please circle only one number)

No	1
Yes	2

(ASSAD 2005)

The next questions ask you about drinking alcohol

6. Have you ever had even part of an alcoholic drink?

(please circle only one number)

No	1
Yes, just a few sips	2
Yes, I have had fewer than 10 alcoholic drinks in my life	3
Yes, I have had more than 10 alcoholic drinks in my life	4

→ Go to **Question 10**

(ASSAD 2005)

7. Have you had an alcoholic drink in the last twelve months?

(please circle only one number)

No	1
Yes	2

→ Go to **Question 10**

→ Go to **Question 8**

(ASSAD 2005)

8. Have you had an alcoholic drink in the last four weeks?

(please circle only one number)

No	1
Yes	2

→ Go to **Question 10**

→ Go to **Question 9**

(ASSAD 2005)

9. How many times have you drunk 5 or more standard drinks at one time in the last 4 weeks?

(please circle only one number)



No times	One time	Two times	Three times	Four times	Five or more times
0	1	2	3	4	5

(ASSAD 2005)

The next questions ask you about other things you might use

10. In your lifetime, how many times, if ever, have you used or taken, for any reason:
(please circle one number for each statement)

	Never	Once or twice	3 to 5 times	6 to 9 times	10 to 19 times	20 to 39 times	40 or more times
Painkillers / analgesics such as Dispirin, Panadol or Aspro?	1	2	3	4	5	6	7
Marijuana / cannabis?	1	2	3	4	5	6	7
Other illegal drugs (e.g. ecstasy, heroin, trips, cocaine)?	1	2	3	4	5	6	7

(ASSAD 2005)

11. How much do you think teenagers risk harming themselves (physically, or in other ways) if they:
(please circle one number for each statement)

	No risk	Slight risk	Moderate risk	Great risk	Unsure
Try smoking cigarettes once or twice in their lives?	1	2	3	4	5
Smoke cigarettes occasionally (i.e. several times a month)?	1	2	3	4	5
Smoke one or more packs of cigarettes per day?	1	2	3	4	5
Try marijuana once or twice in their lives?	1	2	3	4	5
Smoke marijuana occasionally (i.e. several times a month)?	1	2	3	4	5
Smoke marijuana regularly (i.e. every day)?	1	2	3	4	5
Try one or two alcoholic drinks in their lives?	1	2	3	4	5
Have one or two alcoholic drinks nearly every day?	1	2	3	4	5
Have four or five alcoholic drinks nearly every day?	1	2	3	4	5
Have five or more alcoholic drinks once or twice each weekend?	1	2	3	4	5

12. How many of your close friends do you think have used each of these drugs in the past year?
(please circle one number for each item)

	None	A few	Some	A lot	All	Unsure
Marijuana	1	2	3	4	5	6
Cigarettes	1	2	3	4	5	6
Heroin	1	2	3	4	5	6
Alcohol	1	2	3	4	5	6
Amphetamines	1	2	3	4	5	6
Cocaine	1	2	3	4	5	6
Ecstasy	1	2	3	4	5	6
LSD	1	2	3	4	5	6

13. If a friend you trusted offered you any of the following, would you try it?
(please circle one for each item)

	Yes	No	Unsure
Cigarettes	1	2	3
Heroin	1	2	3
Alcohol	1	2	3
Amphetamines	1	2	3
Cocaine	1	2	3
Ecstasy	1	2	3
LSD	1	2	3

14. Please give your answers on the basis of how much you agree or disagree with the following: *(please circle one number for each statement)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Unsure
I like to try everything once, even if there is a risk that it may harm me	1	2	3	4	5	6
I always think about the results of my actions	1	2	3	4	5	6
My friends can convince me to take risks	1	2	3	4	5	6
I can say 'no' to my friends easily if they encourage me to do something I don't want to do	1	2	3	4	5	6
I hang out with friends I trust	1	2	3	4	5	6
I stay away from venues where there is no adult supervision	1	2	3	4	5	6

15. Indicate whether you believe the following to be true or false: *(please circle one number for each statement)*

	True	False	Unsure
People make unwise decisions when they are drunk	1	2	3
Girls are at a higher risk of harm than boys in alcohol related situations	1	2	3
Boys are more likely to be involved in violence than girls where alcohol is concerned	1	2	3
The effects of marijuana/cannabis can vary from person to person	1	2	3
Decisions about using illegal drugs when people are young <u>won't have</u> a long term impact on their health	1	2	3

16. How often have you done the following?*(please circle one number for each statement)*

	Never	Once or twice	Three to five times	Six or more times
Lied to your parents/guardians about where you are going or where you have been	1	2	3	4
Smoked a cigarette, even though you didn't want to	1	2	3	4
Drunk some alcohol, even a few sips, when offered some by friends	1	2	3	4
Said 'no' to friends when they have suggested doing something that puts you or others at risk of harm	1	2	3	4
Behaved in a way when crossing the road that could have caused an injury or death	1	2	3	4

17. THIS YEAR (2008) have any of your school lessons, or parts of lessons, been about smoking?*(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

18. THIS YEAR (2008) have any of your school lessons, or parts of lessons, been about illicit drugs such as marijuana, ecstasy, heroin, amphetamines, hallucinogens or cocaine?*(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

19. THIS YEAR (2008) have any of your school lessons, or parts of lessons been about drinking alcohol? *(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

These next questions are about road safety

20. When crossing a road, young people my age should:

(please circle one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Choose the safest place to cross?	1	2	3	4	5
Stop one step back from the kerb before crossing the road?	1	2	3	4	5
Think about when it is safe to cross?	1	2	3	4	5
Look for traffic in all directions?	1	2	3	4	5
Make sure they can be seen by drivers?	1	2	3	4	5
Listen for traffic?	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear?	1	2	3	4	5
Continue to look and listen for traffic while crossing the road?	1	2	3	4	5
Use pedestrian crossings and traffic signals when available?	1	2	3	4	5

21. When you cross roads, do you usually: *(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Choose the safest place to cross	1	2	3	4	5
Stop one step back from the kerb before crossing the road	1	2	3	4	5
Think about when it is safe to cross	1	2	3	4	5
Look for traffic in all directions	1	2	3	4	5
Make sure they can be seen by drivers	1	2	3	4	5
Listen for traffic	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear	1	2	3	4	5
Continue to look and listen for traffic while crossing the road	1	2	3	4	5
Use pedestrian crossings and traffic signals when available	1	2	3	4	5

22. When riding a bike, skateboard, scooter or rollerblades, young people my age should: *(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Follow the road rules and road signs?	1	2	3	4	5
Consider the safety of others when using shared paths?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between themselves and other riders?	1	2	3	4	5
Keep to the left on shared paths?	1	2	3	4	5

23. When you ride a bike, skateboard, scooter or rollerblade, do you usually:*(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Follow the road rules and road signs?	1	2	3	4	5
Consider the safety of others when using shared paths?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between yourself and other riders?	1	2	3	4	5
Keep to the left on shared paths?	1	2	3	4	5

24. When in the traffic environment, how important is it for you to:*(please circle one number for each statement)*

	Very important	Important	Not important	Unsure
Cross roads using pedestrian crossings and traffic signals	1	2	3	4
Find a safe place to walk when there are no footpaths available	1	2	3	4
Enter and exit a car using the safety door (rear door on the kerbside)	1	2	3	4
Comply with road rules and road signs	1	2	3	4
Not be influenced by others to act unsafely	1	2	3	4

25. I believe I can help make myself and/or the roads safer by*(please circle one number for each statement)*

	Yes	No	Unsure
Choosing the safest place to cross the road	1	2	3
Waiting for the bus to move away before trying to cross the road	1	2	3
Making sure there is a sufficient gap in traffic before crossing	1	2	3
Wearing a helmet and protective clothing when skating, scooting or blading	1	2	3
Wearing a helmet and protective clothing when riding a bike	1	2	3
Always wearing a seatbelt on short or long trips	1	2	3
Not travelling in overcrowded vehicles	1	2	3
Not distracting the driver	1	2	3
Not travelling with a driver who I believe has been drinking alcohol or taking other drugs	1	2	3
Planning ahead to get home safely	1	2	3
Not walking or riding home if I have been drinking alcohol or taking other drugs	1	2	3

26. Have you ever said 'no' to someone who has asked you to do something unsafe like ride without a helmet or not wear a seatbelt?*(please circle only one number)*

Yes	1	→ Go to question 27
No	2	→ Go to question 29
I have not been asked to participate in risky behaviours	3	→ Go to question 29
Unsure	4	→ Go to question 29

27. If answered 'yes' to question 26, who have you said 'no' to in these situations?
(please circle as many as apply)

Friends	1
Parents	1
Brothers or sisters	1
Other family members	1
Older students	
Other <i>(please describe)</i> _____	1

28. What methods did you find most useful for saying 'no' in these risky situations?
(please circle as many as apply)

Just saying 'no'	1
Saying 'no' with a reason	1
Making an excuse	1
Avoiding the situation	1
Saying something negative about the behaviour	1
What else did you do? <i>(please describe)</i> _____	1

29. What is your gender? *(please circle only one number)*

Male	Female
1	2

30. What was your age in years at your last birthday?
(write the number of years in the box below)

--

 years

31. What is the postcode at your home address?
(write one number in each box)

--	--	--	--

32. How many brothers and sisters do you live with most of the time?
(please circle only one number)

None	0
One	1
Two	2
Three	3
Four	4
More than four	5

33. What number child in the family are you? (e.g. oldest child = first)
(please circle only one number)

First	Second	Third	Fourth	Fifth or more
1	2	3	4	5

**THANK YOU FOR COMPLETING THE SURVEY
PLEASE PLACE IT IN THE YELLOW ENVELOPE PROVIDED**

CONFIDENTIAL SURVEY

Dear Year 10 Student

Edith Cowan University in Western Australia is using this survey to find out more about your experiences at school, how you feel about your school and your knowledge about drug education and road safety education.

All your answers will be kept confidential. **No-one at your school or your home will see your answers.** Please DO NOT put your name on this survey.

This is not a test and there are no wrong answers. Please answer all the questions as honestly as you can. Some of you may have completed a similar survey in 2008. We are very interested in what you have to say. If you don't want to answer some of the questions or do not want to complete the whole survey, you don't have to. The research officer visiting your class will give you an alternative activity if you do not wish to participate.

If you have any questions about the survey, please ask the research officer visiting your class.

When you have finished your survey, put it in the envelope provided. The research officer visiting your class will collect your survey and return it to the research team at Edith Cowan University.

Thank you ☺

Michael Rosenberg

Michael Rosenberg
Edith Cowan University

These first questions ask about how things are for you at school, and how things have been for you in general this year.

1. How do you feel about your school?

(please circle one number for each statement)

	Always	Usually	Some times	Never
I feel close to people at this school	1	2	3	4
I feel like I am part of this school	1	2	3	4
I feel happy to be at this school	1	2	3	4
The teachers at this school treat students fairly	1	2	3	4
I feel safe in this school	1	2	3	4

(Adapted from McNeely, 2002)

2. How have things been for you OVER THE LAST 6 MONTHS?

(please circle one number for each statement)

	Not true	Somewhat true	Certainly true
I try to be nice to other people. I care about their feelings	1	2	3
I am restless, I cannot stay still for long	1	2	3
I get a lot of headaches, stomach-aches or sickness	1	2	3
I usually share with others (food, games, pens etc)	1	2	3
I get very angry and often lose my temper	1	2	3
I am usually on my own. I generally play alone or keep to myself	1	2	3
I usually do as I am told	1	2	3
I worry a lot	1	2	3
I am helpful if someone is hurt, upset or feeling ill	1	2	3
I am constantly fidgeting or squirming	1	2	3
Question 2 (continued)	Not true	Somewhat true	Certainly true

I have one good friend or more	1	2	3
I fight a lot. I can make other people do what I want	1	2	3
I am often unhappy, down-hearted or tearful	1	2	3
Other people my age generally like me	1	2	3
I am easily distracted, I find it difficult to concentrate	1	2	3
I am nervous in new situations. I easily lose confidence	1	2	3
I am kind to younger children	1	2	3
I am often accused of lying or cheating	1	2	3
Other children or young people pick on me or bully me	1	2	3
I often volunteer to help others (parents, teachers, children)	1	2	3
I think before I do things	1	2	3
I take things that are not mine from home, school or elsewhere	1	2	3
I get on better with adults than with people my own age	1	2	3
I have many fears, I am easily scared	1	2	3
I finish the work I'm doing. My attention is good	1	2	3

(Strengths & Difficulties Questionnaire, Goodman 1997)

The next questions ask you about cigarettes

3. Have you ever smoked even part of a cigarette?

(please circle only one number)

No	1
Yes, just a few puffs	2
Yes, I have smoked fewer than 10 cigarettes in my life	3
Yes, I have smoked between 10 and 99 cigarettes in my life	4
Yes, I have smoked more than 100 cigarettes (5 packets) in my life	5

(ASSAD 2005)

→ **Go to Question 6**

4. Have you smoked a puff of a cigarette (or more) in the last four weeks?

(please circle only one number)

No	1
Yes	2

(ASSAD 2005)

→ **Go to Question 6**

5. Have you smoked a puff of a cigarette (or more) in the last seven days?

(please circle only one number)

No	1
Yes	2

(ASSAD 2005)

The next questions ask you about drinking alcohol

6. Have you ever had even part of an alcoholic drink?

(please circle only one number)

No	1
Yes, just a few sips	2
Yes, I have had fewer than 10 alcoholic drinks in my life	3
Yes, I have had more than 10 alcoholic drinks in my life	4

→ Go to **Question 10**

(ASSAD 2005)

7. Have you had an alcoholic drink in the last twelve months?

(please circle only one number)

No	1
Yes	2

→ Go to **Question 10**

→ Go to **Question 8**

(ASSAD 2005)

8. Have you had an alcoholic drink in the last four weeks?

(please circle only one number)

No	1
Yes	2

→ Go to **Question 10**

→ Go to **Question 9**

(ASSAD 2005)

9. How many times have you drunk 5 or more standard drinks at one time in the last 4 weeks?

(please circle only one number)



No times	One time	Two times	Three times	Four times	Five or more times
0	1	2	3	4	5

(ASSAD 2005)

The next questions ask you about other things you might use

10. In your lifetime, how many times, if ever, have you used or taken, for any reason:
(please circle one number for each statement)

	Never	Once or twice	3 to 5 times	6 to 9 times	10 to 19 times	20 to 39 times	40 or more times
Painkillers / analgesics such as Disprin, Panadol or Aspro?	1	2	3	4	5	6	7
Marijuana / cannabis?	1	2	3	4	5	6	7
Other illegal drugs (e.g. ecstasy, heroin, trips, cocaine)?	1	2	3	4	5	6	7

(ASSAD 2005)

11. How much do you think teenagers risk harming themselves (physically, or in other ways) if they:
(please circle one number for each statement)

	No risk	Slight risk	Moderate risk	Great risk	Unsure
Try smoking cigarettes once or twice in their lives?	1	2	3	4	5
Smoke cigarettes occasionally (i.e. several times a month)?	1	2	3	4	5
Smoke one or more packs of cigarettes per day?	1	2	3	4	5
Try marijuana once or twice in their lives?	1	2	3	4	5
Smoke marijuana occasionally (i.e. several times a month)?	1	2	3	4	5
Smoke marijuana regularly (i.e. every day)?	1	2	3	4	5
Try one or two alcoholic drinks in their lives?	1	2	3	4	5
Have one or two alcoholic drinks nearly every day?	1	2	3	4	5
Have four or five alcoholic drinks nearly every day?	1	2	3	4	5
Have five or more alcoholic drinks once or twice each weekend?	1	2	3	4	5

12. How many of your close friends do you think have used each of these drugs in the past year?
(please circle one number for each item)

	None	A few	Some	A lot	All	Unsure
Marijuana	1	2	3	4	5	6
Cigarettes	1	2	3	4	5	6
Heroin	1	2	3	4	5	6
Alcohol	1	2	3	4	5	6
Amphetamines	1	2	3	4	5	6
Cocaine	1	2	3	4	5	6
Ecstasy	1	2	3	4	5	6
LSD	1	2	3	4	5	6

13. If a friend you trusted offered you any of the following, would you try it?
(please circle one for each item)

	Yes	No	Unsure
Cigarettes	1	2	3
Heroin	1	2	3
Alcohol	1	2	3
Amphetamines	1	2	3
Cocaine	1	2	3
Ecstasy	1	2	3
LSD	1	2	3

14. Please give your answers on the basis of how much you agree or disagree with the following: *(please circle one number for each statement)*

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Unsure
I like to try everything once, even if there is a risk that it may harm me	1	2	3	4	5	6
I always think about the results of my actions	1	2	3	4	5	6
My friends can convince me to take risks	1	2	3	4	5	6
I can say 'no' to my friends easily if they encourage me to do something I don't want to do	1	2	3	4	5	6
I hang out with friends I trust	1	2	3	4	5	6
I stay away from venues where there is no adult supervision	1	2	3	4	5	6

15. Indicate whether you believe the following to be true or false: *(please circle one number for each statement)*

	True	False	Unsure
People make unwise decisions when they are drunk	1	2	3
Girls are at a higher risk of harm than boys in alcohol related situations	1	2	3
Boys are more likely to be involved in violence than girls where alcohol is concerned	1	2	3
The effects of marijuana/cannabis can vary from person to person	1	2	3
Decisions about using illegal drugs when people are young <u>won't have</u> a long term impact on their health	1	2	3

16. How often have you done the following?*(please circle one number for each statement)*

	Never	Once or twice	Three to five times	Six or more times
Lied to your parents/guardians about where you are going or where you have been	1	2	3	4
Smoked a cigarette, even though you didn't want to	1	2	3	4
Drunk some alcohol, even a few sips, when offered some by friends	1	2	3	4
Said 'no' to friends when they have suggested doing something that puts you or others at risk of harm	1	2	3	4
Behaved in a way when crossing the road that could have caused an injury or death	1	2	3	4

17. THIS YEAR (2010) have any of your school lessons, or parts of lessons, been about smoking?*(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

18. THIS YEAR (2010) have any of your school lessons, or parts of lessons, been about illicit drugs such as marijuana, ecstasy, heroin, amphetamines, hallucinogens or cocaine?*(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

19. THIS YEAR (2010) have any of your school lessons, or parts of lessons been about drinking alcohol? *(please circle only one number)*

No, not even part of a lesson	1
Yes, part of a lesson	2
Yes, one lesson	3
Yes, more than one lesson	4

(ASSAD 2005)

These next questions are about road safety

20. When crossing a road, young people my age should:

(please circle one number for each statement)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Choose the safest place to cross?	1	2	3	4	5
Stop one step back from the kerb before crossing the road?	1	2	3	4	5
Think about when it is safe to cross?	1	2	3	4	5
Look for traffic in all directions?	1	2	3	4	5
Make sure they can be seen by drivers?	1	2	3	4	5
Listen for traffic?	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear?	1	2	3	4	5
Continue to look and listen for traffic while crossing the road?	1	2	3	4	5
Use pedestrian crossings and traffic signals when available?	1	2	3	4	5

21. When you cross roads, do you usually: *(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Choose the safest place to cross	1	2	3	4	5
Stop one step back from the kerb before crossing the road	1	2	3	4	5
Think about when it is safe to cross	1	2	3	4	5
Look for traffic in all directions	1	2	3	4	5
Make sure they can be seen by drivers	1	2	3	4	5
Listen for traffic	1	2	3	4	5
Walk straight and quickly across the road (without running), when the road is clear	1	2	3	4	5
Continue to look and listen for traffic while crossing the road	1	2	3	4	5
Use pedestrian crossings and traffic signals when available	1	2	3	4	5

22. When riding a bike, skateboard, scooter or rollerblades, young people my age should: *(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Follow the road rules and road signs?	1	2	3	4	5
Consider the safety of others when using shared paths?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between themselves and other riders?	1	2	3	4	5
Keep to the left on shared paths?	1	2	3	4	5

23. When you ride a bike, skateboard, scooter or rollerblade, do you usually:*(please circle one number for each statement)*

	Every time	Most times	Some times	Never	Unsure
Check for moving cars at driveways?	1	2	3	4	5
Choose safer places to ride, skate, scoot or blade?	1	2	3	4	5
Wear a correctly fitted helmet?	1	2	3	4	5
Wear protective clothing (eg. elbow pads, knee pads etc)?	1	2	3	4	5
Follow the road rules and road signs?	1	2	3	4	5
Consider the safety of others when using shared paths?	1	2	3	4	5
Ride, skate, scoot or blade in single file?	1	2	3	4	5
Keep a safe distance between yourself and other riders?	1	2	3	4	5
Keep to the left on shared paths?	1	2	3	4	5

24. When in the traffic environment, how important is it for you to:*(please circle one number for each statement)*

	Very important	Important	Not important	Unsure
Cross roads using pedestrian crossings and traffic signals	1	2	3	4
Find a safe place to walk when there are no footpaths available	1	2	3	4
Enter and exit a car using the safety door (rear door on the kerbside)	1	2	3	4
Comply with road rules and road signs	1	2	3	4
Not be influenced by others to act unsafely	1	2	3	4

25. I believe I can help make myself and/or the roads safer by*(please circle one number for each statement)*

	Yes	No	Unsure
Choosing the safest place to cross the road	1	2	3
Waiting for the bus to move away before trying to cross the road	1	2	3
Making sure there is a sufficient gap in traffic before crossing	1	2	3
Wearing a helmet and protective clothing when skating, scooting or blading	1	2	3
Wearing a helmet and protective clothing when riding a bike	1	2	3
Always wearing a seatbelt on short or long trips	1	2	3
Not travelling in overcrowded vehicles	1	2	3
Not distracting the driver	1	2	3
Not travelling with a driver who I believe has been drinking alcohol or taking other drugs	1	2	3
Planning ahead to get home safely	1	2	3
Not walking or riding home if I have been drinking alcohol or taking other drugs	1	2	3

26. Have you ever said 'no' to someone who has asked you to do something unsafe like ride without a helmet or not wear a seatbelt?*(please circle only one number)*

Yes	1	→ Go to question 27
No	2	→ Go to question 29
I have not been asked to participate in risky behaviours	3	→ Go to question 29
Unsure	4	→ Go to question 29

27. If answered 'yes' to question 26, who have you said 'no' to in these situations?

(please circle as many as apply)

Friends	1
Parents	1
Brothers or sisters	1
Other family members	1
Older students	1
Other <i>(please describe)</i> _____	1

28. What methods did you find most useful for saying 'no' in these risky situations?

(please circle as many as apply)

Just saying 'no'	1
Saying 'no' with a reason	1
Making an excuse	1
Avoiding the situation	1
Saying something negative about the behaviour	1
What else did you do? <i>(please describe)</i> _____	1

29. What is your gender? *(please circle only one number)*

Male	Female
1	2

30. What is your age in years?
(write the number of years in the box below)

	years
--	-------

31. What is the postcode at your home address?
(write one number in each box)

--	--	--	--

32. How many brothers and sisters do you live with most of the time?
(please circle only one number)

None	0
One	1
Two	2
Three	3
Four	4
More than four	5

33. What number child in the family are you? (e.g. oldest child = first)
(please circle only one number)

First	Second	Third	Fourth	Fifth or more
1	2	3	4	5

**THANK YOU FOR COMPLETING THE SURVEY
PLEASE PLACE IT IN THE ENVELOPE PROVIDED**

CONFIDENTIAL SURVEY

Dear Principal / Senior Administrator

Thank you for participating in the Evaluation of the School Drug Education and Road Aware (SDERA) Program. The aim of SDERA is to ensure that effective resilience, drug and road safety education is provided in all Western Australian schools. Researchers at Edith Cowan University have been asked to evaluate the effectiveness of SDERA.

We would appreciate if you would complete this survey and consent form. You may have completed a similar survey last year (2009). We are interested in the resilience, drug and road safety education guidelines and practices at your school. Please answer all questions to the best of your knowledge. The survey should take no more than 20 minutes to complete. You may withdraw your consent at any time, without prejudice, in which case all data collected from you will be destroyed, unless agreed otherwise. The information you provide will be treated as strictly confidential.

After completing the survey, together with your completed consent form, please seal it in the reply-paid envelope and mail directly to Edith Cowan University by **MONDAY 22nd NOVEMBER 2010**. If you do not wish to complete this survey, please still complete the consent form and mail it with the uncompleted survey in the reply-paid envelope. By doing this we will know you received the survey, have decided not to participate and we will not follow up with you again in the future.

If you have any questions about the survey or would like to talk to someone about the SDERA evaluation, please contact the Research Manager Yolanda Andrews via email on y.andrews@ecu.edu.au or phone (08) 9370 6108.

Yours sincerely



Associate Professor Michael Rosenberg
Principal Investigator

This study has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact the Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027; phone (08) 6304 2170; or email research.ethics@ecu.edu.au



Helping to keep young people safer



1. What is your position in the school? *(please circle one number)*

a	Principal	1
b	Acting or relieving Principal	2
c	Deputy/Assistant Principal	3
d	Acting or relieving Deputy/Assistant Principal	4
e	Other. Please specify: _____	5

2. How many years have you been working in the education sector?

_____ years

3. For how long have you been in your current position at this school?

(Please specify) _____ years _____ months

4. What is the approximate number of students at your school?

(Please specify) _____ students

5. Which, if any, of the following drug education and road safety school activities was your school involved in THIS YEAR (2010)? *(please circle as many as apply)*

a	Safe Routes to School (RoadWise)	1
b	Walk / cycle to school days	1
c	Bike education	1
d	Use of the RoadWise School Newsletter Pack articles	1
e	Road safety discussion or items at assemblies	1
f	Travel Smart to School	1
g	Drug Action Week	1
h	Health in Schools Week	1
i	School Drug Education and Road Aware (SDERA) Drug Education Teacher Support Package K-12 activities	1
j	Drug education discussion or items at assemblies	1

k	Kangaroo Creek Gang	1
l	Spinal Injury Prevention Program	1
m	Kids and Roads materials	1
n	Police visits	1
o	Constable Care	1
p	GURD – police visits	1
q	Activities as part of the Safe Routes to School Program	1
r	Life Education	1
s	Other. Please specify: _____	1
t	Keys for Life	1

6. Of the following health issues please rank the top three according to how important they are to your school, where '1' represents the most important issue.

Issue	Place number here (e.g. 1,2,3)
a Road safety	
b Sexual health education	
c Skin cancer prevention	
d Alcohol use	
e Tobacco use	
f Cannabis use	
g Other illicit drug use	
h Nutrition	
i Bullying	
j Physical activity	
k Resilience education	
l Analgesics and over the counter medications	
m Other: Please specify: _____	

Drug Education

7. Does your school have written drug education guidelines?

(please circle one number)

a	Yes	1	→ Go to Question 8
b	No	2	→ Go to Question 12
c	Unsure	3	→ Go to Question 12

8. In what year did your school implement the drug education guidelines?

9. In what year did your school most recently review the drug education guidelines?

10. Please indicate which of the following are included in your school's drug education guidelines?

(please circle as many as apply)

a	Rules and procedures	1
b	Classroom curriculum	1
c	Staff training	1
d	Wider school community involvement	1
e	Other	1



_____ (please specify)

11. How are the school's drug education guidelines publicised to each of the following groups?

(please circle as many responses as apply for each group)

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students:	1	1	1	1	1	1	1	1
b To teachers:	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

- 12. Since the beginning of THIS YEAR (2010) has your school had an administrator, who was at least moderately engaged in drug education activities?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 13. Since the beginning of THIS YEAR (2010) has your school included drug education as part of the annual school planning cycle?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 14. Since the beginning of THIS YEAR (2010) has your school had an active health committee that is responsible for drug education?** *(please circle one number)*

a	Yes	1	→ Go to Question 15
b	No	2	→ Go to Question 16
c	Unsure	3	→ Go to Question 16

- 15. If your school has an active health committee responsible for drug education, how often does this committee meet?** *(please circle one number)*

a	Less than once a year	1
b	One to two times per year	2
c	Once per term	3
d	Once per month	4
e	Once per fortnight	5
f	Once per week	6

- 16. Since the beginning of THIS YEAR (2010) has your school provided health/physical education teachers with the opportunity to attend drug education professional development?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

17. Since the beginning of THIS YEAR (2010) has your school provided teacher relief for training or planning in drug education? *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

18. How would you rate the priority that your school places on drug education with students? *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

19. In your school THIS YEAR (2010), do you believe there has been an increase in whole-school activity to address drug education?

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

Questions 20 to 25 are asking you about guidelines and practices related to resilience education. Resilience means “the ability to bounce back from adversity to lead a healthy and fulfilling life”.

20. Have you attended any training programs, workshops, seminars or other courses related to resilience issues? *(please circle one number)*

a	Yes	1
b	No	2

21. How would you rate the priority that your school places on resilience issues with students? *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

22. How is the school’s approach to resilience issues publicised to each of the following groups? *(please circle as many responses as apply for each group)*

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students	1	1	1	1	1	1	1	1
b To teachers	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

23. In your school THIS YEAR (2010), do you believe there has been an increase in whole-school activity to address resilience issues?

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

24. Please indicate how important you believe it is for Year 8 to Year 10 students to have components included in their curriculum that: *(please circle one number for each statement)*

		Very important	Moderately important	Somewhat important	Not at all important	Unsure
a	Promote resilience and develop life skills in young people	1	2	3	4	5
b	Teaches young people about tobacco	1	2	3	4	5
c	Teaches young people about passive smoking	1	2	3	4	5
d	Teaches young people about alcohol	1	2	3	4	5
e	Teaches young people about cannabis	1	2	3	4	5
f	Teaches young people about other illicit drugs	1	2	3	4	5
g	Teaches young people about drugs portrayed in the media	1	2	3	4	5

Road Safety

25. Does your school have written road safety guidelines?

(please circle one number)

a	Yes	1	→ Go to Question 26
b	No	2	→ Go to Question 30
c	Unsure	3	→ Go to Question 30

26. In what year did your school implement the road safety guidelines?

27. In what year did your school most recently review the road safety guidelines?

28. Please indicate which of the following is included in your school's road safety guidelines?

(please circle as many as apply)

a	Road safety and traffic rules and procedures for parents and students	1
b	Classroom curriculum	1
c	Staff training	1
d	Wider school community involvement	1
e	Other	1



_____ (please specify)

29. How are the school's road safety guidelines publicised to each of the following groups?

(please circle as many responses as apply for each group)

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students:	1	1	1	1	1	1	1	1
b To teachers:	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

- 30. Since the beginning of THIS YEAR (2010) has your school had an administrator who was at least moderately engaged in road safety activities?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 31. Since the beginning of THIS YEAR (2010) has your school included road safety education as part of the annual school planning cycle?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 32. Since the beginning of THIS YEAR (2010)) has your school had an active health committee that is responsible for road safety?** *(please circle one number)*

a	Yes	1	→ Go to Question 33
b	No	2	→ Go to Question 34
c	Unsure	3	→ Go to Question 34

- 33. If your school has an active health committee responsible for road safety, how often does this committee meet?** *(please circle one number)*

a	Less than once a year	1
b	One to two times per year	2
c	Once per term	3
d	Once per month	4
e	Once per fortnight	5
f	Once per week	6

- 34. In your school THIS YEAR (2010) do you believe there has been an increase in whole-school activity to address road safety?** *(please circle one number)*

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

- 35. Since the beginning of THIS YEAR (2010) has your school provided health/physical education teachers with the opportunity to attend road safety education professional development?**

(please circle one number)

a	Yes	1
b	No	2
c	Unsure	3

- 36. Since the beginning of THIS YEAR (2010) has your school provided teacher relief for training or planning in road safety education?**

(please circle one number)

a	Yes	1
b	No	2
c	Unsure	3

- 37. How would you rate the priority that your school places on road safety with students?**

(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

- 38. Please indicate how important you believe it is for Year 8 to Year 10 students to have road safety education in their curriculum that:** *(please circle one number for each statement)*

		Very important	Moderately important	Somewhat important	Not at all important	Unsure
a	Teaches young people how to practise safe pedestrian and cyclist	1	2	3	4	5
b	Teaches young people how to practise safe motorcyclist and driver behaviours	1	2	3	4	5
c	Teaches young people how to reduce road user risks e.g. the use of restraints, air bags, bicycle helmets or safety features of vehicles)	1	2	3	4	5
d	Teaches young people about road trauma and related harm	1	2	3	4	5
e	Teaches young people about the responsibility of road users and the law	1	2	3	4	5
f	Teaches young people about the laws of road use	1	2	3	4	5

39. THIS YEAR (2010) did you attend any training programs, workshops, seminars or other courses offered by School Drug Education and Road Aware (SDERA) in the following areas? *(please circle one number)*

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

39a. If answered yes for any above, please indicate from the list which course/s you have attended THIS YEAR (2010): *(please circle as many as apply)*

a Challenges and Choices: Early and Middle Childhood	1	g Keys for Life	1
b Challenges and Choices: Early Adolescence	1	h Resilient Kids: Social and Emotional Learning	1
c Health Education Made Easy	1	i Alcohol, Cannabis and Other Drugs	1
d Alcohol and Cannabis in Focus	1	j Getting It Together: A Whole School Approach to Drug Education	1
e Drug Education in Focus	1	k Getting It Together: A Whole School Approach to Road Safety Education	1
f Keeping in Touch	1	Other. Please specify: _____	1
		i _____	

39b. Are you aware that SDERA Professional Development is available free of charge and relief teacher's are paid for? *(Please circle one number)*

a Yes	1
b No	2

39c. THIS YEAR (2010), has a staff member approached you so they could attend a SDERA Professional Development/Event/Seminar? *(Please circle one number)*

a Yes	1
b No	2

- 40. THIS YEAR (2010) have you attended any training programs, workshops, seminars or other courses offered by agencies other than SDERA in the following areas?**
(please circle one number)

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

- 41. Have SDERA's *Challenges and Choices* materials provided you with a greater understanding of:** (please circle one number for each statement)

	Mostly	Somewhat	Not at all	Unsure	I have not used the SDERA materials
a Promoting resilience	1	2	3	4	5
b Using a resilience approach to drug education	1	2	3	4	5
c Drug education in early adolescence	1	2	3	4	5
e Involving the whole school community in road safety education	1	2	3	4	5

- 42. What is the SINGLE most important factor that is likely to POSITIVELY INFLUENCE implementation of the SDERA Program in your school over the next year?**

- 43. What is the SINGLE most important factor that is likely to be a BARRIER to implementation of the SDERA Program in your school over the next year?**

44. What is your gender? *(please circle one number)*

a	Male	1
b	Female	2

45. What is your age? *(please circle one number)*

20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70 years or over
1	2	3	4	5	6

46. What is your highest academic qualification? *(please circle one number)*

a	Diploma of Teaching	1
b	Bachelor Degree	2
c	Post-grad Dip / Masters (Please specify)	3
d	Other (Please specify)	4





HAVE YOU COMPLETED YOUR CONSENT FORM?

**THANK YOU for taking the time to complete this survey.
Your participation in this research is appreciated.**

Please seal it in the reply-paid envelope provided, together with your signed consent form, and mail directly to ECU.

CONFIDENTIAL SURVEY

Dear Principal / Senior Administrator

Thank you for participating in the Evaluation of the School Drug Education and Road Aware (SDERA) Program. The aim of SDERA is to ensure that effective resilience, drug and road safety education is provided in all Western Australian schools. Researchers at Edith Cowan University have been asked to evaluate the effectiveness of SDERA.

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If you have any questions about the survey or would like to talk to someone about the SDERA evaluation, please contact the Research Manager Yolanda Andrews via email on y.andrews@ecu.edu.au or phone (08) 9370 6108.

Yours sincerely



Associate Professor Michael Rosenberg
Principal Investigator

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Helping to keep young people safer



1. What is your position in the school? *(please circle one number)*

a	Principal	1
b	Acting or relieving Principal	2
c	Deputy/Assistant Principal	3
d	Acting or relieving Deputy/Assistant Principal	4
e	Other. Please specify: _____	5

2. How many years have you been working in the education sector?

(Please specify) _____ years

3. How long have you been in your current position at this school?

(Please specify) _____ years _____ months

4. What is the approximate number of students at your school?

(Please specify) _____ students

5. Which, if any, of the following drug education and road safety school activities was your school involved in THIS YEAR (2010) *(please circle as many as apply)*

a	Safe Routes to School (RoadWise)	1
b	Walk / cycle to school days	1
c	Bike education	1
d	Use of the RoadWise School Newsletter Pack articles	1
e	Road safety discussion or items at assemblies	1
f	Travel Smart to School	1
g	Drug Action Week	1
h	Health in Schools Week	1
i	School Drug Education and Road Aware (SDERA) Drug Education Teacher Support Package K-12 activities	1
j	Drug education discussion or items at assemblies	1

k	Kangaroo Creek Gang	1
l	Spinal Injury Prevention Program	1
m	Kids and Roads materials	1
n	Police visits	1
o	Constable Care	1
p	GURD – police visits	1
q	Activities as part of the Safe Routes to School Program	1
r	Life Education	1
s	Other. Please specify: _____	1

6. Of the following health issues please rank the top three according to how important they are to your school, where '1' represents the most important issue.

Issue	Place number here (e.g. 1,2,3)
a Road safety	
b Sexual health education	
c Skin cancer prevention	
d Alcohol use	
e Tobacco use	
f Cannabis use	
g Other illicit drug use	
h Nutrition	
i Bullying	
j Physical activity	
k Resilience education	
l Analgesics and over the counter medications	
m Other: Please specify: _____	

Drug Education

- 7. Does your school have written drug education guidelines?**
(please circle one number)

a	Yes	1	→ Go to Question 8
b	No	2	→ Go to Question 12
c	Unsure	3	→ Go to Question 12

- 8. In what year did your school implement the drug education guidelines?**

- 9. In what year did your school most recently review the drug education guidelines?**

- 10. Please indicate which of the following are included in your school drug education guidelines?**
(please circle as many as apply)

a	Rules and procedures	1
b	Classroom curriculum	1
c	Staff training	1
d	Wider school community involvement	1
e	Other	1



_____ (please specify)

- 11. How are the school's drug education guidelines publicised to each of the following groups?**
(please circle as many responses as apply for each group)

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students:	1	1	1	1	1	1	1	1
b To teachers:	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

- 12. Since the beginning of THIS YEAR (2010), has your school had an administrator, who was at least moderately engaged in drug education activities?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 13. Since the beginning of THIS YEAR (2010) has your school included drug education as part of the annual school planning cycle?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 14. Since the beginning of THIS YEAR (2010) has your school had an active health committee that is responsible for drug education?** *(please circle one number)*

a	Yes	1	→	Go to Question 15
b	No	2	→	Go to Question 16
c	Unsure	3	→	Go to Question 16

- 15. If your school has an active health committee responsible for drug education, how often does this committee meet?** *(please circle one number)*

a	Less than once a year	1
b	One to two times per year	2
c	Once per term	3
d	Once per month	4
e	Once per fortnight	5
f	Once per week	6

- 16. Since the beginning of THIS YEAR (2010) has your school provided classroom teachers with the opportunity to attend drug education professional development?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

17. Since the beginning of THIS YEAR (2010) has your school provided teacher relief for training or planning in drug education? *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

18. How would you rate the priority that your school places on drug education with students? *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

19. In your school THIS YEAR (2010), do you believe there has been an increase in whole-school activity to address drug education?

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

Questions 20 to 25 are asking you about guidelines and practices related to resilience education. Resilience means “the ability to bounce back from adversity to lead a healthy and fulfilling life”.

20. THIS YEAR (2010) did you attend any training programs, workshops, seminars or other courses related to resilience?

(please circle one number)

a	Yes	1
b	No	2

21. How would you rate the priority that your school places on resilience issues with students?

(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

22. How is the school’s approach to resilience issues publicised to each of the following groups?

(please circle as many responses as apply for each group)

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students	1	1	1	1	1	1	1	1
b To teachers	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

23. In your school THIS YEAR (2010), do you believe there has been an increase in whole-school activity to address resilience issues?

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

24. Please indicate how important you believe it is for Kindergarten to Year 3 students to have components included in their curriculum that: *(please circle one number for each statement)*

	Very important	Quite Important	Of slight importance	Not at all important	Unsure
a Promote resilience and develop life skills in young children	1	2	3	4	5
b Teach young children about medicines and hazardous substances	1	2	3	4	5
c Teach young children about tobacco and passive smoking	1	2	3	4	5
d Teach young children about caffeine	1	2	3	4	5

25. Please indicate how important you believe it is for Year 4 to Year 7 students to have components included in their curriculum that: *(please circle one number for each statement)*

	Very important	Quite Important	Of slight importance	Not at all important	Unsure
a Promote resilience and develop life skills in young children	1	2	3	4	5
b Teach young children about analgesics, prescription and over-the-counter medicines	1	2	3	4	5
c Teach young children about tobacco and passive smoking	1	2	3	4	5
d Teach young children about alcohol	1	2	3	4	5
e Teach young children about caffeine	1	2	3	4	5
f Teach young children about cannabis	1	2	3	4	5
g Teach young children about drugs and the media	1	2	3	4	5

Road Safety

26. Does your school have written road safety guidelines?

(please circle one number)

a	Yes	1	→ Go to Question 27
b	No	2	→ Go to Question 31
c	Unsure	3	→ Go to Question 31

27. In what year did your school implement the road safety guidelines?

28. In what year did your school most recently review the road safety guidelines?

29. Please indicate which of the following is included in your school's road safety guidelines?

(please circle as many as apply)

a	Road safety and traffic rules and procedures for parents and students	1	→ _____
b	Classroom curriculum	1	
c	Staff training	1	
d	Wider school community involvement	1	
e	Other	1	

30. How are the school's road safety guidelines publicised to each of the following groups?

(please circle as many responses as apply for each group)

	By classroom teachers	By newsletter	By pamphlet	By poster or signs	By handbook	At school assemblies	At P&C meetings	It's not publicised
a To students:	1	1	1	1	1	1	1	1
b To teachers:	1	1	1	1	1	1	1	1
c To the wider school community	1	1	1	1	1	1	1	1

- 31. Since the beginning of THIS YEAR (2010) has your school had an administrator who was at least moderately engaged in road safety activities?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 32. Since the beginning of THIS YEAR (2010) has your school included road safety education as part of the annual school planning cycle?** *(please circle one number)*

a	Yes	1
b	No	2
c	Unsure	3

- 33. Since the beginning of THIS YEAR (2010) has your school had an active health committee that is responsible for road safety?** *(please circle one number)*

a	Yes	1	→ Go to Question 34
b	No	2	→ Go to Question 35
c	Unsure	3	→ Go to Question 35

- 34. If your school has an active health committee responsible for road safety, how often does this committee meet?** *(please circle one number)*

a	Less than once a year	1
b	One to two times per year	2
c	Once per term	3
d	Once per month	4
e	Once per fortnight	5
f	Once per week	6

- 35. In your school THIS YEAR (2010), do you believe there has been an increase in whole-school activity to address road safety?** *(please circle one number)*

a	YES	1
b	NO , a lot was already being done	2
c	NO , there was already some activity but this did not increase	3
d	NO , there was, and still is, little activity	4
e	Not sure	5

- 36. Since the beginning of THIS YEAR (2010) has your school provided classroom teachers with the opportunity to attend road safety education professional development?**
(please circle one number)

a	Yes	1
b	No	2
c	Unsure	3

- 37. Since the beginning of THIS YEAR (2010) has your school provided teacher relief for training or planning in road safety education?**
(please circle one number)

a	Yes	1
b	No	2
c	Unsure	3

- 38. How would you rate the priority that your school places on road safety with students?**
(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

39. Please indicate how important you believe it is for Kindergarten to Year 3 students to have road safety education in their curriculum that: *(please circle one number for each statement)*

	Very important	Quite Important	Of slight importance	Not at all important	Unsure
a Teaches young children how to practise safe pedestrian behaviours	1	2	3	4	5
b Teaches young children to identify the safest places to play	1	2	3	4	5
c Teaches young children to identify the safest places to ride	1	2	3	4	5
d Teaches young children how to identify road signs, signals and traffic sounds as pedestrians and cyclists	1	2	3	4	5
e Helps young children develop safe passenger behaviour	1	2	3	4	5

40. Please indicate how important you believe it is for Year 4 to Year 7 students to have road safety education in their curriculum that: *(please circle one number for each statement)*

	Very important	Quite Important	Of slight importance	Not at all important	Unsure
a Teaches young children how to practise safe pedestrian behaviours	1	2	3	4	5
b Teaches young children to identify the safest places to play	1	2	3	4	5
c Teaches young children to identify the safest places to ride	1	2	3	4	5
d Teaches young children about helmets and protective gear as bicyclists	1	2	3	4	5
e Teaches young children how to identify road signs, signals and traffic sounds as pedestrians and bicyclists	1	2	3	4	5
f Helps young children develop safe passenger behaviour	1	2	3	4	5
g Teaches young children how to identify road rules relevant to pedestrians and bicyclists	1	2	3	4	5

41. THIS YEAR (2010) did you attend any training programs, workshops, seminars or other courses offered by School Drug Education and Road Aware (SDERA) in the following areas? *(please circle one number)*

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

41a. If answered yes for any above, please indicate from the list which course/s you attended THIS YEAR (2010): *(please circle as many as apply)*

a	Challenges and Choices: Early and Middle Childhood	1
b	Challenges and Choices: Health Education Made Easy (previously Early Adolescence)	1
c	Alcohol and Cannabis in Focus	1
d	Drug Education in Focus	1
e	Keeping in Touch	1
f	Keeping in Touch: Primary	1

g	Keys for Life	1
h	Resilient Kids: Social and Emotional Learning	1
i	Alcohol, Cannabis and Other Drugs	1
j	Getting It Together: A Whole School Approach to Drug Education	1
k	Getting It Together: A Whole School Approach to Road Safety Education	1
i	Other. Please specify: _____	1

41b. Are you aware that SDERA Professional Development is available free of charge and relief teacher's are paid for? *(Please circle one number)*

a	Yes	1
b	No	2

41c. THIS YEAR (2010), has a staff member approached you so they could attend a SDERA Professional Development/Event/Seminar? *(Please circle one number)*

a	Yes	1
b	No	2

42. THIS YEAR (2010) did you attend any training programs, workshops, seminars or other courses offered by agencies other than SDERA in the following areas?
(please circle one number)

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

43. Have SDERA's *Challenges and Choices* materials provided you with a greater understanding of: *(please circle one number for each statement)*

	Mostly	Somewhat	Not at all	Unsure	I have not used the SDERA materials
a Promoting resilience	1	2	3	4	5
b Using a resilience approach to drug education	1	2	3	4	5
c Drug education in early childhood	1	2	3	4	5
d Drug education in middle childhood	1	2	3	4	5
e Involving the whole school community in road safety education	1	2	3	4	5

44. What is the SINGLE most important factor that is likely to POSITIVELY INFLUENCE implementation of the SDERA Program in your school over the next year?

45. What is the SINGLE most important factor that is likely to be a BARRIER to implementation of the SDERA Program in your school over the next year?

46. What is your gender? (please circle one number)

a	Male	1
b	Female	2

47. What is your age? (please circle one number)

20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70 years or over
1	2	3	4	5	6

48. What is your highest academic qualification? (please circle one number)

a	Diploma of Teaching	1
b	Bachelor Degree	2
c	Post-grad Dip / Masters (Please specify)	3
d	Other (Please specify)	4





HAVE YOU COMPLETED YOUR CONSENT FORM?

**THANK YOU for taking the time to complete this survey.
Your participation in this research is appreciated.**

Please seal it in the reply-paid envelope provided, together with your signed consent form, and mail directly to ECU.

CONFIDENTIAL SURVEY

Dear Year 10 Health Education Teacher

Thank you for participating in the evaluation of School Drug Education and Road Aware (SDERA). SDERA works with schools and communities to provide prevention education aimed at keeping young people safer. Researchers at Edith Cowan University have been asked to evaluate the effectiveness of SDERA.

We would appreciate if you would complete this survey and consent form. You may have completed a similar survey last year (2009) We are interested in your knowledge, attitudes and previous resilience, drug and road safety education teaching experience. Please answer all questions to the best of your knowledge. The survey should take no more than 20 minutes to complete. You may withdraw your consent at any time, without prejudice, in which case all data collected from you will be destroyed, unless agreed otherwise. The information you provide will be kept strictly confidential.

After completing the survey, together with your completed consent form, please seal it in the reply-paid envelope and mail directly to Edith Cowan University by **MONDAY 22nd NOVEMBER 2010**. If you do not wish to complete the survey, please still complete the consent form and mail it with the uncompleted survey in the reply-paid envelope. By doing this we will know you received the survey, have decided not to participate and we will not follow up with you again in the future.

If you have any questions about the survey or would like to talk to someone about the SDERA evaluation, please contact the Research Manager Yolanda Andrews via email on y.andrews@ecu.edu.au or phone (08) 9370 6108
Thank you for your help.

Yours sincerely



Associate Professor Michael Rosenberg
Principal Investigator

This study has been approved by the Edith Cowan University Human Research Ethics Committee. If you have any concerns or complaints about the research project and wish to talk to an independent person, you may contact the Research Ethics Officer, Edith Cowan University, 100 Joondalup Drive, Joondalup WA 6027; phone (08) 6304 2170; or email research.ethics@ecu.edu.au



1. What year level/s are you teaching THIS YEAR (2010)?

(please circle as many as apply)

a	Year 10	1
b	Other	1



_____ *(please specify)*

2. For how many years, including 2010, have you been teaching?

_____ years

3. To the best of your knowledge, has your school previously been involved in drug education professional development conducted by School Drug Education and Road Aware (SDERA)?
(please circle one number)

a	Yes	1
b	No	2
c	I don't know	3
d	I have not heard of SDERA	4

→ Please go to Question 4

→ Please go to Question 5

→ Please go to Question 5

→ Please go to Question 5

4. On what level was your school previously involved with SDERA?

(please circle as many as apply)

a	Whole school committee training	1
b	One or two teachers trained from your school	1
c	Participant in Regional Organising Committee activities	1
d	Unsure	1

5. For how long (months and/or years) have you been teaching drug education in early adolescence (Years 8-10) education classes?

(Please specify) _____ months AND/OR _____ years

- 6. THIS YEAR (2010), approximately how much time did you spend teaching or discussing drug education issues with your class/es?**
(please circle one number)

a	I did not teach drug education in 2010	1	→ Please go to Question 6a
b	I did not teach drug education in 2010, but I intend to in 2011	2	→ Please go to Question 6a
c	Less than one hour	3	→ Please go to Question 7
d	1 to 1.5 hours	4	→ Please go to Question 7
e	2 to 2.5 hours	5	→ Please go to Question 7
f	3 to 3.5 hours	6	→ Please go to Question 7
g	4 hours or more	7	→ Please go to Question 7

- 6a. If answered options 1 or 2 for question 6, please indicate from the list below, the main reason(s) for not teaching or discussion drug education issues with your class/es THIS YEAR (2010).**
(please circle as many as apply)

a	Not a school priority	1	
b	Class management/discipline issues	2	
c	Lack of teaching training/experience	3	
d	I don't feel confident to teach drug education	4	
e	Lack of school support	5	
f	Other	6	→ _____ (please specify)

- 7. How important do you think drug education is to your school's principal?**
(please circle one number)

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

- 8. How would you rate the priority that your school places on drug education for students?**
(please circle one number)

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

Questions 9 to 17 ask about your experience teaching resilience and drug education in the classroom. Resilience means “the ability to bounce back from adversity in order to lead a healthy and fulfilling life”.

9. For how long (months and/or years) have you been teaching resilience education in early adolescence (Years 8-10) education classes?

(Please specify) _____ months and/OR _____ years

10. THIS YEAR (2010), approximately how much time did you spend teaching or discussing resilience education with your class/es? *(please circle one number)*

a	I did not teach resilience education in 2010	1	→ Please go to Question 10a
b	I did not teach resilience education in 2010, but I intend to in 2011	2	→ Please go to Question 10a
c	Less than one hour	3	→ Please go to Question 11
d	1 to 1.5 hours	4	→ Please go to Question 11
e	2 to 2.5 hours	5	→ Please go to Question 11
f	3 to 3.5 hours	6	→ Please go to Question 11
g	4 hours or more	7	→ Please go to Question 11

10a. If answered options 1 or 2 for question 10, please indicate from the list below, the main reason(s) for not teaching or discussing resilience issues with your class/es THIS YEAR (2010). *(please circle as many as apply)*

a	Not a school priority	1
b	Class management/discipline issues	2
c	Lack of teaching training/experience	3
d	I don't feel confident to teach about resilience	4
e	Lack of school support	5
f	Other	6



_____ *(please specify)*

11. How important do you think resilience education is to your school's principal? *(please circle one number)*

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

12. How would you rate the priority that your school places on teaching resilience education to students? *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

13. Please indicate how important you think it is to teach Year 10 students the following content related to resilience and drug education: *(please circle one number for each statement)*

	Very important	Important	Not very important	Not at all important	Unsure
a Managing oneself by focussing on emotions and coping strategies in stressful or unsafe situations	1	2	3	4	5
b Developing empathy and understanding others' points of view	1	2	3	4	5
c The potential harms and consequences of tobacco	1	2	3	4	5
d The potential harms and consequences of alcohol	1	2	3	4	5
e The potential harms and consequences of cannabis	1	2	3	4	5
f The potential harms of passive smoking	1	2	3	4	5
g The potential harms and consequences of other illicit drugs	1	2	3	4	5
h How to make decisions in drug related situations	1	2	3	4	5
i Understanding there are different motivations for young people choosing to use drugs	1	2	3	4	5
j Drug use harms relate to the individual, the drug and the environment	1	2	3	4	5
k The influence of peers, family and others on drug use behaviour	1	2	3	4	5
l Strategies to reduce harm in drug related situations	1	2	3	4	5
m Using assertive communication and negotiation in stressful or unsafe situations or when adult support is not available	1	2	3	4	5
n Ways to help others who are experiencing drug related problems or stressful situations	1	2	3	4	5
o The range of people or agencies who can assist with stressful or drug related situations	1	2	3	4	5
p Standard drinks and the Australian Alcohol guidelines to help people monitor their alcohol consumption	1	2	3	4	5
q Factors that affect Blood Alcohol Concentration	1	2	3	4	5

14. For each of the following resilience and drug education related content, please indicate whether you taught them with your Year 10 class THIS YEAR (2010) and if so, which resources you used to assist you:

			If answered 'yes', please indicate which resources were used (please circle as many as apply)	
	No	Yes	SDERA's Challenges & Choices Early Adolescence Resource	Other
a Managing oneself by focussing on emotions and coping strategies in stressful or unsafe situations	1	2	1	1
b Developing empathy and understanding others' points of view	1	2	1	1
c The potential harms and consequences of tobacco	1	2	1	1
d The potential harms and consequences of alcohol	1	2	1	1
e The potential harms and consequences of cannabis	1	2	1	1
f The potential harms of passive smoking	1	2	1	1
g The potential harms and consequences of other illicit drugs	1	2	1	1
h How to make decisions in drug related situations	1	2	1	1
i Understanding there are different motivations for young people choosing to use drugs	1	2	1	1
j Drug use harms relate to the individual, the drug and the environment	1	2	1	1
k The influence of peers, family and others on drug use behaviour	1	2	1	1
l Strategies to reduce harm in drug related situations	1	2	1	1
m Using assertive communication and negotiation in stressful or unsafe situations or when adult support is not available	1	2	1	1
n Ways to help other who are experiencing drug related problems or stressful situations	1	2	1	1
o The range of people or agencies who can assist with stressful or drug related situations	1	2	1	1
p Standard drinks and the Australian Alcohol guidelines to help people monitor their alcohol consumption	1	2	1	1
q Factors that affect Blood Alcohol Concentration	1	2	1	1

14a. If answered other for any items in question 14, from the list below, please indicate your reason(s) for not using the SDERA Challenges and Choices: Middle Childhood Resource for resilience and/or drug education.
(please circle as many as apply)

a	Not available at my school	1
b	Could not find the resource	2
c	Did not find them useful for resilience and/or drug education	3
d	Did not know about the resource	4
e	Lack in confidence in using the resource	5
f	I prefer another resource	6
g	The school uses another resource, which is preferred	7
f	Other	8

→ _____

15. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a Drug education is most effective when started in early childhood	1	2	3	4	5	6
b It is important to involve parents in resilience and drug education	1	2	3	4	5	6
c Drug education up to 13 years of age should not focus on specific drugs	1	2	3	4	5	6
d Teachers can enhance students' resilience	1	2	3	4	5	6
e A sense of belonging and connectedness enhances students' resilience	1	2	3	4	5	6

16. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

I feel I have the skills to:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a Promote resilience and develop life skills in young people	1	2	3	4	5	6
b Teach young people about alcohol	1	2	3	4	5	6
c Teach young people about tobacco and passive smoking	1	2	3	4	5	6
d Teach young people about cannabis	1	2	3	4	5	6
e Teach young people about other illicit drugs	1	2	3	4	5	6
f Teach young people how to make healthy decisions	1	2	3	4	5	6

17. Please indicate how much you agree or disagree with each of the following statements:

(please circle one number for each statement)

I need more professional development to enhance my skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Promote resilience and develop life skills in young people	1	2	3	4	5	6
b	Teach young people about alcohol	1	2	3	4	5	6
c	Teach young people about tobacco and passive smoking	1	2	3	4	5	6
d	Teach young people about cannabis	1	2	3	4	5	6
e	Teach young people about other illicit drugs	1	2	3	4	5	6
f	Teach young people how to make healthy decisions	1	2	3	4	5	6

Road Safety

18. For how long (months and/or years) have you been teaching road safety education in early adolescence (Years 8-10) education classes?

(Please specify) _____ months AND/OR _____ years

19. THIS YEAR (2010), approximately how much time did you spend teaching or discussing road safety with your class/es? *(please circle one number)*

a	I did not teach road safety in 2010	1	→	Please go to Question 19a
b	I did not teach road safety yet in 2010, but I intend to in 2011	2	→	Please go to Question 19a
c	Less than one hour	3	→	Please go to Question 20
d	1 to 1.5 hours	4	→	Please go to Question 20
e	2 to 2.5 hours	5	→	Please go to Question 20
f	3 to 3.5 hours	6	→	Please go to Question 20
g	4 hours or more	7	→	Please go to Question 20

19a. If you selected option 1 or 2 for question 19, from the list below please indicate the main reason(s) why you did not teach or discuss road safety with your class/es THIS YEAR (2010). *(circle as many as apply)*

a	Not a school priority	1
b	Class management/discipline issues	2
c	Lack of teaching training/experience	3
d	I don't feel confident to teach road safety education	4
e	Lack of school support	5
f	Other	6



_____ *(please specify)*

20. Does your school have whole-school road safety guidelines or a road safety and traffic guide? *(please circle one number)*

a	Yes, I have heard about read them	1	→	Please go to Question 21
b	Yes, I have heard about but not read them	2	→	Please go to Question 21
c	No, but we have rules and procedures addressing road safety	3	→	Please go to Question 23
d	No, there are no guidelines addressing whole-school road safety	4	→	Please go to Question 23
e	No, they are currently being developed	5	→	Please go to Question 23
f	Unsure	6	→	Please go to Question 23

21. Please indicate which of the following are included in your whole-school road safety guidelines or road safety and traffic guide: *(please circle as many as apply)*

a	Road safety and traffic rules and procedures for parents and students	1
b	Classroom curriculum	1
c	Staff professional development	1
d	Wider school community involvement	1
e	Unsure	1
f	Other. Please specify: _____	1

22. To what extent do school administrators and/or staff members enforce the whole-school road safety guidelines or road safety and traffic guide? *(please circle one number)*

a	All staff enforce	1
b	Most staff enforce	2
c	Some staff enforce	3
d	Few staff enforce	4
e	Unsure	5

23. How important do you think road safety is to your school's principal? *(please circle one number)*

a	Top priority	1
b	One of the top three priorities	2
c	One of the top five priorities	3
d	Low on the list of priorities	4
e	Not a priority	5
f	Unsure	6

24. How would you rate the priority that your school places on road safety issues for students? *(please circle one number)*

a	High priority	1
b	Medium priority	2
c	Low priority	3
d	Unsure	4

25. Please indicate how important you think it is to teach the following road safety issues to your Year 10 class.

(please circle one number for each statement)

		Very important	Important	Not very important	Not at all important	Unsure
a	Always wearing a correctly fitted restraint	1	2	3	4	5
b	Getting in and out of the kerb-side rear door (safety door) of a vehicle	1	2	3	4	5
c	Practising safe passenger behaviours such as not distracting the driver	1	2	3	4	5
d	Practising safe passenger behaviours when using public or community transport (such as waiting for the bus to stop before disembarking)	1	2	3	4	5
e	Crossing roads safely in a range of situations	1	2	3	4	5
f	Identifying places where pedestrians can safely cross the road	1	2	3	4	5
g	Identifying potential and existing hazards in the traffic environment	1	2	3	4	5
h	Crossing the road safely after a bus has moved away	1	2	3	4	5
i	Selecting and planning the safest routes to walk to and from school and within the local area	1	2	3	4	5
j	Selecting and wearing a properly fitted helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)	1	2	3	4	5
k	Identifying the safest places to play, ride on, and to share footpaths and cycle paths with pedestrians	1	2	3	4	5
l	Identifying road signs and signals relevant to pedestrians and cyclists	1	2	3	4	5
m	Making safer decisions in traffic-related situations	1	2	3	4	5
n	Increasing the visibility of pedestrians in the traffic environment	1	2	3	4	5
o	Judging the speed and distance of approaching vehicles	1	2	3	4	5

26. For each of the following road safety issues, please indicate whether you taught them with your Year 10 class (THIS YEAR (2010)) and if so, which resources you used to assist you:

			If answered 'yes', please indicate which resources were used (please circle as many as apply)	
			SDERA's <i>Challenges & Choices</i> Early Adolescence Resource	Other
	No	Yes		
a Always wearing a correctly fitted restraint	1	2	1	1
b Getting in and out of the kerb-side rear door (safety door) of a vehicle	1	2	1	1
c Practising safe passenger behaviours such as not distracting the driver	1	2	1	1
d Practising safe passenger behaviours when using public or community transport (such as waiting for the bus to stop before disembarking)	1	2	1	1
e Crossing roads safely in a range of situations	1	2	1	1
f Identifying places where pedestrians can safely cross the road	1	2	1	1
g Identifying potential and existing hazards in the traffic environment	1	2	1	1
h Crossing the road safely after a bus has moved away	1	2	1	1
i Selecting and planning the safest routes to walk to and from school and within the local area	1	2	1	1
j Selecting and wearing a properly fitted helmet when riding a bicycle or other wheeled device (e.g. skateboard, scooter or roller blades)	1	2	1	1
k Identifying the safest places to play, ride on, and to share footpaths and cycle paths with pedestrians	1	2	1	1
l Identifying road signs and signals relevant to pedestrians and cyclists	1	2	1	1
m Making safer decisions in traffic-related situations	1	2	1	1
n Increasing the visibility of pedestrians in the traffic environment	1	2	1	1
o Judging the speed and distance of approaching vehicles	1	2	1	1

26a. If answered other for any items in question 26, from the list below, please indicate your reason(s) for not using the SDERA Challenges and Choices: Middle Childhood Resource for road safety education.
(please circle as many as apply)

a	Not available at my school	1
b	Could not find the resource	2
c	Did not find them useful for road safety education	3
d	Did not know about the resource	4
e	Lack in confidence in using the resource	5
f	I prefer another resource	6
g	The school uses another resource which is preferred	7
h	Other	8



_____ *(please specify)*

27. Please indicate how much you agree or disagree with each of the following statements:
(please circle one number for each statement)

I feel I have the skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Teach young people how to practise safe pedestrian and cyclist behaviours	1	2	3	4	5	6
b	Teach young people how to practise safe motorcyclist and driver behaviours	1	2	3	4	5	6
c	Teach young people how to reduce road user risks (e.g. the use of restraints, air bags, bicycle helmets or safety features of vehicles)	1	2	3	4	5	6
d	Teach young people about road trauma and related harm	1	2	3	4	5	6
e	Teach young people about the responsibility of road users	1	2	3	4	5	6
f	Teach young people about the law of road use	1	2	3	4	5	6

28. Please indicate how much you agree or disagree with each of the following statements:*(please circle one number for each statement)*

I need more professional development to enhance my skills to:		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
a	Teach young people how to practise safe pedestrian and cyclist behaviours	1	2	3	4	5	6
b	Teach young people how to practise safe motorcyclist and driver behaviours	1	2	3	4	5	6
c	Teach young people how to reduce road user risks (e.g. the use of restraints, air bags, bicycle helmets or safety features of vehicles)	1	2	3	4	5	6
d	Teach young people about road trauma and related harm	1	2	3	4	5	6
e	Teach young people about the responsibility of road users	1	2	3	4	5	6
f	Teach young people about the law of road use	1	2	3	4	5	6

Whole School Support of Resilience, Drug and Road Safety Education

29. In your school, generally how supportive are the following people towards a school wide effort to improve young peoples' drug education? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other early adolescence teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

30. In your school, generally how supportive are the following people towards a school wide effort to improve young peoples' ability to be resilient? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other early adolescence teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

31. In your school, generally how supportive are the following people towards a school wide effort to improve young peoples' road safety? *(please circle one number for each statement)*

	Very supportive	Supportive	Not supportive	Unsure	Not applicable
a School administration	1	2	3	4	5
b Other teachers	1	2	3	4	5
c Health services eg. School nurse	1	2	3	4	5
d Students' parents	1	2	3	4	5
e Other early adolescence teachers	1	2	3	4	5
f Other. Please specify: _____	1	2	3	4	5

32. THIS YEAR (2010) have you attended any professional development workshops, seminars or other courses conducted by School Drug Education and Road Aware (SDERA) in the following areas?

(please circle one number for each statement)

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

32a. If answered yes for items in question 32, please indicate from the list which course/s you have attended THIS YEAR (2010):

(please circle as many as apply)

a	Challenges and Choices: Early and Middle Childhood	1
b	Challenges and Choices: Early Adolescence	1
c	Health Education Made Easy	1
d	Steps, Spokes and Seatbelts	1
e	Drug Education in Focus	1
f	Keeping in Touch	1

g	Resilient Kids: Social and Emotional Learning	1
h	Alcohol, Cannabis and Other Drugs	1
i	Getting It Together: A Whole School Approach to Drug Education	1
j	Getting It Together: A Whole School Approach to Road Safety Education	1
k	Other. Please specify: _____	1

32b. If you answered no for items in question 32, from the list below, please indicate your main reason(s) for not attending professional development workshops, seminars or other courses run by SDERA THIS YEAR (2010).

(circle as many as apply)

a	SDERA does not cover any of my school's priorities	1
b	Lack of teaching expertise in the areas covered by SDERA	2
c	Not confident to teach in the areas covered by SDERA	3
d	Relief teacher unavailable	4
e	Lack of school support	5
f	Event/Course/Workshop dates unsuitable	6
g	Lack of time to attend	7
h	Lack of funding	8
i	Was not aware events/course/workshop was available	9
j	Could not/do not know where to locate event/course/workshop information	10
k	Event/course/workshop not available in my state	11
l	Other	12



(please specify)

33. THIS YEAR (2010) have you attended any professional development workshops, seminars or other courses offered by agencies other than School Drug Education and Road Aware (SDERA) in the following areas? *(please circle one number)*

	Yes	No
a Drug education	1	2
b Road safety education	1	2
c Resilience education	1	2

34. Have SDERA's *Challenges and Choices* resources provided you with a greater understanding of: *(please circle one number for each statement)*

	Mostly	Somewhat	Not at all	Unsure	I have not used the SDERA resources
a Promoting resilience	1	2	3	4	5
b Using a resilience approach to drug education	1	2	3	4	5
c Drug education in middle childhood	1	2	3	4	5
d Road safety education in early adolescence	1	2	3	4	5
e Involving the whole school community in resilience and drug education	1	2	3	4	5
f Involving the whole school community in road safety education	1	2	3	4	5

35. Which, if any, of the following drug education and road safety whole school activities was your school involved in THIS YEAR (2010) *(please circle as many as apply)*

a Safe Routes to School (RoadWise)	1	j Drug education discussion or items at assemblies	1
b Walk / cycle to school days	1	k Kangaroo Creek Gang	1
c Bike education	1	l Transperth	1
d Use of the RoadWise School Newsletter Pack articles	1	m Kids and Roads materials	1
e Road safety discussion or items at assemblies	1	n Police visits	1
f Travel Smart to School	1	o Constable Care	1
g Drug Action Week	1	p Safety in Schools Weeks (Kidsafe)	1
h Health in Schools Week	1	q Life Education	1
i School Drug Education and Road Aware (SDERA) Drug Education Teacher Support Package K-12 activities	1	r Other. Please specify: _____	1

36. What is your gender? *(please circle one number)*

a	Male	1
b	Female	2

37. What is your age? *(please circle one number)*

20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	70 years or over
1	2	3	4	5	6

38. What is your highest academic qualification? *(please circle one number)*

a	Diploma of Teaching	1
b	Bachelor Degree	2
c	Post-grad Dip / Masters (Please specify)	3
d	Other (Please specify)	4





HAVE YOU COMPLETED YOUR CONSENT FORM?

THANK YOU for taking the time to complete this survey.
Your participation in this research is appreciated.

Please seal it in the reply-paid envelope provided, together with your signed consent form,
and mail directly to ECU.