



keys for life
young people
parents
leadership
drug education
workshops
best practice
prevention
safer
learning
empower
children
support

ANNUAL REPORT

2016-2017

CHAT smart steps
early intervention
road safety
resources
state-wide
prevention
whole-school
choices
professional
development
engagement
partnerships



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READING THE REPORT

The School Drug Education and Road Aware (SDERA) 2016-2017 Annual Report outlines activities undertaken by SDERA between 1 July 2016 and 30 June 2017. This report highlights SDERA's performance by strategic focus area. The information represented in this report is for the purpose of this report only. Performance indicators required by SDERA's funders are detailed within individual project performance reports.

DATA CONSIDERATIONS

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

- Figures only reflect data from the 2016-2017 financial year.
- Comparisons between 2015-2016 and 2016-2017 data will be influenced by school closures and registration of new schools.
- Association of Independent Schools Western Australia (AISWA) and 'other' school data will reflect the fact that not all independent schools are registered with AISWA. Some schools classified as Catholic Education WA may also be AISWA schools.
- 'All' means a participant works across all education systems and sectors.
- 'Unspecified' reflects that the participant or school did not indicate their association to the education system and sectors, or as an agency.

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



Government of Western Australia
Mental Health Commission



Department of
Education



INTERACTIVE CONTENTS



CLICK ON HEADING TO GO DIRECTLY TO THE SECTION

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ABOUT US

School Drug Education and Road Aware (SDERA) is the state government's primary drug and road safety education strategy for children and young people. For 20 years, we have been helping children and young people to make safer choices by providing a resilience approach to road safety and alcohol and other drugs education. Through our education services, we empower school staff, early childhood educators, parents and community agencies to develop effective resilience, drug and road safety education programs within their communities.

Our education services include professional development workshops and information sessions, curriculum-mapped teaching and learning resources and state-wide support and consultancy. These services are endorsed by the Department of Education Western Australia (DoE), Catholic Education Western Australia (CEWA) and the Association of Independent Schools of Western Australia (AISWA).

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



Our mission

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

Through prevention education programs, we aim to equip children and young people with the skills to build their resilience and help them make safer choices in drug and road related situations.

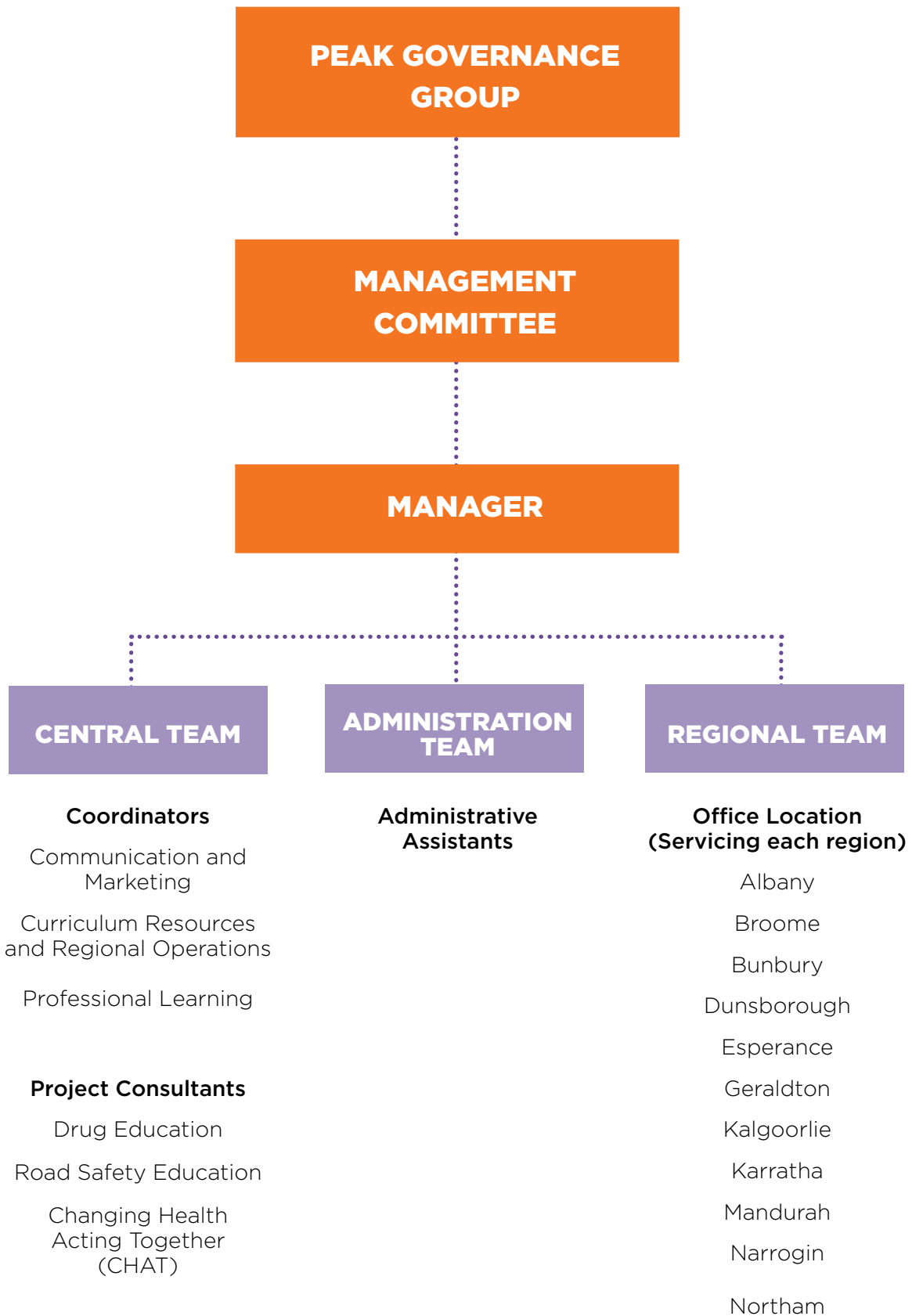


Our vision

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

We are an education-focused organisation that seeks to ensure every child and young person in WA receives drug and road safety education before and during their school years.

ORGANISATIONAL STRUCTURE



MANAGEMENT COMMITTEE

SDERA is governed by a Management Committee made up of representatives from the systems and sectors of education in WA. The Manager of SDERA is an ex officio member. The Committee has oversight of all operational and strategic business, with funding administered by CEWA. Members include:



Diana Alteri (Chair)
CEWA



Kris Stafford
AISWA



Richard Lobb
DoE



Karen Webster
DoE



Anne Miller
SDERA

PURPOSE

- **Provide policy and strategy advice.** The Committee will provide high level policy advice that allows SDERA to operate and plan within the policy frameworks of DoE, CEWA, AISWA and the state and national alcohol and other drugs and road safety strategies.
- **Oversight of governance.** The Committee will monitor and guide the management of SDERA to ensure ethical, transparent and accountable operational processes are in place.
- **Coordinate the development of the vision, purpose and strategic plan.**
- **Oversight of evaluation, monitoring and reporting.** The Committee will ensure that appropriate evaluation processes are implemented to monitor and measure the impact of SDERA's work. The Committee will liaise with the SDERA Manager to facilitate timely delivery of reports to funding groups and education systems and sectors.
- **Provide a forum for communication and decision making** about alcohol and other drugs and road safety education issues related to young people.
- **Advocate and champion the work of SDERA.** Provide a vehicle to promote the work undertaken by SDERA in the school and community settings.

MANAGER'S REPORT



Welcome to the SDERA 2016-2017 Annual Report. I am very proud to have this opportunity to share with you the wonderful achievements that have occurred across the metropolitan and regional areas of WA over the past 12 months, and to be able to highlight the successes of our work in resilience, alcohol and other drugs, and road safety education.

SDERA is the State Government's primary strategy to support schools and early childhood services in their implementation of prevention education and early intervention programs for alcohol and other drugs (AOD), and road safety education. Our team continues to work with educators, school leaders, parents and other key stakeholders in a strategic and targeted approach to contribute to the reduction of road-related injuries and the harms from drug use.

For 20 years we have successfully supported schools on behalf of DoE, CEWA and AISWA in their AOD and road safety education endeavours. There is no other organisation in WA, or Australia, that offers the range of services and resources that we do.

Our development of high quality and evidence-informed teaching and learning resources; provision of professional development for educators working with young people and their parents; funding and frameworks to support implementation of sustainable whole-school approaches; and state-wide consultancy team ensures that our young people are receiving

best practice AOD and road safety education.

We have seen our school engagement numbers and profile grow significantly over the last year. However, more importantly our stakeholders are telling us just how important our services are in supporting them to implement drug and road safety programs.

Our team of experienced health education professionals have continued their focus on delivering professional development workshops and seminars to not only school staff and early childhood educators, but also to those working with young people engaged in non-education settings such as work place training organisations and juvenile justice centres.

Since introducing *CHAT*, our funded whole-school approach model in 2010, we have continued to grow and evolve the approach. We are extremely excited to now have 122 schools across the state engaged in *CHAT* and for the first time, some of these schools have achieved Gold Level. Their stories and achievements will be shared and celebrated at an awards ceremony in Perth in September 2017.

HIGHLIGHTS AND ACHIEVEMENTS



AWARDS

Keys for Life won two **national road safety awards**.



Anne Miller and Deb Zines with the Founder's Award



WORKING TOGETHER

We partnered with the Constable Care Child Safety Foundation to develop **road safety content** for the **Safety School**.

We continued to lead the **WA Road Safety Education Committee (WARSEC)** and membership of the **Road Safety Education Reference Group Australasia (RSERGA)**.

We coordinated and facilitated the **Road Safety Education Workshop** at the Australasian Road Safety Conference for national and international attendees.

We joined the Organising Committee for the **Australasian Road Safety Conference** which will be held in Perth during October 2017.

We coordinated the **Road Safety Education Symposium** for educators and program managers at the 2017 Australian Road Safety Conference.

Membership of the **WA School Drug Education Reference Group (WASDERG)** grew.

We continued to work with the **RAC** to deliver **Keys for Life Parent-Student workshops** across the Perth metropolitan area.



RESOURCES

New *Smart Steps* road safety **resources** were developed **for early childhood educators**.

New *Challenges and Choices* alcohol and other drugs education and road safety resources were developed for **Year 7-9 teachers and students**.

Drug education **fact sheets** were produced in **16 languages**.

All **professional development targets** for the Mental Health Commission and the Road Safety Commission were reached.



PARTICIPATION

15,043 students participated in **Keys for Life** at 199 schools and 28 agencies across WA. A fantastic achievement for a non-mandated course!

1,881 parents and 1,506 students attended a **Keys for Life Parent-Student workshop**.

1,468 parents learnt how to speak with their children about AOD at a **Talking Drugs** information session.

Two **road safety forums** in Merredin and Katanning were delivered to discuss strategies to reduce crash involvement of novice drivers in the Wheatbelt.

The number of **CHAT** schools increased 109 to 122.

112 schools developed **Drug Education Plans** that include procedures for managing drug use incidents and provision of intervention support for students experiencing issues related to drug use.

A new professional development **data management system** was implemented.

Brand awareness increased as a result of new marketing and communications strategies.

Training was delivered to **pre-service teachers** at Edith Cowan University, Murdoch University and Notre Dame University.

HIGHLIGHTS AND ACHIEVEMENTS



Attendees
2,418



Attendees
4,717



UP 1.5%

Attendees by workshop type



People who attended a **Keys for Life** workshop

1,881 parents

1,506 students

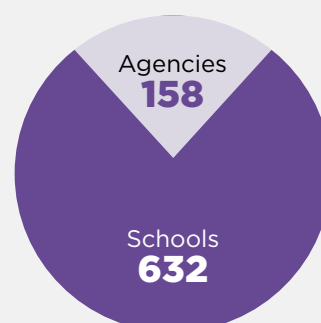


Parents who attended a **Talking Drugs** information session

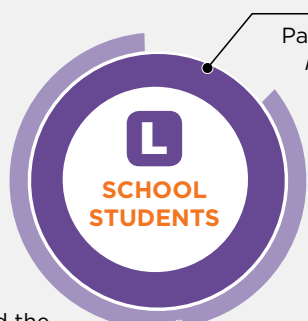
1,468

All engagements

790



60.1%
of all WA schools



Participated in **Keys for Life**
14,347

Passed the Learner's Permit Test
12,163 (85%)



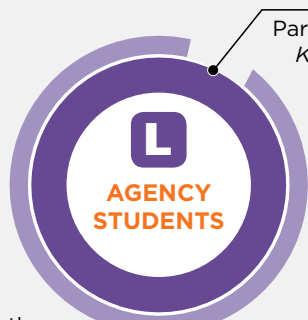
New resources and support materials

Road safety
37

AOD
144

Both
7

Other
6



Participated in **Keys for Life**
696

Passed the Learner's Permit Test
656 (94%)



Facebook reach
242,593



Twitter reach
13,337



YouTube views
880



Website visits
65,009

Resources and support materials distributed or downloaded
169,981

For around \$10 a year, every young person and their family in WA has access to quality drug and road safety education.

We were thrilled to sponsor the inaugural 2016 WA Young Achiever Health and Wellbeing Award and delighted at the calibre of young people who nominated. Not only was Pavitra Aran a worthy winner of our Health and Wellbeing Award, she was also named the 2016 WA Young Achiever of the Year. It is wonderful to know that we have so many young people who are striving to improve the health and wellbeing of their communities.

I would like to take this opportunity to thank all of those who have contributed to the success of SDERA in different ways. Thank you to our funders – DoE, the Mental Health Commission and Road Safety Commission. This funding ensures that for around \$10 a year, every young person and their family in WA has access to quality drug and road safety education programs and services.

Thank you to the SDERA Governance Group and Management Committee who continue to see the benefit in the delivery of prevention education and early intervention programs in government and non-government schools and early learning centres. Without your support, SDERA's vision of drug and road safety education for every young person in WA would not be achievable.

Thank you to the SDERA staff for their ongoing commitment, support, leadership and determination to promote and advocate for the health and wellbeing of young people in WA. You are all integral to our ongoing success.

In closing I would like to acknowledge and thank all the educators and staff working in schools, early learning centres and agencies that are accessing our programs and services and implementing drug and road safety education with young people in their care. With your dedication and determination, our goal of keeping young people safer is more achievable.

Anne Miller
Acting Manager



Looking ahead

The next 12 months will see SDERA continue to expand its programs and support for WA schools, early learning services and those agencies and organisations working with young people who are not in mainstream educational settings. Information about these new and ongoing initiatives are detailed within this report.



STRATEGIC FOCUS AREAS

SDERA is guided by a strategic framework developed by staff and the Management Committee, following consultation with funders and stakeholders. This strategic framework has three focus areas:



LEARNING

INTENT

We are guided by an evidence-based/ evidence-informed, best practice approach to road safety and AOD education through a resilience approach.

We place priority on meeting the needs of all children and young people in WA.

We are guided by current curriculum, legislation and evidence, including the Health Promoting Schools Framework.

OUTCOMES

- Professional development.
 - Resources.
- Promotion of mental health and wellbeing.
- Implementation of effective policy and procedures.
 - Innovative strategies.



ENGAGEMENT

INTENT

We support schools and the wider community to implement a comprehensive approach to resilience, road safety and AOD education.

We communicate to a wide audience the importance of resilience, road safety, and AOD education, and confirm our leadership role as a key player in this area.

We are a key player in decision making, policy influence and coordination in road safety, and alcohol and other drugs education.

OUTCOMES

- Use research to guide best practice.
- Implement the marketing and communication plan.
 - Enhance our reputation.
- Partner with key stakeholders.
 - Engage with parents and school communities.
- Be responsive, accessible and inclusive.



ORGANISATIONAL EXCELLENCE

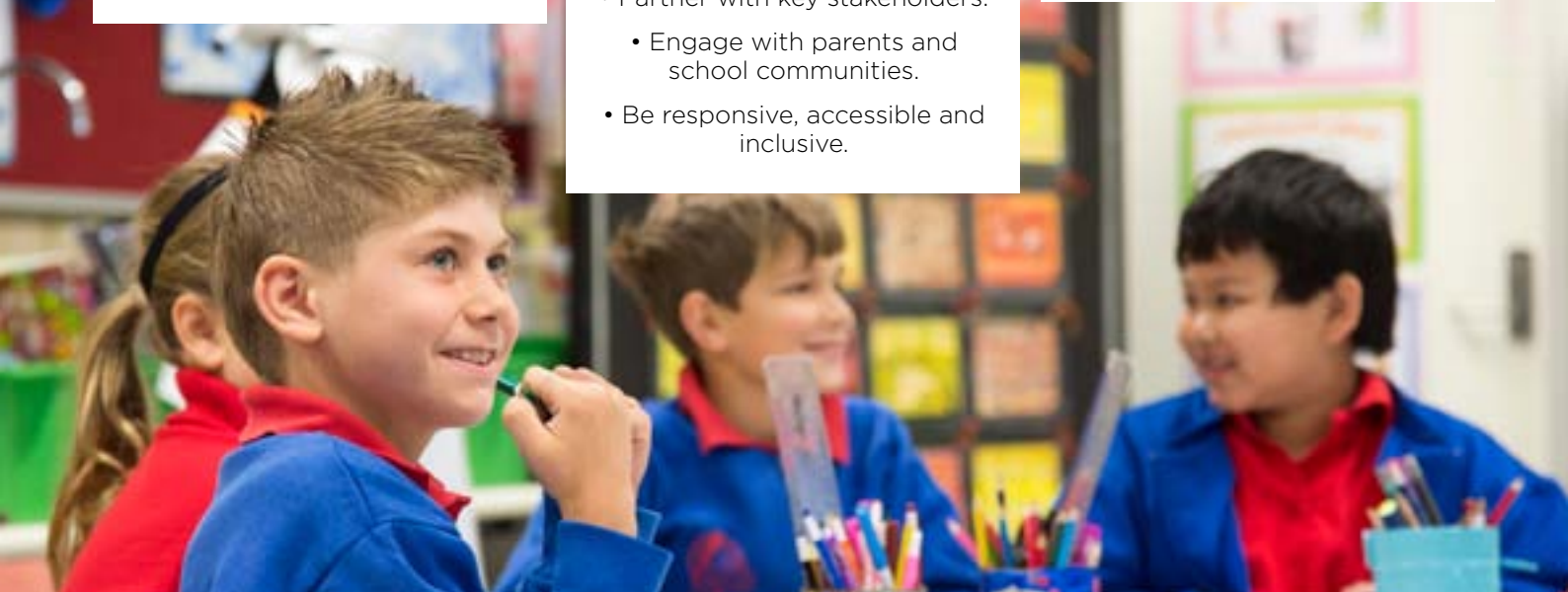
INTENT

Our organisational culture supports accountable, transparent, effective and fair practices.

Our team is qualified, skilled and committed.

OUTCOMES

- A healthy, safe, respectful and inclusive workplace.
 - A qualified and skilled workforce.
- Optimal governance and operational practices.
- Core business and future directions guided by a strategic framework.
 - Current literature and relevant legislation that has been researched, reviewed and incorporated.



PERFORMANCE BY FOCUS AREA



LEARNING

PROFESSIONAL LEARNING

SDERA is the State Government's primary provider of road safety and AOD education. This year we continued to deliver high quality, relevant and easily accessible professional development workshops to WA schools and community agencies.

Our workshops:

- Target educators and staff who work with young people in mainstream education settings and on non-education sites.
- Are offered across WA by a team of experienced facilitators with education, psychology or counselling backgrounds.
- Aim to enhance participants understanding of best practice and effective road safety and AOD education and increase their confidence to implement programs within the setting they work.
- Demonstrate how building students' social and personal competencies can equip them to manage themselves and others in road and drug related situations.
- Strengthen school leadership and build school cultures that support positive health and wellbeing.
- Are scheduled at various times and locations throughout the year and include face-to-face and online modes of delivery.
- Can be delivered on-site when requested by schools.

With funding from DoE, the Mental Health Commission, and the Road Safety Commission via the Road Trauma Trust Account, we have continued to offer all of our professional development workshops at no cost to schools or agencies, and can also continue to pay costs associated with teacher relief.

We moved to a new registration system during this reporting period which allows us to advertise the workshops to be delivered in various locations across the state and each term. The system not only captures the data necessary for reporting purposes but is a quicker and more efficient way for participants to register regardless of where they work.





LEARNING

The following workshops were offered this year:

Workshops with an **alcohol and other drugs (AOD)** focus:

- *Talking Drugs* for those working with young people up to the age of 18 years.
- *Getting it Together: A whole-school approach to drug education.*
- *Keeping in Touch* (early intervention).

Workshops with a **road safety** focus:

- *Smart Steps* for those working with children up to 8 years of age.
- *Keys for Life* for those working with young people from Year 10 to Year 12.
- *Getting it Together: A whole-school approach to road safety education.*

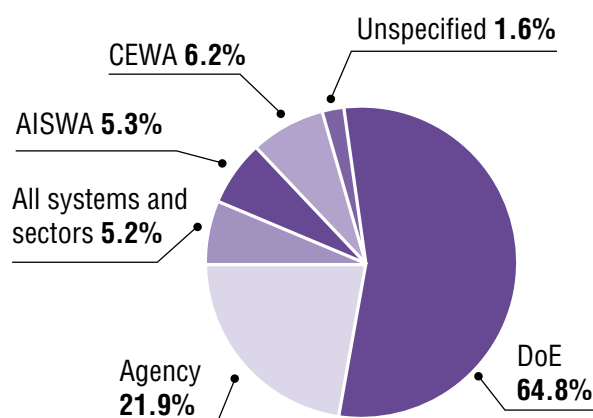
Workshops with a **resilience, road safety and AOD** focus:

- *Resilient Kids* for those working with children from Kindergarten to Year 6.
- *Resilient Teens* for those working with young people from Year 7 to Year 12.
- *Safer Kids* for those working with children from Kindergarten to Year 6.
- *Safer Teens* for those working with young people from Year 7 to Year 12.
- *CHAT.*

Attendees by workshop type



Attendance by system/sector



AOD attendees by workplace

Agency 95 School 311 Unspecified 20



Road safety attendees by workplace

Agency 153 School 425 Unspecified 1



Resilience, road safety and AOD attendees by workplace

Agency 282 School 1,114 Unspecified 17



**Workshop
satisfaction
rating**

97.5%



Looking ahead

We will review our workshops and develop new modules with the aim of retaining previous workshop attendees and attracting new participants.

To ensure that we are responsive to our clients' needs, we will look at expanding our online modules and continue to offer workshops across WA.

We will review our model for delivery of professional development and map workshop outcomes to the Australian Professional Standards for Teachers.

Collection of data will continue to be a focus. We will explore new methods of capturing feedback such as using online and interactive programs.

Engagement with and education for parents is a growing area for SDERA. Our *Talking Drugs* information session has shown that parents are concerned about health and safety issues that may affect their children, such as the use of AOD including methamphetamine. Parents want to know how to start discussions with their children around these important issues. We will develop an alcohol focussed presentation for parents to explain the impact of alcohol on brain development and learning, secondary supply laws in WA and national health guidelines.

To meet the needs of Aboriginal and culturally and linguistically diverse (CaLD) families, we will create presentations appropriate to these groups both in the road safety and AOD space.



LEARNING

RESOURCES

SDERA's suite of evidence-based/evidence-informed AOD and road safety education resources for schools, early childhood services and alternative school settings are innovative, developmentally appropriate and mapped to national and state based frameworks and syllabi.

Our resources assist educators to deliver age-appropriate content and key resilience, health and safety messages to address the learning needs of children and young people aged up to 18 years of age.



New resources and support materials

Road safety	37	Both	7
AOD	144	Other	6



Resources and support materials distributed **137,494**

AOD	3,083
Road safety	134,226
Both	185



Resources and support materials downloaded **32,487**

AOD	8,008
Road safety	14,499
Resilience	8,761
Methamphetamine	958
Corporate material	261

Our parent resources acknowledge and support the crucial role that parents and carers play in educating and guiding young people to stay safe on the road and reduce their risk of harm from AOD use.





Challenges and Choices mapping

At the time of writing and publishing the *Challenges and Choices* Pre-primary to Year 6 resources in 2013, the WA Health and Physical Education (HPE) syllabus had not been developed. Therefore, in Term 1 of 2017 seven mapping documents were created which mapped these resources to the WA HPE syllabus.

These mapping documents were created to assist teachers and schools to deliver the engaging and age-appropriate learning activities included in the *Challenges and Choices* Pre-primary to Year 6 resources, and to further support teachers in their delivery of resilience, road safety and AOD education.

The WA HPE syllabus comprises two strands:

- Personal, social and community health.
- Movement and physical activity.

Our *Challenges and Choices* resources deliver some of the content included in the Personal, social and community health strand through a resilience, road safety, and AOD education context. Within this strand, content is organised under three interrelated sub-strands. The mapping documents address the content descriptors within each sub-strand using all tasks and questions as written in each lesson activity.

Anecdotal feedback from primary school educators suggest that these mapping documents have been well received and are a welcome addition to our suite of resources.

Challenges and Choices Year 7 to 9

To support the teaching of road safety education and AOD education through a resilience approach, we launched *Challenges and Choices* Year 7 to 9 road safety and AOD education resources.

The content within these resources endeavours to support and expand students' knowledge, understandings, skills and attitudes in relation to their own health, safety and wellbeing. It also seeks to assist students to develop important life skills, such as decision-making and help-seeking, so that they can apply these skills and mitigate risk in the traffic environment and in situations of AOD use.

These resources have been mapped to the WA HPE syllabus and the general capabilities,



MAPPING CHALLENGES AND CHOICES TO THE WESTERN AUSTRALIAN HEALTH AND PHYSICAL EDUCATION SYLLABUS

YEAR 4

The Health and Physical Education syllabus comprises two strands:

- Personal, social and community health
- Movement and physical activity

School-based Education and Health Specialists (SHERAs) *Challenges and Choices* resources deliver some of the content included in the Personal, social and community health strand through a resilience, road safety, and alcohol and other drug education context. Within this strand, content is organised under three interrelated sub-strands. These are:

- Resilience, health, and community safety
- Being healthy, safe and active
- The student's role in the community

The content in this strand focuses on supporting students to make decisions about their own health, safety, and wellbeing and take their resilience through challenges to knowledge, understanding and skills. Resources in this strand support students' health, safety and wellbeing.

Mapping Challenges and Choices to the Western Australian Curriculum Health and Physical Education Syllabus - Year 4

	PSHE strand 1: Personal, social and community health	PSHE strand 2: Movement and physical activity	PSHE strand 3: Resilience, health, and community safety	PSHE strand 4: Being healthy, safe and active	PSHE strand 5: The student's role in the community
Personal, social and community health					
Health and wellbeing (HPE1)					
Health and wellbeing (HPE2)					
Health and wellbeing (HPE3)					
Health and wellbeing (HPE4)					
Health and wellbeing (HPE5)					
Health and wellbeing (HPE6)					
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Health and wellbeing (HPE97)					
Health and wellbeing (HPE98)					
Health and wellbeing (HPE99)					
Health and wellbeing (HPE100)					



contain family information sheets, and include engaging, practical and age appropriate teaching and learning activities for students. Each year level has four new resources including:

- *Challenges and Choices* – A resilience approach to road safety education teacher resource
- *In Gear* – A student road safety education workbook
- *Challenges and Choices* – A resilience approach to AOD education teacher resource
- *Be Ready* – An AOD student workbook.

Each teacher resource includes a variety of activities to enhance students' personal and social capabilities and build their resilience through the context of road safety or AOD education.

The student workbooks are linked to the activities in the teacher resources and offer opportunities for students to test their knowledge and skills, problem solve and self-reflect.

The *Challenges and Choices* Year 7 to 9 road safety and AOD education resources are available to download or order from our website.





Smart Steps

Earlier this year the *Smart Steps* program was revised to address the needs of educators working in early childhood settings. To support the new program, the *Smart Steps* resources and workshop were redeveloped to link to various frameworks, standards and curriculums. Information about the new program can be found on page 28.

Included within the new resources are eight practice documents that have been written using the National Practices for Early Childhood Road Safety Education. These Practices were developed following research commissioned by RSEGA. In addition, the new *Smart Steps* resources include:

- a program overview document;
- a set of three teaching and learning activity booklets which focus on the key areas of risk in the traffic environment for young children – passenger safety, pedestrian safety and safety on wheels;
- four case study documents;
- three key message flyers;
- a series of story books including a re-print of Jeffrey as a big book;
- a large play mat which depicts a traffic scene; and
- a colouring book and pencil set.



To further support these resources, seven illustrations of practice videos will be developed in 2018.

The new *Smart Steps* professional development workshop teaches educators how to help young children develop skills, behaviours and attitudes so that they can stay safe when travelling as passengers, pedestrians, and users of bikes and wheeled toys. Three workshops were piloted in Broome, Padbury and Esperance and each one received outstanding reviews.



Cable Beach Primary School students playing on the *Smart Steps* traffic play mat with their teacher.

Wraparound

Def: A philosophy, a process, an approach. An intensive, holistic method of engaging with young people who are experiencing issues related to AOD use.

Consultation with key stakeholders informed the scoping and development of the new early intervention resource, *Wraparound*.

This resource aims to increase school staff understanding of AOD use and related issues. It can equip school staff to engage and respond appropriately to student AOD use – including use of methamphetamine – with greater competence and confidence.

A comprehensive resource, *Wraparound* encompasses:

- a 10 Module handbook for school staff;
- a professional development workshop; and
- a Staff Intervention Toolkit and Student Workbook (to be developed in 2018).

Bi-lingual parent facts sheets

Recognising Australia's cultural diversity and building on previously developed AOD fact sheets, our most widely used parent fact sheets were translated into 16 languages to provide more parents with up-to-date and accurate information about AOD.

These fact sheets include:

- *Talking to your child about alcohol and other drugs.*
- *Is my child using drugs?*
- *It's not just about the drug.*
- *About ice/methamphetamine.*

Aboriginal-English versions are in development and will be available next year.

These fact sheets were funded by and developed in partnership with the Department of Education.



The fact sheets are available to download free of charge from our website in the following languages:

Arabic	Farsi	Tagalog
Burmese	Hindi	Thai
Chinese (simplified)	Indonesian	Tigrinya
Dari	Karen	Swahili
Dinka	Korean	Somali

Talking Drugs videos

We recognise that parents and carers have a crucial role to play in educating young people to reduce their risk of harm from AOD. Accordingly, we offer free Talking Drugs information sessions for parents/carers of students in all year levels. These sessions discuss trends in drug use, provide tips on how to start a conversation with young people and explain where to go for help with a drug-related problem.

To provide parents with authentic first hand thoughts and experiences of these sessions, we filmed five parent video testimonials and made these available on our website. Recognising the cultural diversity within our community, these videos were created using English, Karen, Somali, Vietnamese and Arabic speaking parents. Transcripts were also created to support each video.

In the latter half of this year we developed 19 *Talking Drugs* training videos to support our Regional Consultants in their delivery of the *Talking Drugs* professional development



workshop. A selection of these videos will also be used for an online *Talking Drugs* professional development workshop next year.





Safety School 'events'

Drawing on the existing relationship between SDERA and the Constable Care Child Safety Foundation, we were asked to write the road safety augmented reality 'events' for the newly opened Constable Care Safety School. This state-of-the-art experiential learning centre allows primary school groups to learn and practice bicycle, pedestrian and public transport safety skills in a realistic, working road layout incorporating the latest in augmented reality learning.

Using key road safety messages relevant for children in the primary years, eight 'events' were written to explore the various aspects of the traffic environment at the safety school. These 'events' were written to support an augmented reality experience for children. In addition, we highlighted activities from the *Challenges and Choices* Pre-primary to Year 6 resources to be completed as prior-learning tasks before attending the safety school and mapped the 'events' and the prior learning activities to the WA HPE syllabus.



Looking ahead

The next 12 months will see SDERA continue to create, review and modify road safety and AOD education resources to support WA schools, early learning services and agencies and organisations working with young people who are not in mainstream educational settings.

Resources to be developed include:

- ▶ *Wraparound* - Staff Intervention Toolkit and Student Workbook.
- ▶ A Year 10 to 12 AOD resource.
- ▶ Seven illustrations of practice videos for *Smart Steps*.
- ▶ Assessment tasks to support the *Challenges and Choices* Pre-primary to Year 9 resources.
- ▶ Additional online professional development resources for educators and parents.
- ▶ Road safety resources for CaLD students and their families.



PERFORMANCE BY FOCUS AREA



ENGAGEMENT

EDUCATION PROGRAMS

SDERA offers a range of programs that target health and safety issues relevant to children and young people at various stages of their life. These programs include *Smart Steps*, a road safety education program for children up to 8 years of age; *Challenges and Choices*, a resilience, road safety, and AOD education program for children 4 to 15 years of age; and *Keys for Life*, a pre-driver education program for young people 15 to 18 years of age. *CHAT* is our funded whole-school approach that supports schools to change health and safety outcomes for students, staff and the wider community.



**Schools
and
agencies
engaged
in our
programs**

122
CHAT



250
*Keys
for Life*



22
*Smart
Steps*



346
*Challenges
and Choices*





Changing Health Acting Together (CHAT)

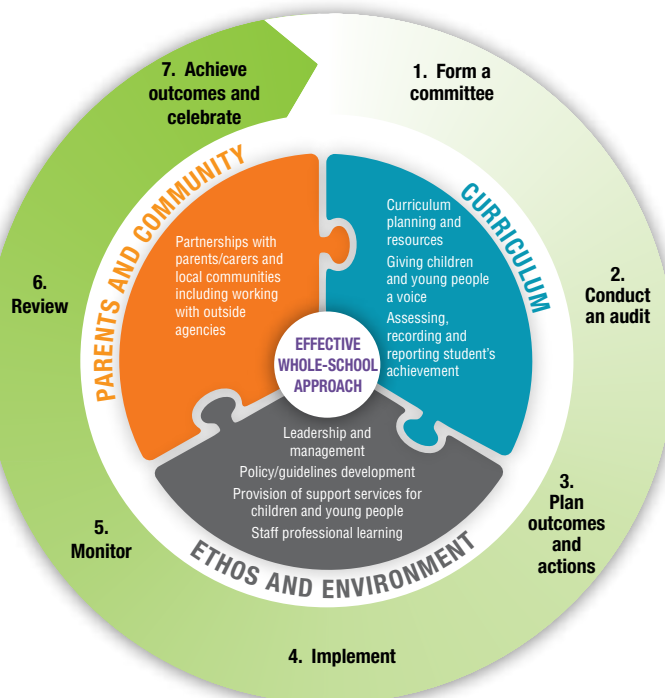
This year we continued to embed a more comprehensive approach to resilience, AOD, and road safety education in WA schools through the *CHAT* initiative. *CHAT* supports schools to structure and implement sustainable, whole-school health initiatives that focus on building resilience through innovative approaches to drug and road safety education. *CHAT* is evidence-based and adapted to suit the unique school context of each school.

CHAT works through the three key areas of the Health Promoting Schools Framework:

- Teaching and learning
- Ethos and environment
- Partnerships with parents and community.

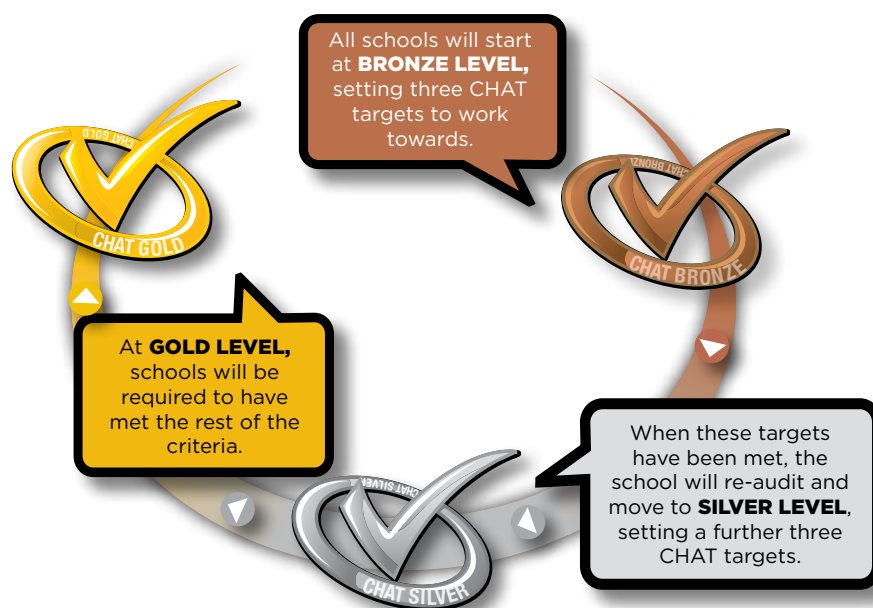
Therefore, the initiatives developed by each school are inclusive and add value to one another. This extends resilience, AOD and road safety education from the classroom out into the broader school community.

All schools start the *CHAT* process at Bronze Level by setting a target for each area within the Health Promoting Schools Framework. Once the Bronze targets have been met, each school is required to complete an audit, and with agreement from SDERA, progress

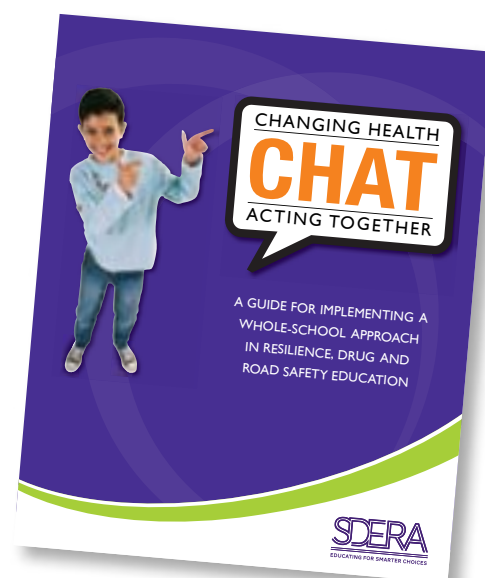


CHAT Model

to Silver Level. The process continues with each school setting a further three targets. At Gold Level, schools extend into new initiatives, consolidate initiatives that are already working and meet specific criteria that can be sustained long-term.



CHAT levels





This year, five schools were recognised for being the first in WA to reach Gold Level. Following an evaluation by an external assessor, each school was acknowledged at an awards ceremony on Wednesday 29 March at the Goose Beach Bar and Kitchen in Busselton. The event was attended by Neil Milligan, Department of Education Regional Executive Director for the Southwest, the Honourable Barry House MLC and Libby Mettam MLA. Being the first schools in WA to reach Gold Level was a huge accomplishment for them and for us.

A total of 122 primary and secondary schools across regional and metropolitan WA engaged in *CHAT* this year marking another milestone for SDERA. Each of these schools accessed *CHAT* resources that enabled them to conceptualise and implement their whole-school approach. Each school was provided with *CHAT* professional development opportunities for staff through

whole-school workshops and/or intensive in-school support. Staff were also provided with a range of professional development workshops that focused on resilience, AOD and road safety education. Each school had opportunities to network and collaborate with other schools, pool resources and ideas, and explore strategies to work through barriers.

Using our *Getting it Together: A Whole-School Approach to Drug Education* resource, 112 CHAT schools have now developed Whole-School Drug Education Plans including procedures for incident management and intervention support. We assisted staff from these schools to increase their awareness, confidence and competence when working with the new procedures and helped them to provide appropriate, role-based support to students involved in drug use incidents.





CHAT schools by system/sector



DoE
111



CEWA
7



AISWA
4

CHAT schools by level



GOLD
28



SILVER
49



BRONZE
45



Focus areas



AOD
23



Road safety
16



Both
83

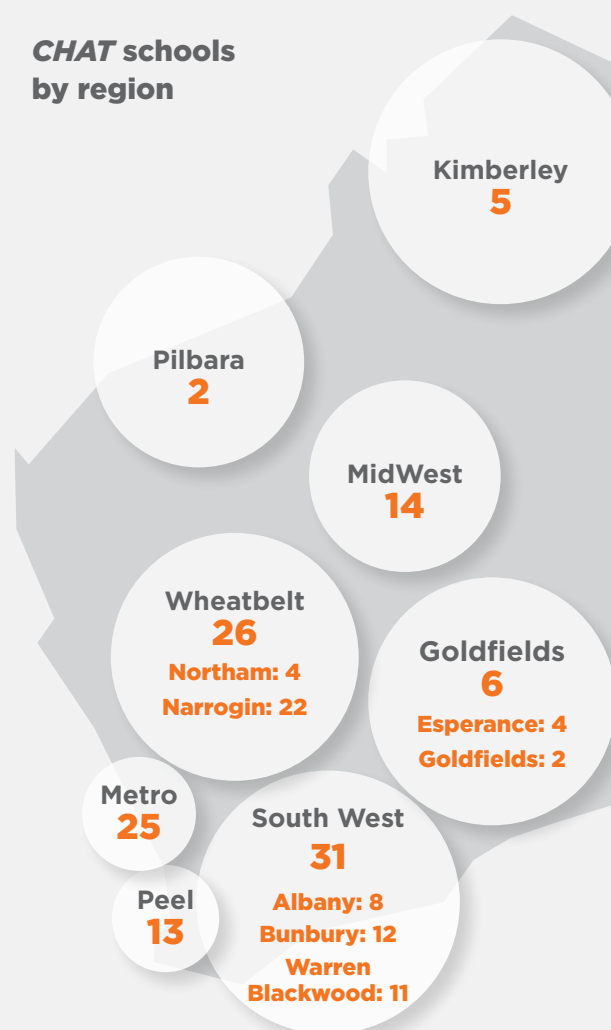


Schools who developed Whole School Plans and Guidelines

Whole School Drug Education Plans 113

Road Safety Guidelines 99

CHAT schools by region



Looking ahead

Next year we plan to work with our Gold CHAT schools to recruit and support new schools within their regions. This approach will enable us to work with a larger number of schools and provide regional schools with fantastic opportunities to collaborate and share ideas with one another.

We will continue to focus on recruiting more secondary schools by using a strategy to recruit feeder primary schools within the same catchment area. This strategy has worked well in regional areas by enabling us to work with clusters of schools.



Keys for Life

The everyday decisions and choices we make when engaging in the road environment, have consequences larger than merely reaching our destination or returning home safely. Secondary school teachers who run the non-compulsory *Keys for Life* pre-driver education program with senior students provide them with road rules, data and scenarios to practice their decision-making skills before they apply for their Learner's Permit. The effects of speed, alcohol, fatigue and distraction on a driver's competence, and consequently the safety of all other road users, are emphasised and woven into activities requiring evaluation, planning and prediction, cause and effect discussions and analyses.

Young adults in non-mainstream education settings have access to the online learning tool, *Keys4Life Online*. This tool is based on the original *Keys for Life* program and mapped to the Certificate I in General Education for Adults.

A total of 44 *Keys for Life* professional development workshops and 18 *Keys4Life Online* professional development workshops ran this year resulting in an additional 355 teachers and 135 agency staff trained.

Continuous increases in *Keys for Life* and *Key4Life Online* participation indicates both programs positively influence the choices and behaviours of young adults before they begin driving. These positive trends also indicate the program's content continues to be relevant to curriculum requirements for

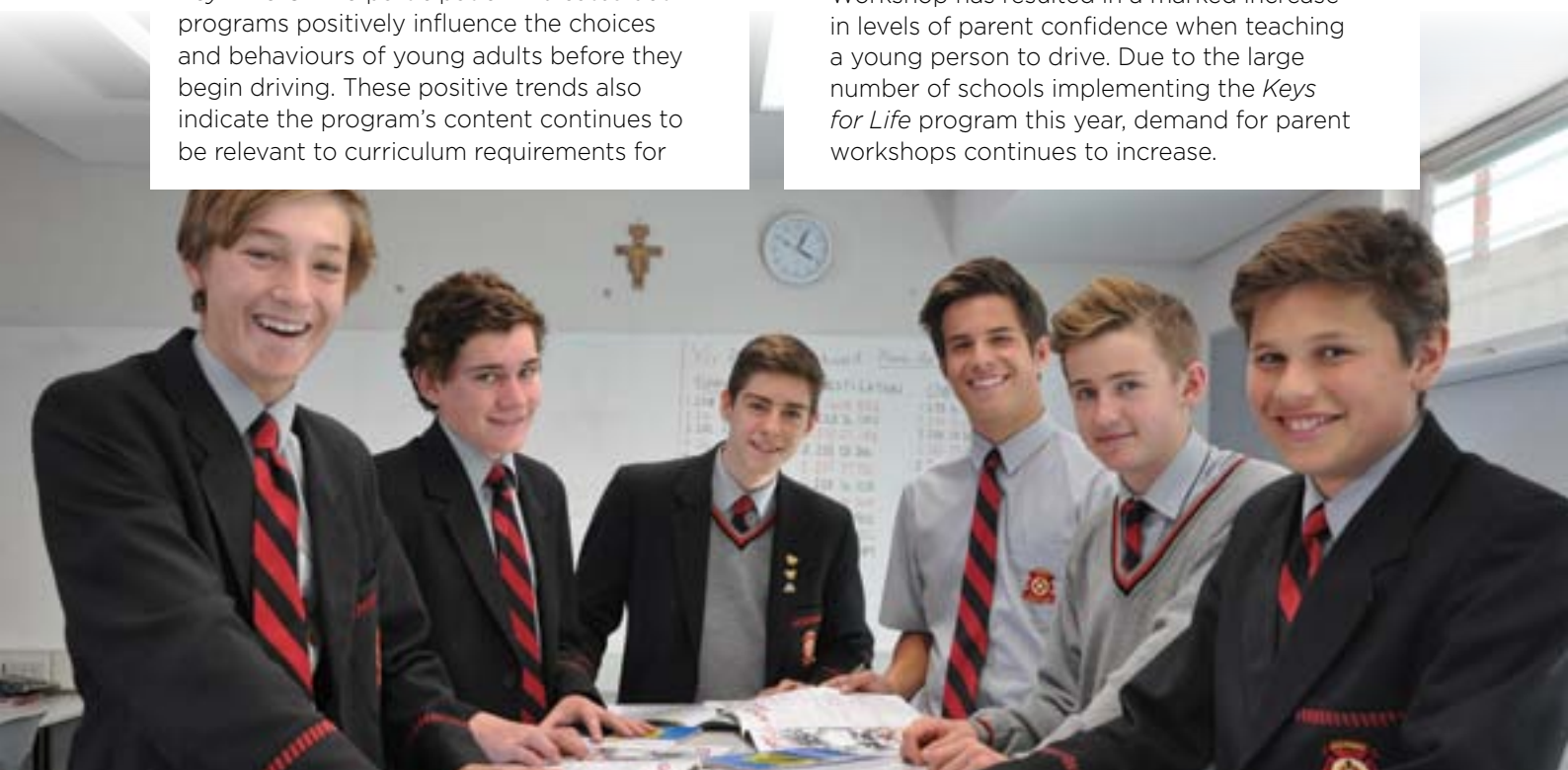
educators. We thank all trained facilitators who enabled over 15,000 WA students to benefit from pre-driver road safety education.

PARENT-STUDENT WORKSHOP

An important component of *Keys for Life* is the Parent-Student Workshop. This was developed as an extension to the program, complementing our whole-school approach to road safety education. The focus of this workshop is to increase parent confidence in teaching a young person to drive and to reinforce the message that young adults become safer drivers by spending as much time as possible under supervised conditions.

In the Perth metropolitan area, SDERA and the RAC Community Education Team deliver the *Keys for Life* Parent-Student Workshop. Outside of the metropolitan area the workshop is delivered by SDERA's Regional Consultants. Many schools across WA have embraced this opportunity to engage parents in the learning-to-drive process. Fifty nine workshops were held across WA this year with a total of 1,881 parents in attendance. Parents received key road safety messages that aim to keep young adults safe on the road. These messages included information about the risks associated with drink/drug driving and the use of mobile devices whilst operating a motor vehicle.

Attendance at the *Keys for Life* Parent-Student Workshop has resulted in a marked increase in levels of parent confidence when teaching a young person to drive. Due to the large number of schools implementing the *Keys for Life* program this year, demand for parent workshops continues to increase.

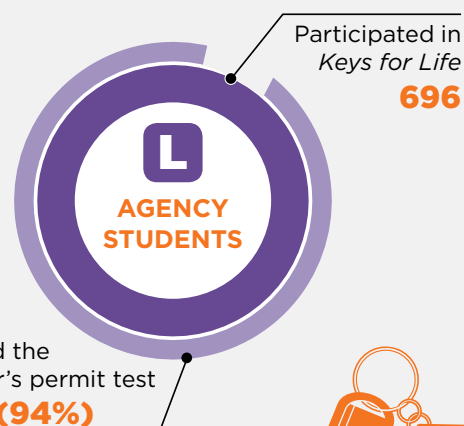
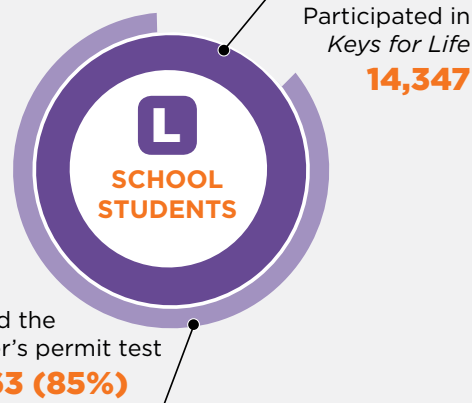
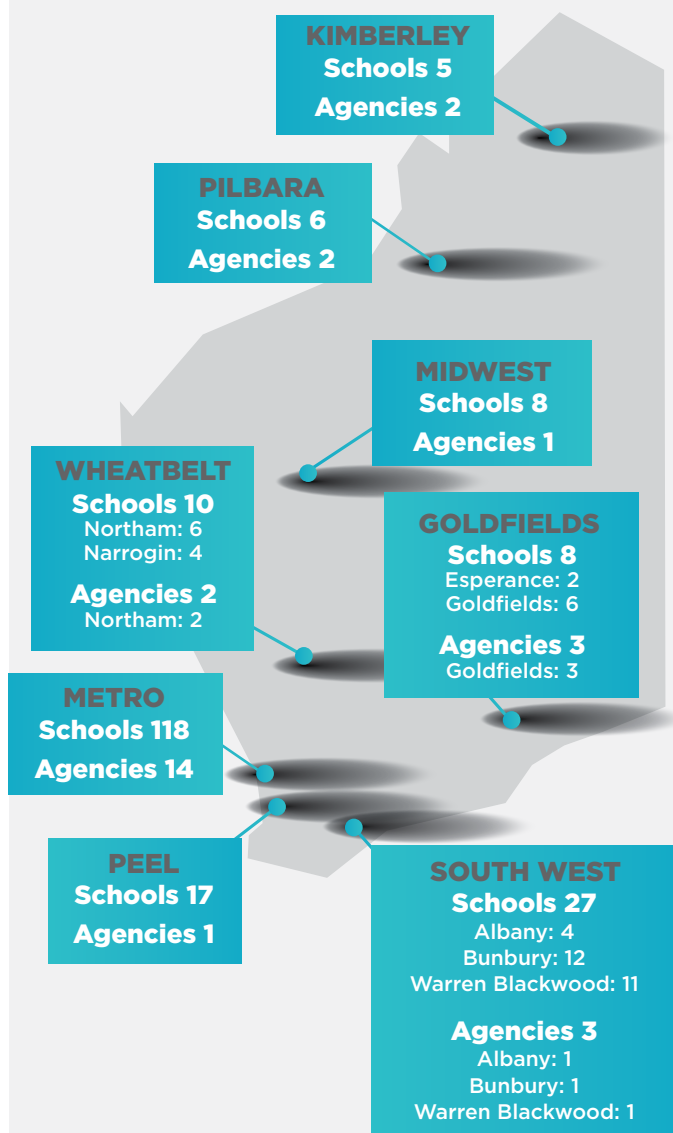




Schools and agencies trained and/or delivering *Keys for Life* by system/sector

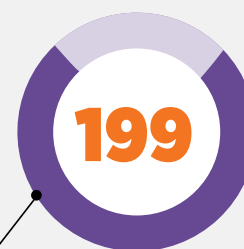
DoE	CEWA	AISWA	Agency
150	39	61	80

Schools and agencies delivering *Keys for Life* by region



Schools who delivered *Keys for Life*

75.6% of schools
with the capacity to run the program



People who attended a *Keys for Life* workshop
1,881 parents
1,506 students

Workshop satisfaction rating
99.8%



AWARDS

It has been an exciting year for *Keys for Life* as the program received national acclaim at the Sixth Annual Australian Road Safety Awards on Wednesday 22 March in Melbourne. *Keys for Life* was awarded the best Community Program in Australia. The program also won the Founder's Award for Outstanding Achievements, against 78 other finalists.



Looking ahead

A review of *Keys for Life* and *Key4Life Online* professional development workshops, resources and processes during 2017 aims to streamline data collection and analysis, and improve accessibility to content and activities by both participants and facilitators. This review also provided a number of engagement and collaboration recommendations that will be implemented next year.

We will be negotiating with the Department of Transport to extend our existing agreement and support to 2019 and beyond. We will also be looking to maintain our working relationship with the RAC in the coordination of the *Keys for Life* Parent-Student Workshops.

Following on from several successful presentations introducing *Keys for Life* to pre-service teachers at Murdoch and Edith Cowan Universities, we will pursue the concept of providing full facilitator training with fourth year and post graduate students to enable them to deliver the program at their final practicum schools.





Smart Steps

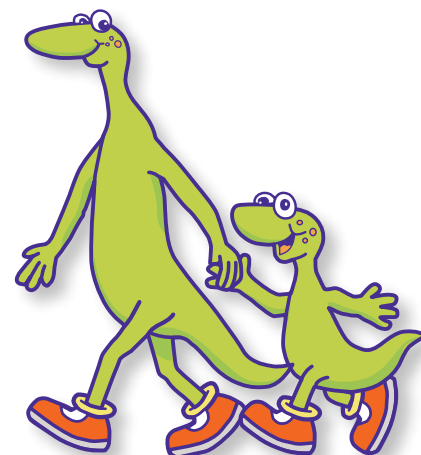
Smart Steps is about children, parents and early childhood educators working in partnership to guide children's learning in being and becoming safe and independent road users. This early childhood road safety education program has been developed using evidence-based research and best-practice principles.

Originally developed by SDERA in 2005 with a parent engagement focus, the *Smart Steps* program which comprises resources and a professional development workshop, has been revised to address the needs of educators working in early childhood settings. In addition to this, the program is now suitable for children up to eight years of age.

The aims of the program are to:

- Enhance an educator's understanding of the developmental capabilities of children in the traffic environment.
- Communicate key messages to children that help them understand how to be safe in a traffic environment.

- Provide a range of teaching and learning strategies that educators can use with children to build their road safety knowledge and skills.



- Explore strategies to engage parents in road safety education.

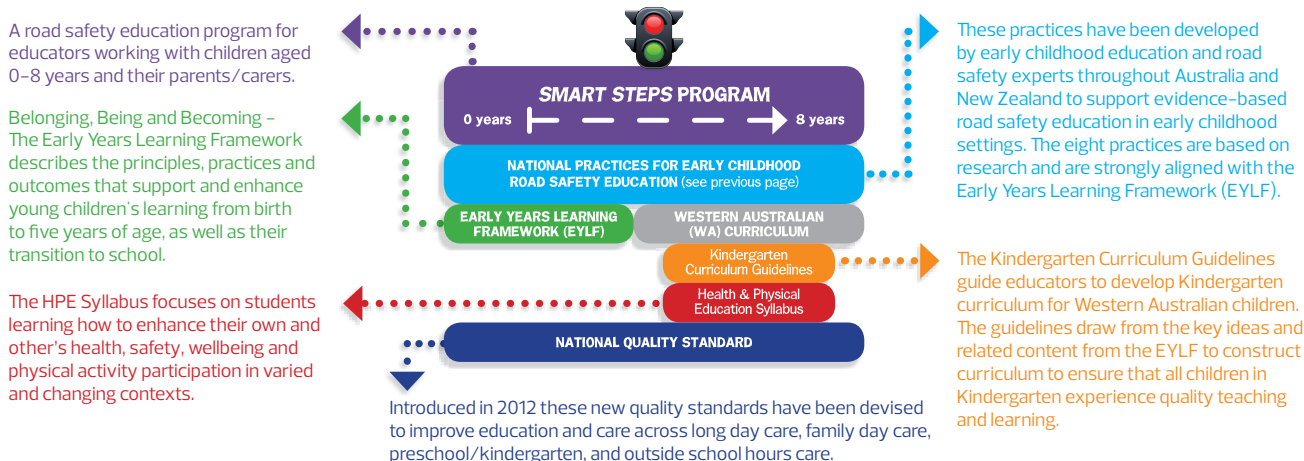
The new program links to the:

- National Practices for Early Childhood Road Safety Education
- Early Years Learning Framework
- National Quality Standards
- WA Kindergarten Guidelines
- WA HPE syllabus (Pre-primary to Year 2).

More information about the new resources and workshop can be found on page 17.

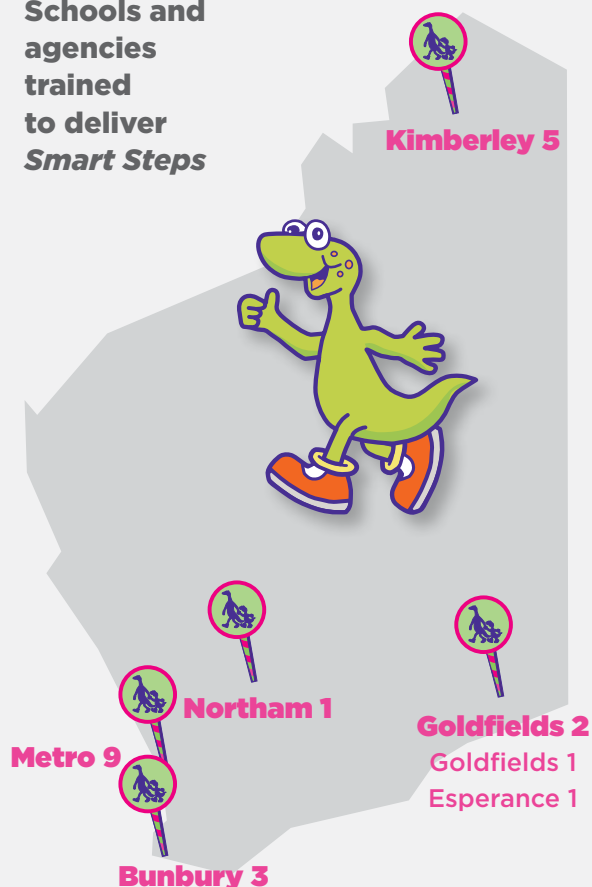
THE SMART STEPS MODEL

The *Smart Steps* model explains how the program has been constructed and the links to national and state-based frameworks and curriculum that underpin the program resources.





Schools and
agencies
trained
to deliver
Smart Steps



Izzy school,
centre and
event visits



South West

Albany: 3
Bunbury: 4
Warren Blackwood: 1

Goldfields: 7

Kimberley: 3

Metro: 10

Wheatbelt

Northam: 19
Narrogin: 7

Peel: 4



Workshop
satisfaction rating

98.4%

“Through our *Smart Steps: Making safer choices - Taking safer steps* program educators can embed road safety education into the early learning curriculum and guide children’s learning so they become safe and independent road users in the future.

Anne Miller



IZZY THE ROAD SAFETY MASCOT

It was a busy year for our road safety mascot, Izzy, who travelled to more places across WA. Over 5,500 children and parents had the opportunity to meet Izzy and learn important road safety messages at schools, early learning centres, parent workshops and special events.

Izzy paid a special visit to students at Cable Beach Primary School in June where educators had the opportunity to use the new *Smart Steps* resources including the large traffic play mat.

Izzy with students at Cable Beach Primary School



Looking ahead

Our main focus for next year will be to increase the reach of *Smart Steps* by using the following strategies:

- Promote the new program and resources across WA's regions.
- Identify new opportunities to engage early childhood peak bodies who work with and train early childhood educators. Training for 70 students enrolled in a Certificate III in Early Childhood Education will take place next year.
- Engage with Kindergarten to Year 2 teachers and in particular, independent and Catholic schools.



Challenges and Choices

Challenges and Choices is our core resilience, AOD and road safety education program. The *Challenges and Choices* teaching and learning resource provides a range of learning activities with age-appropriate resilience, road safety and AOD education content for students in Kindergarten to Year 10. Uptake of this program continues to increase with 346 schools and agencies currently engaged through the use of the *Challenges and Choices* resources.



Schools and agencies trained and/or delivering *Challenges and Choices* by system/sector

DoE	CEWA	AISWA	Agency
273	24	21	28

Anecdotal feedback provided by educators strongly indicates that the *Challenges and Choices* teacher resources and complementary student workbooks are informative, easy to use and include engaging activities for students.



Looking ahead

Assessment tasks for Pre-primary to Year 9 students are currently in development. The AOD assessment tasks for all years will be completed and made available on our website by the end of November 2017. In 2018, the road safety and resiliency based assessment tasks will be available for all WA teachers to access via our website and use within their classrooms.



Without doubt one of the most comprehensive drug education resources I have ever seen. Amazing!

Paul Dillon, Founder and Director, Drug and Alcohol Research and Training Australia (DARTA)





Methamphetamine Project

Funded by DoE and the Mental Health Commission, the Methamphetamine Project aims to expand current school AOD education programs and to provide targeted information regarding methamphetamine use.

TALKING DRUGS WORKSHOP FOR SCHOOL STAFF

This year we continued to deliver *Talking Drugs* professional development workshops to student services and other school staff. The workshop content was updated to reflect new data by the National Drug Strategy Household Survey 2016 and the Australian Criminal Intelligence Commission 2017. Having accurate and current data is integral to support schools in their delivery of effective school drug education. The workshop continued to receive positive feedback from attendees.

METHAMPHETAMINE EDUCATION RESOURCE

We began planning a new education resource and assessment tasks to align methamphetamine education with the WA HPE syllabus. This resource will provide relevant and current methamphetamine and AOD information for Year 10 to 12 students, teachers and parents. To determine the requirements for this resource, we consulted

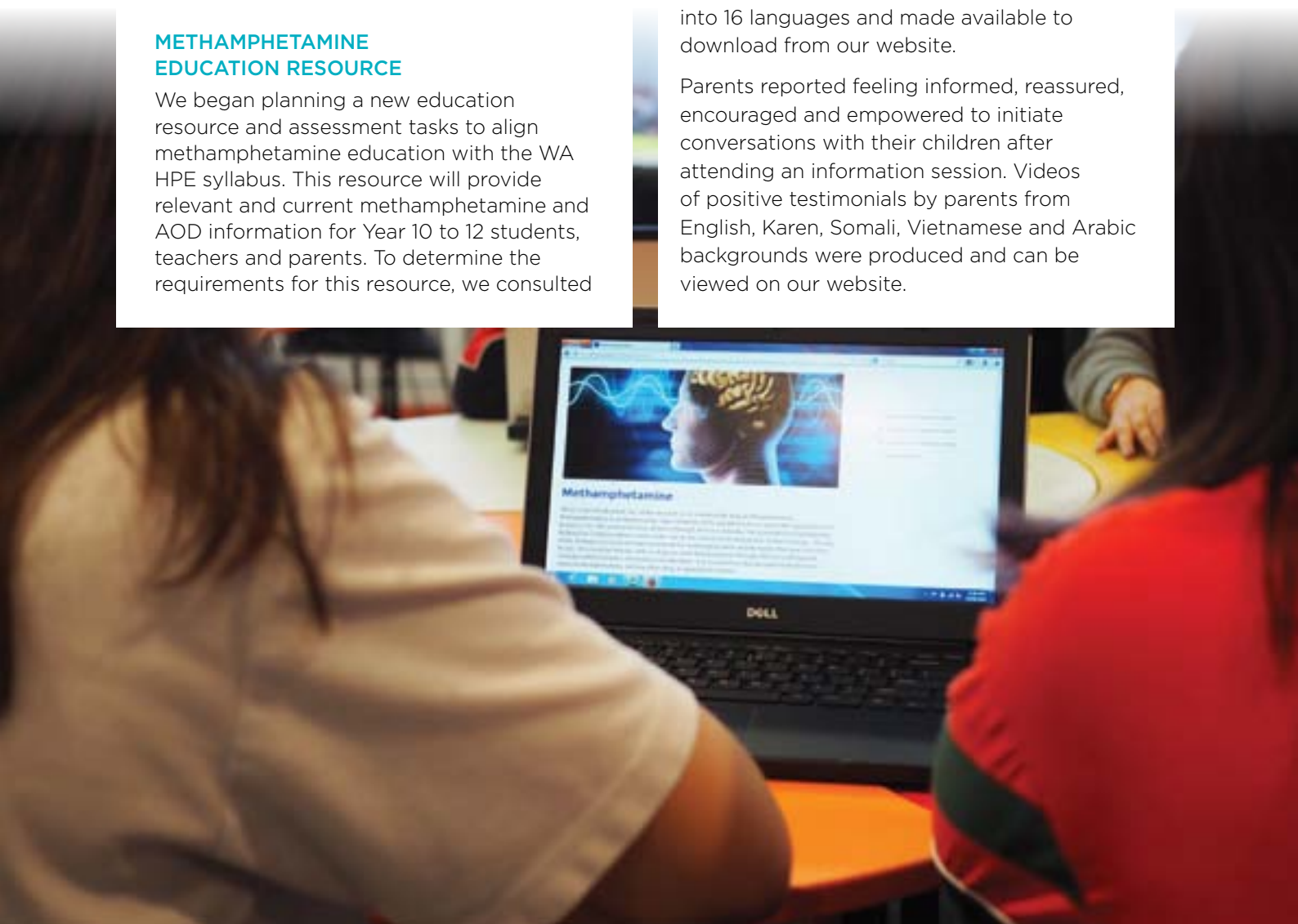
with secondary school staff and the School Curriculum Standards Authority.

PARENT INFORMATION SESSIONS

We increased the number of *Talking Drugs* sessions delivered to parents and carers seeking information about AOD including methamphetamine. Each session provides true and current trends of drug use in WA as evidenced through recent data and reports, tips to use when speaking with children about AOD, and an introduction to services offering information and/or help.

With the support of four bi-cultural workers (translators) from the City of Stirling, a modified session was delivered to parents/carers of CaLD communities. To further assist these communities, our four most requested methamphetamine fact sheets were translated into 16 languages and made available to download from our website.

Parents reported feeling informed, reassured, encouraged and empowered to initiate conversations with their children after attending an information session. Videos of positive testimonials by parents from English, Karen, Somali, Vietnamese and Arabic backgrounds were produced and can be viewed on our website.





ONLINE INFORMATION

Our website continued to be a current and accurate source of information about AOD including methamphetamine for school staff, parents and students. School staff continued to access the Talking Drugs online modules throughout the year. More information about website data relating to AOD including methamphetamine can be found on page 35.



**Schools engaged
in the project**

118



**Student services
engaged in the
project**

105



**Talking Drugs
parent information
sessions (including
1 CaLD session)**

24



**Parents
reached**

1,468

**Workshop
satisfaction rating**

97.3%



EARLY INTERVENTION PROGRAM

A new early intervention resource, *Wraparound*, has been developed to increase school staff understanding of AOD use. Information about *Wraparound* can be found on page 18.



Looking ahead

Following consultation with CaLD agencies and teachers, and the Community Support and Development Programs, AOD and Prevention Services staff at the Mental Health Commission, we are developing a pictorial flipchart to support Aboriginal and CaLD *Talking Drugs* parent information sessions. This resource will help overcome language barriers and extend our reach to more families. In addition to this, our four most requested methamphetamine fact sheets are in the process of being translated into Aboriginal-English to further assist Aboriginal families. These resources will be available in 2018.

To reach a larger number of school staff, we are exploring opportunities to deliver *Talking Drugs* professional development workshops with guest presenters next year. Planning is currently underway for a guest presentation to over 150 school staff in late 2017.

Curriculum material for students in rural and remote areas will be developed to include scenarios and information specific to rural and remote communities.

We will continue development of the new cross-curricular resource for Year 10 to 12 students, teachers and parents. This will be in the form of an online student portal and will support the delivery of school AOD education including methamphetamine. It is anticipated the resource will be available in early 2018.

Another focus for 2018 will be to increase the delivery of AOD education with an emphasis on methamphetamine into specialist school settings.





OTHER ENGAGEMENTS

In addition to scheduled professional development workshops, we deliver customised presentations and professional development workshops to staff at their school or education setting. This assists schools who:

- find it difficult to release staff during work hours;
- cannot travel the distance to a scheduled workshop;
- want all staff to receive the workshop at the same time as part of their whole-school approach; and/or
- request a SDERA consultant to work one-on-one with a small group of staff.



**Other workshops/
presentations** **637**

Attendees **4,717**



Looking ahead

We will continue to engage with schools, early childhood centres and agencies by delivering presentations and workshops customised to their needs. This is a growing area for us and we look forward to working with more educators through this convenient approach.

Next year we will also work towards becoming the state provider and trainer for Preventure, a school-based intervention program aimed at reducing adolescent AOD use in high-risk teenagers.

PROMOTION AND ADVOCACY

This year we continued to apply a more strategic approach to advocacy and promotion with the aim of increasing brand awareness and engagement.

Branding

Our new branding has been in effect for over 12 months making 2016-2017 the first full year to have the new look and feel. The branding was applied to new name badges, business cards and USBs, and continues to roll out across new corporate marketing, communications and advertising material as old material is replaced. It is likely the roll out will continue for at least 12 months while existing stocks of printed materials are exhausted.



Marketing

New marketing collateral was developed to promote our range of services. This includes new workshop and resource flyers, with the full suite to be finished next year. New workshop folders are in development and will be ready to use next year. Emails developed in Campaign Monitor were used to promote workshops and other news. A variety of design layouts were tested and the top performing layouts were used predominately in the second half of the year.





ENGAGEMENT

Communications

We continued to produce a quarterly print and electronic newsletter to provide schools with current news about road safety and AOD education. A more strategic approach is being applied to highlight our achievements and promote our services and partnerships. A review was undertaken to find ways to produce the newsletter at a reduced cost and the recommendations will be applied next year.



Website

Our website continued to be an engaging and intuitive online resource schools, students, parents, early childhood services and agencies. The website provides access to resources and information about road safety and AOD; opportunities to register for professional development workshops; introductions to unique school programs; and current news and events for schools, parents and students. Website content complements marketing and communications initiatives including events and social media promotions.

This year 49,414 people visited our website at least once. During this time they viewed 173,608 pages (including repeated page visits).

The top visited pages were:

Webpage	Number of page views
<i>Keys for Life</i> (programs)	16,167
<i>Challenges & Choices</i> Primary (resources)	8,330
<i>Keys for Life</i> for Students (programs)	7,418
Secondary Resources (resources)	6,129
The impact of ice on the brain (news article)	5,924



Total visits

65,009

(49,414 unique visits)

Total downloads



AOD

17,727

(Methamphetamine 958)



Road safety

23,260



Total video views

567





Social media

It has been an exciting time for SDERA's social media channels as they continue to grow in terms of followers and engagement. Our three channels, Facebook, Twitter and YouTube host a variety of content suited specifically to the unique needs of the platform and audience. Facebook and Twitter are updated daily to promote our services and special events, share current news and encourage engagement with school staff and parents. Workshops, resources and special events are advertised to school staff and parents through targeted Facebook campaigns. YouTube hosts video content also available on our website and Vimeo accounts. These channels are being used to support new initiatives, tie in with trending issues and promote partnership with stakeholders.



Reach
242,593

Followers
1,037



Reach
13,337

Followers
117



Views
880

Subscribers
8

Ambassadors

We continued to have the support of our three Ambassadors: Brad Hogg, Donna Cross and Kylie Catto. These Ambassadors share our mission and advocate for a resilience approach to road safety and AOD education across various fields including sport, health and education.

To raise brand awareness and engage with a younger audience, plans were made to grow our Ambassador program. We had discussions with several young people to establish their interest in becoming a Youth Ambassador. It's expected these plans will come to fruition next year.





Media

A priority for SDERA this year was increasing our media profile to build brand awareness through earned media. Creating more newsworthy stories and working closer with media led to numerous radio appearances and articles published in regional and metropolitan newspapers and on news websites. Many new relationships were developed with journalists, editors and radio hosts and our database of media grew to include new contacts. We continued to use Meltwater to monitor electronic media including websites, social media and blogs.





Events

A number of events such as national and state conferences and community and family events provided us with opportunities to engage with new and existing stakeholders.

We presented to delegates at the Positive Schools Conference and coordinated and facilitated the Road Safety Education Workshop at the Australasian Road Safety Conference on behalf of RSEGA and the Australian College of Road Safety.

The workshop was attended by schools, agencies and delegates. Participants listened to presentations and engaged in interactive activities enabling them to consider the transfer of knowledge and strategies into their road safety programs.

Awards

It was an exciting year for us as *Keys for Life* won a number of awards. The pre-driver education program received two national awards at the Sixth Annual Australian Road Safety Awards on Wednesday 22 March in Melbourne. These included the Community Programs Award and the Founders Award for Outstanding Achievement. *Keys for Life* was also a finalist in the Schools Program Award and the Indigenous Road Safety Award. Receiving national recognition for the program was a huge achievement.

Keys for Life was also a finalist in the Insurance Commission of WA's Regional Safety Award at the 2016 Regional Achievement and Community Awards.





Sponsorship

For the first time, we sponsored the Health and Wellbeing Award in the 2017 WA Young Achiever Awards. The purpose of this award is to acknowledge young people who are working to improve the health and wellbeing of an individual or community group.

The sponsorship provided us with extensive positive recognition across WA over a nine month period. We received over \$400,000 in media exposure across TV, radio, press, direct mail and online channels as well as at events and in promotional material and signage. We also received positive media coverage in numerous regional and metropolitan newspapers and on news websites.

Our Drug Education Coordinator, Catriona

Coe, worked with expert judge, Dr Jo Clarkson, Director of Health Promotion and Research at Healthway, to judge the entries. A highlight of the year was our attendance at the gala presentation dinner where Anne Miller congratulated the four finalists on stage and presented the Health and Wellbeing Award to Pavitra Aran.

Pavitra also received the 2017 Young Achiever of the Year Award for her many achievements and contributions to the community. We are now exploring ways to work with Pavitra and the Health and Wellbeing Award finalists to reach younger audiences through a Youth Ambassador program.

We look forward to continuing this sponsorship next year.

Anne Miller presenting Pavitra Aran with the Health and Wellbeing Award.



Partnerships

We partner with a number of government and non-government organisations, agencies and service providers involved with AOD and road safety education to deliver better outcomes for young people. We chair and lead three reference groups and work in partnership with member agencies.

Road Safety Education Reference Group Australasia (RSEGA)

RSEGA consists of key road safety education agencies in each state and territory of Australia and New Zealand. RSEGA's purpose is to facilitate evidence-informed and evidence-based best practice road safety education across early childhood, school and community settings. RSEGA meet each year at the Australasian Road Safety Conference and work together to coordinate the Road Safety Educators Workshop.

Members include: VicRoads, RACV, New South Wales (NSW) Centre for Road Safety, NSW Education Department, Transport Accident Commission, Queensland Department of Education and Training, South Australian Automobile Association, Australian Road Safety College, Northern Territory Department of Education and Transport and New Zealand Transport.

Western Australian Road Safety Education Committee (WARSEC)

WARSEC consists of key agencies in WA that support road safety education in early childhood, school and community settings. Established by SDERA in 2003, WARSEC meet four times a year to plan strategies to facilitate evidence-informed and evidence-based best practice road safety education; promote the *Towards Zero* WA Road Safety Strategy 2008-2020; and coordinate road safety education initiatives across the state. The strategies of WARSEC and its member agencies are identified in the biennial action plan, *Directions* which is available to download from our website.

Members include: Constable Care, Headwest, Injury Matters, Kidsafe WA, Legal Aid WA, P.A.R.T.Y. Program, Road Safety Commission, Paraplegic Benefit Fund, Parents and Friends Federation WA, Department of Transport, Public Transport Authority, RAC, Road Trauma Support WA, St John Ambulance, Your Move, WA Council of State School Organisations, WALGA RoadWise and the WA Police.

Western Australian School Drug Education Reference Group (WASDERG)

Established and coordinated by SDERA, WASDERG provides an opportunity for those working in the school AOD field to come together to enhance connection, understanding and partnership. Three times a year members meet to share information and discuss ideas and current and emerging initiatives. Membership provides an ongoing awareness of the roles each service, organisation and agency plays and this strengthens WASDERG's ability to support school communities across WA.

Members include: Community Alcohol Drug Services, Cancer Council, McCusker Centre for Alcohol, St John Ambulance, Healthway, Helping Minds, Mental Health Commission, Ed Connect, Constable Care, Aboriginal Alcohol and Drug Service, Ocean Reef Senior High School, WA Police, Drug and Alcohol Youth Service, Headspace, Parents and Friends Federation of WA, Alcohol and Drug Foundation and WA Council of State School Organisations.

PERFORMANCE BY FOCUS AREA



ORGANISATIONAL EXCELLENCE

SDERA continues to establish an internal framework of standards and processes intended to engage and motivate employees to deliver products and services that fulfil key stakeholder requirements within business expectations.

Our organisational culture supports accountable, transparent, effective and fair governance and operational practices. We have a procedures guide that outlines a range of processes such as accessing training to support work performance, and purchasing goods and services. The guide is updated regularly and included in induction discussions with new staff.

We strive to provide a healthy, safe, respectful and inclusive workplace that promotes growth and wellbeing. Staff participated in a Crucial Conversations course this year. The course aimed to build skills and provide staff with a model to support open and honest discussions. Staff will undertake further training next year to consolidate their skills and further their understanding of the impact conversations around performance and other work related issues can have on work place harmony.

Staff undertook professional development to ensure they had the ability to understand, communicate and effectively interact with people from different cultural backgrounds. Following this, the team developed a cultural competence framework to guide future actions.

We constantly seek new research, literature and legislation to apply to all aspects of our work including resources, programs and professional development workshops. For example, statistics from the Australian Secondary Student' Alcohol and Drug Survey, the National Drug Strategy Household Survey and annual crash statistics are used as a reference and updated regularly in workshops and presentations.

We have built positive relationships with several research and health organisations such as Telethon Kids Institute and Healthway. A partnership project with Healthway, called Think Again, commenced in this reporting period. The project aims to equip sports coaches working with children and young people with the information and skills required to respond to questions related to AOD and to also build their players' understanding about alcohol and its effect on child and adolescent brain development. One of our contributions to this project was to develop practical activities for coaches to incorporate into their training exercises. A training course will be developed and conducted next year.



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

Report on the Audit of the Statement of Receipt and Expenditure

Opinion

We have audited the accompanying Statement of Receipt and Expenditure (the "Statement") which comprises details of the grant monies expended of the Catholic Education Commission of Western Australia ("the Recipient"). The Statement has been prepared by the Recipient in accordance with the SDERA - Drug and Alcohol Office Agreement (the "Programme") for the funding year 1 July 2016 to 30 June 2017.

In our opinion the accompanying Statement presents fairly, in all material respects, the grant monies received and expended by the Recipient for the year 1 July 2016 to 30 June 2017 in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Programme.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Statement* section of our report. We are independent of the Recipient in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the "Code") that are relevant to our audit of the Statement in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Basis of Accounting and Restriction on Distribution and Use

We draw attention to the "Management's Responsibilities for the Statement" paragraph below, which states that the Statement has been prepared in accordance with the accruals basis of accounting. The Statement has been prepared for the purpose of fulfilling the Recipient's financial reporting responsibilities under the Programme. As a result, the Statement may not be suitable for another purpose. Our report is intended solely for the Recipient and the Mental Health Commission (Drug and Alcohol Office) (the "Funding Provider") and should not be distributed or used by parties other than the Recipient and Funding Provider.

Management's Responsibilities for the Statement

Management are responsible for the preparation and fair presentation of the Statement in accordance with the Programme and has determined that the accruals basis of accounting is appropriate to meet

the financial reporting requirements of the Programme and the needs of the Recipient and the Funding Provider. Management's responsibility also includes such internal control as management determine is necessary to enable compliance with the Programme and the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

In preparing the Statement, management are responsible for assessing the Recipient's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intend to liquidate the Recipient or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Statement

Our objectives are to obtain reasonable assurance about whether the Statement as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Statement.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the Statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Recipient's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the Statement or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Recipient to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the Statement, including the disclosures, and whether the Statement represents the underlying transactions and events in a manner that achieves fair presentation.



We communicate with management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in blue ink, reading "Deloitte Touche Tohmatsu".

DELOITTE TOUCHE TOHMATSU

A handwritten signature in blue ink, reading "Peter Rupp".

Peter Rupp

Partner

Chartered Accountants

Perth, 15 September 2017

Registered Company Auditor Number: 278411

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

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2017

	2017	2016
	\$	\$
INCOME		
Grant Funding	1,417,264	1,394,945
Interest Income	8,082	12,466
Resource Recoup and Miscellaneous Income	12,213	3,927
TOTAL INCOME	<u>1,437,559</u>	<u>1,411,338</u>
EXPENSES		
Administration	51,354	54,717
Curriculum and Resource Development	42,307	22,753
Personnel Costs	943,184	1,167,543
Publicity and Promotions	25,276	27,786
Regional Organising Committees	81,561	99,739
Strategic Planning	314	722
IT Expenses	6,628	39,012
Transfer to Methamphetamine Initiative	-	227,273
TOTAL EXPENDITURE	<u>1,150,624</u>	<u>1,639,545</u>
Surplus / (Deficit) for the Period	286,935	(228,207)
Surplus Brought Forward	523,143	751,350
Surplus Carried Forward	<u><u>810,078</u></u>	<u><u>523,143</u></u>

R.

**Catholic Education Office of Western Australia
For the period ending 30 June 2017
Mental Health Commission (Drug and Alcohol Office)**

Period of funding - 12
months

Ended:
30/06/2017

REVENUE

Grant Funding - Drug and Alcohol Office

1,417,264

Interest Income

8,082

Other Income

12,213

TOTAL INCOME

1,437,559

EXPENDITURE

Administration

51,354

Curriculum and Resource Development

42,307

Personnel Costs

943,184

Publicity & Promotions

25,276

Regional Organising Committees

81,561

Strategic Planning

314

IT Expenses

6,628

Other Expenses

-

Total Expenditure

1,150,624

SURPLUS/(DEFICIENCY)

286,935

Available Funds carried from PY

523,143

CLOSING BALANCE

810,078

For identification purposes only:



A.

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

Report on the Audit of the Statement of Receipt and Expenditure

Opinion

We have audited the accompanying Statement of Receipt and Expenditure (the "Statement") which comprises details of the grant monies expended of the Catholic Education Office of Western Australia ("the Recipient"). The Statement has been prepared by the Recipient in accordance with the 'Methamphetamine Initiative' (the "Programme") for the funding year 1 July 2016 to 30 June 2017.

In our opinion the accompanying Statement presents fairly, in all material respects, the grant monies received and expended by the Recipient for the year 1 July 2016 to 30 June 2017 in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Programme.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Statement* section of our report. We are independent of the Recipient in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the "Code") that are relevant to our audit of the Statement in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Basis of Accounting and Restriction on Distribution and Use

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Management's Responsibilities for the Statement

Management are responsible for the preparation and fair presentation of the Statement in accordance with the Programme and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Programme and the needs of the Recipient and the

Funding Provider. Management's responsibility also includes such internal control as management determine is necessary to enable compliance with the Programme and the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

In preparing the Statement, management are responsible for assessing the Recipient's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intend to liquidate the Recipient or to cease operations, or have no realistic alternative but to do so.

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- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Recipient's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the Statement or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Recipient to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the Statement, including the disclosures, and whether the Statement represents the underlying transactions and events in a manner that achieves fair presentation.



We communicate with management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in blue ink, reading "Deloitte Touche Tohmatsu".

DELOITTE TOUCHE TOHMATSU

A handwritten signature in blue ink, reading "Peter Rupp".

Peter Rupp

Partner

Chartered Accountants

Perth, 15 September 2017

Registered Company Auditor Number: 278411

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

METHAMPHETAMINE INITIATIVE

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2017

	2017 \$	2016 \$
INCOME		
Methamphetamine Program Funding - Department of Education	-	227,273
Interest Income	592	1,196
TOTAL INCOME	592	228,469
EXPENSES		
Curriculum and Resource Development	23,231	19,330
Personnel Costs	42,955	96,247
Regional Organising Committees	7,337	8,116
IT Expenses	10,907	18,800
Other Expenses	2,138	-
Publicity and Promotions		
TOTAL EXPENDITURE	86,568	142,493
(Deficit) / Surplus for the Period	(85,976)	85,976
Surplus Brought Forward	85,976	-
Surplus Carried Forward	0	85,976

h.

Independent Auditor's Report to the Catholic Education Office of Western Australia and the Mental Health Commission

Report on the Audit of the Statement of Receipt and Expenditure

Opinion

We have audited the accompanying Statement of Receipt and Expenditure (the "Statement") which comprises details of the grant monies expended of the Catholic Education Office of Western Australia ("the Recipient"). The Statement has been prepared by the Recipient in accordance with the 'Mental Health Commission Methamphetamine Initiative' (the "Programme") for the funding year 1 July 2016 to 31 June 2017.

In our opinion the accompanying Statement presents fairly, in all material respects, the grant monies received and expended by the Recipient for the year 1 July 2016 to 31 June 2017 in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Programme.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Statement* section of our report. We are independent of the Recipient in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the "Code") that are relevant to our audit of the Statement in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Basis of Accounting and Restriction on Distribution and Use

We draw attention to the "Management's Responsibilities for the Statement" paragraph below, which states that the Statement has been prepared in accordance with the accruals basis of accounting. The Statement has been prepared for the purpose of fulfilling the Recipient's financial reporting responsibilities under the Programme. As a result, the Statement may not be suitable for another purpose. Our report is intended solely for the Recipient and the Mental Health Commission (the "Funding Provider") and should not be distributed or used by parties other than the Recipient and Funding Provider.

Management's Responsibilities for the Statement

Management are responsible for the preparation and fair presentation of the Statement in accordance with the Programme and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Programme and the needs of the Recipient and the

Funding Provider. Management's responsibility also includes such internal control as management determine is necessary to enable compliance with the Programme and the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

In preparing the Statement, management are responsible for assessing the Recipient's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intend to liquidate the Recipient or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Statement

Our objectives are to obtain reasonable assurance about whether the Statement as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Statement.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the Statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Recipient's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the Statement or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Recipient to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the Statement, including the disclosures, and whether the Statement represents the underlying transactions and events in a manner that achieves fair presentation.



We communicate with management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in blue ink that reads "Deloitte Touche Tohmatsu".

DELOITTE TOUCHE TOHMATSU

A handwritten signature in blue ink that reads "Peter Rupp".

Peter Rupp

Partner

Chartered Accountants

Perth, 15 September 2017

Registered Company Auditor Number: 278411

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA
MENTAL HEALTH COMMISSION METHAMPHETAMINE INITIATIVE

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2017

	2017
	\$
INCOME	
MHC Methamphetamine Funding	250,000
Interest Income	1,660
TOTAL INCOME	251,660
EXPENSES	
Curriculum and Resource Development	5,554
Personnel Costs	73,965
Regional Organising Committees	3,549
IT Expenses	8,605
Publicity and Promotions	91,673
Surplus for the Period	159,987
Surplus Brought Forward	-
Surplus Carried Forward	159,987

A

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

Report on the Audit of the Statement of Receipt and Expenditure

Opinion

We have audited the accompanying Statement of Receipt and Expenditure (the "Statement") which comprises details of the grant monies expended of the Catholic Education Office of Western Australia ("the Recipient"). The Statement has been prepared by the Recipient in accordance with the 'Road Aware Project' (the "Programme") for the funding year 1 July 2017 to 30 June 2017.

In our opinion the accompanying Statement presents fairly, in all material respects, the grant monies received and expended by the Recipient for the year 1 July 2016 to 30 June 2017 in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Programme.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Statement* section of our report. We are independent of the Recipient in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the "Code") that are relevant to our audit of the Statement in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Basis of Accounting and Restriction on Distribution and Use

We draw attention to the "Management's Responsibilities for the Statement" paragraph below, which states that the Statement has been prepared in accordance with the accruals basis of accounting. The Statement has been prepared for the purpose of fulfilling the Recipient's financial reporting responsibilities under the Programme. As a result, the Statement may not be suitable for another purpose. Our report is intended solely for the Recipient and the Department of Education (the "Funding Provider") and should not be distributed or used by parties other than the Recipient and Funding Provider.

Other Information

Management are responsible for the other information. The other information comprises the information included in the Accountability Report, but does not include the Statement and our auditor's report thereon.

Our opinion on the Statement does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the Statement, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the Statement or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information; we are required to report that fact. We have nothing to report in this regard.

Management's Responsibilities for the Statement

Management are responsible for the preparation and fair presentation of the Statement in accordance with the Programme and has determined that the accruals basis of accounting is appropriate to meet the financial reporting requirements of the Programme and the needs of the Recipient and the Funding Provider. Management's responsibility also includes such internal control as management determine is necessary to enable compliance with the Programme and the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

In preparing the Statement, management are responsible for assessing the Recipient's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intend to liquidate the Recipient or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Statement

Our objectives are to obtain reasonable assurance about whether the Statement as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Statement.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

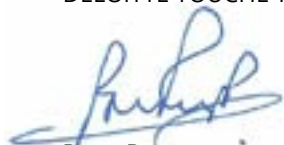
- Identify and assess the risks of material misstatement of the Statement, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Recipient's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Recipient's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the Statement or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Recipient to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the Statement, including the disclosures, and whether the Statement represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Deloitte Touche Tohmatsu

DELOITTE TOUCHE TOHMATSU



Peter Rupp

Partner

Chartered Accountants

Perth, 15 September 2017

Registered Company Auditor Number: 278411

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

ROAD AWARE PROJECT

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2017

	2017	2016
	\$	\$
INCOME		
Grant Income - Office of Road Safety	1,594,000	1,618,364
Interest Income	2,705	1,026
Other Income	10,330	250
TOTAL INCOME	1,607,035	1,619,640
EXPENSES		
Administration	57,175	59,203
Curriculum and Resource Development	112,174	181,624
Personnel Costs	1,160,687	1,201,698
Publicity and Promotions	61,979	47,328
Regional Organising Committees	100,427	100,530
Strategic Planning	953	1,870
IT Expenses	29,004	25,252
Return of Funds	2,133	66,901
TOTAL EXPENDITURE	1,524,532	1,684,406
Surplus / (Deficit) for the period	82,503	(64,766)
Surplus Brought Forward	2,133	66,899
Surplus Carried Forward	84,636	2,133

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

Report on the Audit of the Statement of Receipt and Expenditure

Opinion

We have audited the accompanying Statement of Receipt and Expenditure (the "Statement") which comprises details of the grant monies expended of the Catholic Education Office of Western Australia ("the Recipient"). The Statement has been prepared by the Recipient in accordance with the 'National School Drug Education Strategy' (the "Programme") for the funding year 1 July 2016 to 30 June 2017.

In our opinion the accompanying Statement presents fairly, in all material respects, the grant monies received and expended by the Recipient for the year 1 July 2016 to 30 June 2017 in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Programme.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Statement* section of our report. We are independent of the Recipient in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the "Code") that are relevant to our audit of the Statement in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Basis of Accounting and Restriction on Distribution and Use

We draw attention to the "Management's Responsibilities for the Statement" paragraph below, which states that the Statement has been prepared in accordance with the accruals basis of accounting. The Statement has been prepared for the purpose of fulfilling the Recipient's financial reporting responsibilities under the Programme. As a result, the Statement may not be suitable for another purpose. Our report is intended solely for the Recipient and the Department of Education (the "Funding Provider") and should not be distributed or used by parties other than the Recipient and Funding Provider.

Management's Responsibilities for the Statement

Management are responsible for the preparation and fair presentation of the Statement in accordance with the Programme and has determined that the accruals basis of accounting is appropriate to meet

the financial reporting requirements of the Programme and the needs of the Recipient and the Funding Provider. Management's responsibility also includes such internal control as management determine is necessary to enable compliance with the Programme and the preparation and fair presentation of the Statement that is free from material misstatement, whether due to fraud or error.

In preparing the Statement, management are responsible for assessing the Recipient's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intend to liquidate the Recipient or to cease operations, or have no realistic alternative but to do so.

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- Evaluate the overall presentation, structure and content of the Statement, including the disclosures, and whether the Statement represents the underlying transactions and events in a manner that achieves fair presentation.



We communicate with management regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Deloitte Touche Tohmatsu

DELOITTE TOUCHE TOHMATSU

A handwritten signature in blue ink, appearing to read "Peter Rupp".

Peter Rupp

Partner

Chartered Accountants

Perth, 15 September 2017

Registered Company Auditor Number: 278411

CATHOLIC EDUCATION OFFICE OF WESTERN AUSTRALIA

NATIONAL SCHOOL DRUG EDUCATION STRATEGY

STATEMENT OF INCOME AND EXPENDITURE

FOR THE YEAR ENDED 30 JUNE 2017

	2017	2016
	\$	\$
INCOME		
Grant Funding - State Government	445,214	432,247
Interest Income	6,011	4,654
TOTAL INCOME	451,225	436,901
EXPENSES		
Administration	29,133	29,844
Curriculum and Resource Development	1,695	25
Personnel Costs	170,079	147,776
Regional Organising Committees	12,063	14,424
Publicity and Promotions	11,991	5,098
Strategic Planning	1,120	950
IT Expenses	5,570	11,177
Payments to Schools	26,512	55,770
TOTAL EXPENDITURE	258,163	265,064
Surplus for the Period	193,062	171,837
Surplus Brought Forward	196,877	25,040
Surplus Carried Forward	389,939	196,877

B

School Drug Education and Road Aware
Statewide Services
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WA, the Mental Health Commission and the Road Safety
Commission via the Road Trauma Trust Account.