

# SDERA NEWS

Term 1  
Number 85  
February 2018

**CHANGES  
COMING TO  
KEYS  
FOR LIFE**



**THE POWER  
OF GRATITUDE  
AND HOW TO  
TEACH IT**

**SDERA**

SCHOOL DRUG EDUCATION AND ROAD AWARE



The siren has sounded around the state to mark the beginning of a new school year and thousands of children have made their way back through the school gates either by foot, car, bike, bus or train. For some, it may be their first experience travelling on their own or using public transport, especially for students moving into Year 7.

With the increase of traffic around schools before 9am and after 3pm during each term, motorists need to comply with the 40 km/h speed limit. Why? The higher the speed of a vehicle, the shorter the time a driver has to stop and avoid a crash. A car travelling at 50 km/h will typically require 13 metres in which to stop, while a car travelling at 40 km/h will stop in less than 8.5 metres. An increase in average speed of 1 km/h typically results in a 3% higher risk of a crash involving injury, with a 4-5% increase for crashes that result in fatalities. Speed also contributes to the severity of the impact when a collision does occur. For car occupants in a crash with an impact speed of 80 km/h, the likelihood of death is 20 times what it would have been at an impact speed of 30 km/h.

There are a range of factors that contribute to children being involved in road incidents. Some of these

include their age and level of physical and cognitive development; underestimating the speed of oncoming traffic; being distracted by their friends, phones or music devices; and concentrating on the skills of riding or driving and less on assessing potential hazards accurately.

Our state road safety strategy has the vision of Towards Zero – an audacious but necessary goal. Every year there are families in WA who are touched by road trauma. I don't want my family or your family to lose a loved one because of a road crash. Through everyone sharing the responsibility of building a culture in our community that says we won't accept illegal or irresponsible behaviour on our roads – we can make a difference.

### So what can we do as educators and role models to prepare our young road users?

For road safety to be effective it needs to be embedded in a school community's culture. This means planning road safety lessons each year for students from Kindergarten through to Year 12; using incidental moments such as excursions to talk about road rules and ways to stay safe; including road safety strategies in school business plans; developing traffic management plans in consultation with the community; and encouraging parents and staff to model safe road use when walking, riding or driving.

A whole-school approach can take time, energy and determination but we have seen some amazing outcomes achieved by schools and in particular our 122 CHAT schools. Comet Bay Primary School is a fine example of what can be achieved when a school becomes committed

to improving the safety of road users in their community. To see the positive impact a whole-school approach to road safety has made to Comet Bay Primary School, visit the CHAT section of our website.

I urge all schools to consider the efforts they can take to create safer road users and traffic environments. SDERA's teaching and learning programs, resources, consultancy support, professional development and strategies for implementing a whole-school approach are available for all schools in WA.

Let's work together to keep our children and young people safer.

**Anne Miller**  
Acting Manager, SDERA



## The power of gratitude and how to teach it

Being grateful helps us to be happier in all aspects of life. A powerful tool, gratitude can be used to build resilience, improve physical and mental health and enhance empathy. Having a 'gratitude attitude' also benefits people we interact with.

Modelling and encouraging young people to embrace gratitude can help them develop resilience and good mental health. And like many other skills in life, it can be explicitly taught.

### Model gratitude

Modelling gratitude whenever and where ever you can - although not always easy - is fundamental. Modelling provides a blueprint to our young people, of what to say and what to do and in what circumstances. Expressing gratitude through words, notes and gifts or acts of kindness are all ways to teach young people how to become more grateful.

### Identify strengths in young people

Encouraging young people to identify and use their strengths increases their ability to be helpful and cooperative toward others, which in turn will make them more grateful. Find a goodwill project or encourage

young people to volunteer in a role where they can use their strengths to help others.

### Work gratitude into everyday conversations

Everyday conversations with young people provide opportunities to demonstrate appreciation. For example: "look at the beautiful colour of the sunset", "how great is our cat", "it makes me so happy when you finish all your homework". The more often we reinforce gratitude, the more likely it will stick. Consider dedicating time in your day to express gratitude as a class or family. Tried and tested methods include asking young people to identify the good things that happened during the day or what they did to make someone smile.

### Focus on meaningful goals

It's very easy for young people to get wrapped up in materialistic goals such as wanting possessions to show wealth or status. It's important to steer young people away from these superficialities and toward more intrinsic goals, such as engaging in activities that enhance community, connection, purpose and growth. Start by feeding their interests in social issues they



care about and encourage them to explore ways they can make a difference. Encouraging generosity is also important. For example, encouraging young people to donate their own clothes or toys to less fortunate children will deepen their sense of gratitude.

Encouraging young people to be grateful is not just a job for families; it's a job for society as well. As the world becomes more culturally diverse and the authentic connection between individuals and communities weakens, it becomes more important to continually harness the power of gratitude. To create a culture of gratitude in society we all must do our part to foster gratitude in young people. The more we work towards this common goal, the more rewards we will see.

It begins with each and every one of us.....so what are you grateful for today?



# DRUG EDUCATION

SDERA 2016-17

Schools that developed drug education plans and guidelines



113



## The importance of school drug education

### Codeine abuse by Australians on the rise



2007 **3.7%** 2016 **4.8%**

Codeine is Australia's most popular opioid drug. As of 1 February 2018, new legislation states that this legal drug can only be purchased with a prescription and will no longer be available over-the-counter.

Data from the 2016 National Drug Strategy Household Survey shows an increase in the number of Australians who have misused a pharmaceutical drug in the past year, with codeine being the most misused drug in the painkiller/opioids category.

The increased level of misuse of codeine and other pharmaceutical drugs is a concern. With a strong media focus on illegal drugs and their use and consequences, we run the risk of overlooking the need to increase awareness

and understanding that any drug has the potential to cause harm. It is essential that young people learn how to be responsible around the use of pharmaceutical drugs.

Giving students the opportunity to participate in alcohol and other drugs (AOD) education allows them to become informed through discussion and exploration of current health information. Being informed can lead to decisions that save lives.

SDERA can help you and your school to engage in best practice AOD education with your students. Have a look at the resources and professional development opportunities on our website to learn how we make AOD education easy to implement.

## Alcohol minimum floor pricing

Alcohol minimum floor pricing as a harm minimisation strategy is currently proposed as part of a comprehensive approach to reduce WA's high level of alcohol consumption and alcohol-related harm.

The strategy aims to reduce the amount of alcohol consumed by heavy drinkers, binge drinkers and pre-loaders (or pre-drinkers) who are most likely to buy the cheapest alcohol, and the most likely to be at risk of harm. The strategy will have minimal impact on moderate drinkers.

WA has an increasing number of liquor outlets selling alcohol at cheap prices. The

minimum price of alcohol will be determined by the number of standard drinks a product contains with a focus on cheap bottled wines and cask wines. For example, a minimum price of \$1.25 for a bottle of wine containing 7.5 standard drinks could be repriced to a minimum of \$9.40.

There is a wealth of evidence globally to indicate alcohol consumption decreases as the cost increases. Evidence also supports a subsequent reduction in alcohol-related harm including traffic crashes, violence, hospital admission and deaths.

Many countries already have

minimum floor pricing for alcohol. The Canadian model has significantly reduced alcohol consumption and contributed to a drop in alcohol-related hospital admissions.

The cost of alcohol is a significant factor for young people who tend to buy cheaper alcohol than older age groups. Young people are likely to drink less if they have to pay more for alcohol. Minimum floor pricing will greatly impact those who binge drink and/or pre-load.

To learn more about minimum floor pricing visit [www.mcaay.org.au](http://www.mcaay.org.au)

Cheap alcohol causes harm in our community.

WA has the highest rate of alcohol consumption and related harm and cost.

Action is critical to reduce alcohol-related harm in WA.

Minimum pricing will provide significant health benefits and a safer community.

## Alcohol and other drugs assessment tasks

Assessment tasks for students in Pre-primary to Year 9 are now available to download free of charge from our website.

All assessment tasks are linked to the WA Health and Physical Education Syllabus while assessment tasks for Pre-primary to Year 2 are also linked to the National Quality Standard and the Early Years Learning Framework.

For ease of use, all assessment tasks follow the same structure. Information and instructions for teachers can be found on the front pages. Information and instructions for students are also included making it easy for teachers to use as required.

Tell us what you think of these assessment tasks by sending your feedback to [sdera.co@education.wa.edu.au](mailto:sdera.co@education.wa.edu.au).



# ROAD SAFETY EDUCATION

## Keys for Life celebrates 15 years

The national award winning *Keys for Life* pre-driver education program celebrates its 15 year anniversary this year. Since the program's pilot in 2003, more than 140,000 students have sat the Learners Permit Theory Test at their school or community agency under the supervision of an accredited facilitator.

### Program revamp underway

Recent modifications to WA road legislation and the Graduated Driver Training and Licensing process have rendered sections of the current *Keys for Life* resource, activities and professional development workshop out of date. In addition to this, preliminary 2016 data released by the Road Safety Commission identified increases in high risk driver behaviours that significantly contributed to fatalities and critical injuries.

In order to address the legislation changes and trends in data we are rewriting, refreshing and rebranding the resources

associated with *Keys for Life* and *Keys4Life Online* to come under one *Keys4Life* umbrella. Registered facilitators will be notified when the new resources are available.

### Changes to pre-driver education

In October, the Graduated Driver Training and Licensing (GDT&L) system changed to incorporate a minimum of five hours of night supervised driving. The order of when the Hazard Perception Test and Practical Driving Assessment are completed has also changed.

The revised *Keys4Life* program will consider the changes to WA legislation and the GDT&L system such as the introduction of the minimum passing distance

15 years of  
*Keys for Life*

Students who have participated in *Keys for Life*

140,598

Parents and students who have attended a Parent-Student Workshop

38,107



for vehicles near cyclists, Average Speed Safety Cameras, new penalties for high level speeding, alcohol limits for supervisors of learner drivers and the Alcohol Interlock Scheme.

The revised program will also focus on the four high risk driver behaviours impacting road crash fatalities: speed, alcohol, fatigue and inattention including the use of mobile phones while driving.

Help us make the change you wish to see in this world by providing road safety education to young people in your school or community agency. Attend a *Keys for Life* workshop, download the resources or visit our website to learn more about this program.

## Invitation to join advisory group

SDERA's commitment to collaboration with teachers, industry experts and the community has guided the development of our road safety education programs and resources. As a result, some of these programs and resources have won state and national awards.

2018 will see the establishment of the Road Safety Education Advisory Group (RSEAG). We are seeking representation from the vast range of educational environments in WA schools along with teachers who are at different stages in their careers.

Initially, the RSEAG will develop governance documents and evaluate the new *Keys4Life* teacher resource. Meetings will be held once a term. It is envisaged that members in regional areas will contribute via phone or video conferencing facilities as available/necessary.

Teachers currently registered with the Teacher Registration Board of WA are invited to submit an expression of interest by visiting our website.

## Get Ya Wheels and Wadjuk



Making a tangible difference in people's lives is an opportunity few can refuse, and the new *Get Ya Wheels* driver initiative provides just that.

Since May 2017, SDERA has been involved with a 12 month pilot of the Aboriginal Justice Program in partnership with the Department of the Attorney General, Department of Transport, Department of Human Services, Professional Driver Trainers Association and the Wadjuk Northside Community Resource Centre.

An outcome for this program was to provide long-term, sustainable outcomes for the delivery of services relating to licences for Aboriginal people in Balga.

The initiative:

- establishes or locates proof of identity documentation;
- develops behaviours and attitudes for responsible road use;
- results in participants gaining their Learner's Driver Permit;
- provides training for mentors;

- creates employment opportunities for graduating students and mentors;
- attracts self-sustaining funding; and
- is able to be replicated in metropolitan and regional areas.

In combining government and non-government services using culturally appropriate and beneficial methods of service delivery, we immersed participants in an environment of respect, resilience and responsibility about safer road use.

Not only did we facilitate knowledge, skills and attitudes about responsible road user practices, safer socialising, licensing, safer vehicles and extensive driving practice, but we also highlighted the importance of looking after passengers, family and friends just as we do in *Keys for Life*.

In the coming weeks the next group of participants will be starting their journey towards independence. We wish them success and a safe driving future.

**Off to a flying start, the pass rate for the computerised Learner Driver Theory Test at the end of the pilot program was 100%. One participant even described the initiative as "deadly!"**

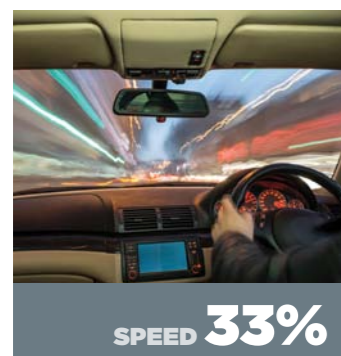


When driving, always choose to give the road your complete attention.

Make the commitment to be a safer driver and role model for others.

## Preliminary 2016 road fatality causes

Data sourced from the 2016 Preliminary Fatal and Critical Injuries on WA Roads - Summary released by the Road Safety Commission.



That's the Sound the Street Makes



by Danny Katz  
Illustrated by Mitch Vane

## Big book for Pre-primary classes

To encourage schools to talk about road safety with their early childhood students, SDERA has sent a road safety storybook to every pre-primary class in WA.

*That's the Sound the Street Makes*, written by renowned Australian author Danny Katz and illustrated by Mitch Vane, follows the story of Ella on her journey to school, and teaches

children how to be aware in a traffic environment.

Schools with multiple pre-primary classes can order additional books free of charge by contacting us.

To learn more about how your school or childcare centre can educate children about road safety through our *Smart Steps* program, visit our website.



(L-R) Matthew Martinovich, Anne Miller, the Hon. Alanna Therese Clohesy MLC, Sharon Wilson and Claudia Burgess

## CHAT awarded for outstanding achievement

Our *Changing Health Acting Together (CHAT)* whole-school approach has been awarded for Outstanding Achievement in Injury Prevention, Early Intervention, Treatment and/or Recovery.

The announcement was formally made on 24 November at the 2017 Injury Prevention and Safety Promotion Awards held by Injury Matters.

Anne Miller was proud to accept the award on behalf of SDERA.

"Arming children and young people with education about road safety and alcohol and other drugs helps them to make safer choices," she said.

"We are honoured to accept this award."

CHAT builds resilience in students, parents, staff and the wider community by integrating road safety and alcohol and other drugs education into classroom learning and school practices.

CHAT is currently implemented by 122 metropolitan and regional schools across WA.

■ If you would like to learn more about this approach please contact our CHAT Coordinator Mick Jackson Pierce on 9402 6265 or email michael.jackson-pierce@education.wa.edu.au.

**We feel proud knowing CHAT is reducing injury and making positive impacts across the whole community.**

Anne Miller

## New schools get CHATting

Twelve metro schools have taken their first steps towards a whole-school approach to alcohol and other drugs and/or road safety education with CHAT.

To start the process, school staff undertook professional development to enable them to set SMART targets and develop action plans.

Participants received training in developing a Whole-school Drug Education Plan for their school.

Having a Whole-school Drug Education Plan helps school staff to focus on classroom-based alcohol and other drugs education and provides the school with consistent and thorough guidance in relation to drug-use incidents or issues. Supportive procedures within the plan are used by staff to help them respond to a drug use incident or issue. These procedures provide students with a clear direction towards appropriate support within the school or, where required, referral to relevant community based services.

We look forward to assisting more schools across WA to develop and implement sustainable, whole-school health initiatives that focus on building resilience through drug and road safety education.

If you're interested in learning more about CHAT, visit our website.

### Welcome to our new CHAT schools

- Cecil Andrews College
- Gilmore College
- Governor Stirling Senior High School
- Joseph Banks Secondary College
- Kelmscott Senior High School
- Leeming Senior High School
- Lesmurdie Senior High School
- Lynwood Senior High School
- Melville Senior High School
- Sawyers Valley Primary School
- Wattle Grove Primary School
- Yanchep Secondary College

# EYES ON THE OUTBACK

## Cruisin' Kids

Late last year, Balingup Primary School students participated in the Cruisin' Kids: Afterschool Road Safety Initiative.

Students were provided with the opportunity to demonstrate their road safety skills through a range of practical activities from our *Challenges and Choices* resources.

A highlight for students was using motorised scooters to practise road safe behaviours such as wearing a seatbelt and helmet, understanding road signs and giving way to the right. Students were supervised by school staff, parents, the local fire brigade and police.

Students also learnt how to stay safe on rural properties around farming machinery and motorised vehicles.

SDERA's Regional Consultant, Libby Winchcombe, said the students displayed impressive knowledge of road safety skills.

"Students accurately answered a whole range of questions. Seeing students demonstrate their safety knowledge was fantastic. Well done to all of those involved!"

Balingup Primary School Principal, Emma Bancroft said many students currently live on farms and use motorised vehicles.

"The students had an absolute blast learning about road safety through this initiative. We have linked in-class learning to some structured after school activities to ensure students remain engaged."



Students from Balingup Primary School taking part in the Cruisin' Kids Initiative

**It's important we start educating students from the early years and continue to embed road safety messages throughout their schooling.**

Balingup Primary School Principal, Emma Bancroft

## Keys for Life on the road in Laverton



The Leonora Laverton Cross Cultural Association (LLCCA) is delivering our *Keys for Life* pre-driver education program to students in Laverton. To further assist students to learn to drive, the LLCCA recently received a dual control car thanks to support from Anglo Gold Ashanti Australia, Gold Fields Australia, Minara Resources and Lynas Corporation.

Having a dual control car has provided Laverton students with the opportunity to use their road safety knowledge and skills while learning to drive. This has enabled students to obtain a driver's licence and enhance their employment opportunities.

We thank those who contributed to this initiative and in particular Eleanor Hill and Julie Ovans from LLCCA who made this possible.

[L-R] Julie Ovans and Eleanor Hill

## Youth for youth

We have welcomed four new youth ambassadors to help advocate for school-based resilience, drug and road safety education. These young people were all finalists in the 2017 Young Achiever Awards for their commendable work in the areas of health and wellbeing. We look forward to collaborating with our youth ambassadors to achieve better health outcomes for young Western Australians.



**James Fazio**, 17 of Ballajura has taken an outstanding leadership role in the promotion of mental health issues to the students of Ballajura Community College. James is an ambassador of the zero2hero programme, partnering with them on a number of mental health initiatives. In consultation with the Principal and College Deputy, James planned positive mental health days to be incorporated into the school calendar and advocates for the simple message that "it's okay not to be okay". James was Ballajura Community College's School Captain, receiving the Principal's Award and Future Leaders Award in 2017, and the Long Tan Youth Leadership and Teamwork Award of 2015.



**Pavitra Aran**, 27 is the 2017 West Australian Young Achiever of the Year. As a zero2hero volunteer, Pavitra delivered school workshops across WA. She guided the development of the State Government's Suicide Prevention 2020 Youth Engagement Strategy and founded Young Refugees of WA. As headspace's first culturally and linguistically diverse youth worker nationwide, Pavitra attracted over 100 culturally diverse people to speak about mental illness and suicide. Pavitra has received numerous awards including SDERA's Health and Wellbeing Award, a Multicultural Recognition Award and Murdoch University's Academic Excellence Award. She continues to be an active speaker, panellist, and board member in the WA community.



**Cory Payne**, 21 of New Norcia was critically injured in a serious car crash when he was 17 years old and spent six months in hospital learning to walk and talk again. Two weeks after being discharged he completed the HBF Run for a Reason 4km course and raised over \$19,000 for breast cancer research. Cory continues to raise money for various charities. He also raises awareness of driver fatigue by guest speaking at schools and sporting clubs. A video produced by Cory about his journey to recovery has received over 157,000 views on Facebook. He has also won two Australia Day Young Citizenship Awards and a Regional Safety Award.



**Jennifer Edwards**, 28 of Geraldton, leads the Child and Parent Centre initiative in Rangeway establishing partnerships with schools and the community. She is a Rotary member and Director, and was instrumental in establishing the Geraldton Rotaract for 18-30 year olds in 2017. Jennifer helps manage the Geraldton Beach Volleyball competition, both social and league. She has taken a leading role in coordinating the annual Volleyball Against Violence event for the last three years, raising money for domestic violence prevention in Geraldton. A Type 1 Child Car Restraint Fitter, Jennifer provides her service free of charge through the Child and Parent Centre, Rangeway.



**Izzy plush toys are back in stock - order yours today!**

## New online order form

We've developed a new online order form to make it easier for you to order resources and support materials from our website. The new form can be completed online with no need to print or handwrite your order. The form includes information, pictures and links to all materials and automatically generates an invoice for your school. To check it out, visit our website.

## WANT TO SHARE A GREAT STORY?

We want to hear about road safety and drug education at your school, childcare centre or community agency. A free *Challenges and Choices* resource is available to educators who submit an article that is published.

To submit a story for the **Term 2 newsletter** email it to our editor by **Wednesday 4 April**. Please keep your article to a maximum of 150 words and provide photos (if possible) in jpg format.



### Opt in to email!

If you receive our quarterly newsletter by post and would prefer to receive it by email, or if you would like to be added to our electronic mailing list, call 9402 6415 or email [sdera.co@education.wa.edu.au](mailto:sdera.co@education.wa.edu.au)

## Farewell to Leeanne

Before the Christmas break we bid a fond farewell to Leeanne Biemmi who was with the SDERA team for four years. Leeanne, thank you for all of your contributions and we wish you all the best for the future.



## Design an ad competition

The West Australian newspaper is giving school aged children the chance to win cash prizes in the 2018 Design and Ad competition!

To enter students need to design an ad for a real company. To assist with drug education, we encourage students to design an ad for SDERA using the theme 'keeping

young people safer'. The ad should help students identify the risks of drug use and understand how to stay safe.

The competition is open to students of all ages across WA. More information can be found at [education.thewest.com.au/contests/design-an-ad](http://education.thewest.com.au/contests/design-an-ad).



The West Australian ED! @mediaeducation

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*Please note: we no longer use fax*

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**Website:** [SDERA.wa.edu.au](http://SDERA.wa.edu.au)



# SEMESTER 1 WORKSHOPS

**FREE WORKSHOPS**

**STAFF RELIEF**

SDERA offers professional development workshops on resilience, road safety, and alcohol and other drugs education for school staff working with K-12 students, early childhood services and community groups.

Workshops are free to attend. SDERA provides the full cost of teacher relief for each person attending a whole day workshop.

## TERM 1 METRO

**Keys for Life** Tuesday 13 March

**Safer Kids**

Wednesday 14 March

**Resilient Teens**

Thursday 15 March  
Burswood on Swan  
Function Centre

**Keys4Life Online**

Wednesday 21 March

**NEW WORKSHOP**

**Challenges and Choices: Teaching and assessing with purpose for primary years**

Wednesday 21 March

**NEW WORKSHOP**

**Challenges and Choices: Teaching and assessing with purpose for secondary years**

Thursday 22 March

**Resilient Teens**

Thursday 22 March  
Mt Lawley Golf Club

All Metro workshops held at Statewide Services Centre, Padbury unless stated

## TERM 1 REGIONAL

**Keys for Life and Keys4Life Online**

Wednesday 14 March  
Northam

**Keys for Life and Keys4Life Online**

Wednesday 14 March  
Geraldton

**Resilient Kids**

Wednesday 21 March  
Moora

**Smart Steps**

Wednesday 21 March  
Moora

**Keys for Life**

Wednesday 21 March  
Busselton

**Safer Teens**

Thursday 22 March  
Moora

**Resilient Kids**

Thursday 5 April  
Geraldton

## TERM 2 METRO

**NEW WORKSHOP**

**Safer Kids road safety education with safety school tour**

Tuesday 8 May  
Constable Care Safety  
School, Maylands

**Keys for Life**

Thursday 10 May

**Keys4Life Online**

Wednesday 16 May

**Talking Drugs**

Thursday 17 May

**Smart Steps**

Wednesday 30 May

All Metro workshops held at Statewide Services Centre, Padbury unless stated

**TO REGISTER FOR WORKSHOPS OR TO VIEW THE MOST CURRENT WORKSHOP DATES VISIT [SDERA.wa.edu.au](http://SDERA.wa.edu.au)**



**NEW WORKSHOPS**

## Challenges and Choices: Teaching and assessing with purpose

We have introduced two new professional development workshops to help school staff teach and assess road safety and drug education in line with the Health and Physical Education syllabus.

Participants will:

- recognise the relationship between curriculum, pedagogy and assessment

- unpack the *Challenges and Choices* resources and assessment tasks
- consider how to modify activities and assessments to suit diverse student needs
- practice teaching strategies to develop students' social and emotional skills
- commence planning a teaching program.

These hands-on workshops are for staff working with all year groups.

There is no cost to attend and schools will be reimbursed for the full cost of teacher relief.

Schools will also receive free resources and a set of alcohol and other drugs assessment tasks for their school.