



## ANNUAL REPORT 2017-2018



*Educating for  
safer choices*

## **School Drug Education and Road Aware**

Statewide Services  
33 Giles Avenue  
PADBURY WA 6025

**P: 08 9402 6415**

**E:** [sdera.co@education.wa.edu.au](mailto:sdera.co@education.wa.edu.au)

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

## **READING THE REPORT**

The School Drug Education and Road Aware (SDERA) 2017-2018 Annual Report outlines activities undertaken by SDERA between 1 July 2017 and 30 June 2018. 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 2017-2018 financial year.
- Comparisons between 2016-2017 and 2017-2018 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.
- The number of schools with capacity to run SDERA programs is determined by a number of factors including student cohorts and school priorities.

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

*Supported by:*



# 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 road safety and alcohol and other drugs (AOD) education strategy for young people. For over 20 years, we have been empowering school staff, early childhood educators, parents and community agencies to develop effective road safety, resilience and drug education programs with the purpose of keeping young people safer. Our programs use a resilience-building approach and are based on best practice.

We provide professional learning workshops and information sessions, curriculum-mapped teaching and learning resources and state-wide support and consultancy. These services are supported 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 road and drug related situations.

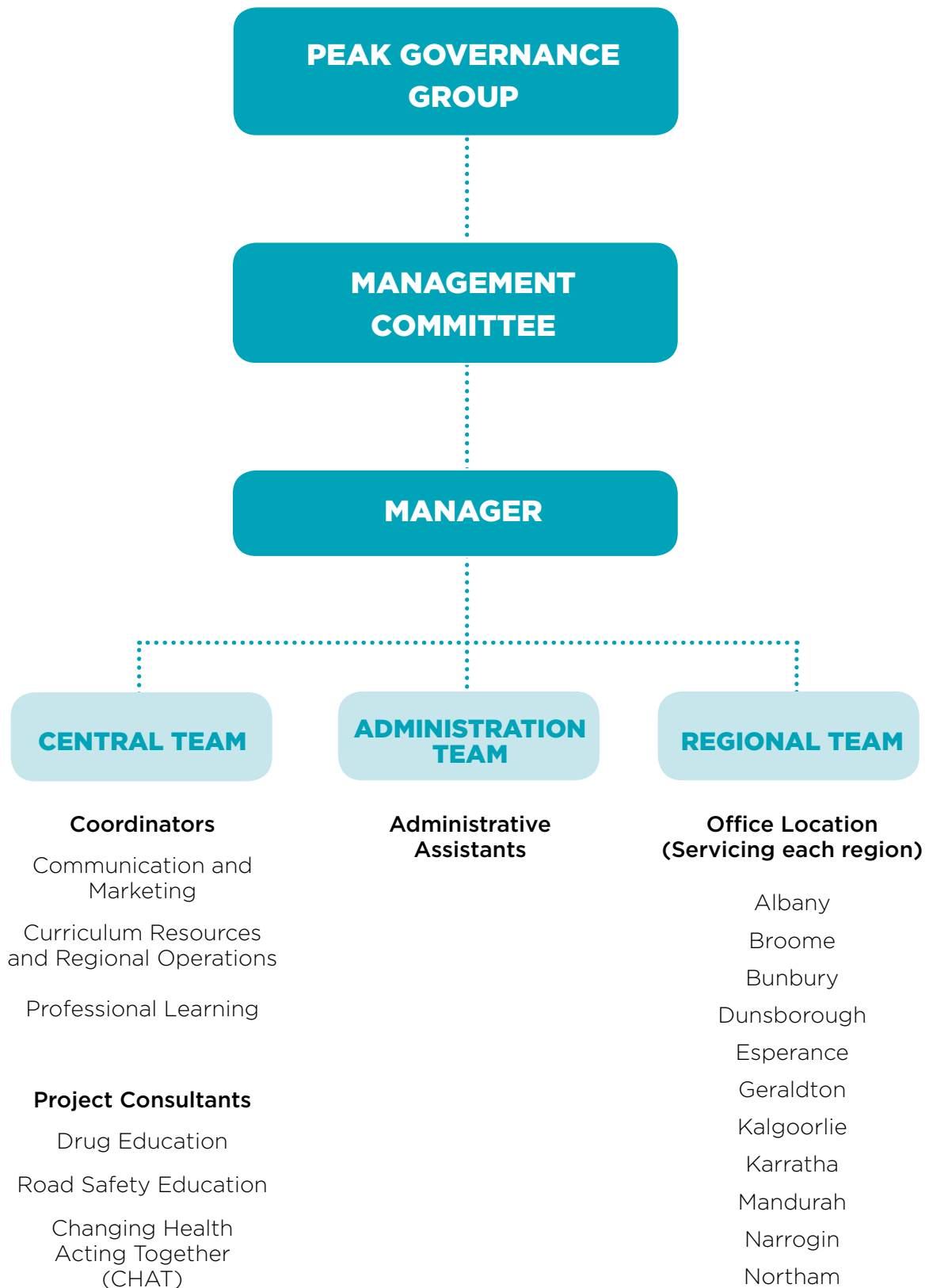


## Our vision

**Road safety and drug education for every child and young person in Western Australia (WA).**

We are education-focused and seek to ensure every child and young person in WA receives road safety and drug 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



**Karen Webster**  
DoE



**Matthew Shields**  
DoE



**Anne Miller**  
SDERA

## Purpose

- **Provides policy and strategy advice.** The Committee provides high level policy advice that allows SDERA to operate and plan within the policy frameworks of DoE, CEWA, AISWA and the state and national road safety and AOD strategies.
- **Oversees governance.** The Committee monitors and guides the management of SDERA to ensure ethical, transparent and accountable operational processes are in place.
- **Coordinates the development of the vision, purpose and strategic plan.**
- **Oversees evaluation, monitoring and reporting.** The Committee ensures that appropriate evaluation processes are implemented to monitor and measure the impact of SDERA's work. The Committee liaises with the SDERA Manager to facilitate timely delivery of reports to funding groups and education systems and sectors.
- **Provides a forum for communication and decision making** about road safety and AOD education issues related to young people.
- **Advocates and champions the work of SDERA.** Provides a vehicle to promote the work undertaken by SDERA in the school and community settings.

# MANAGER'S REPORT

**It has been an exciting year of growth, innovation, achievements and challenges for SDERA and I look forward to sharing these with you in this annual report.**



From little things, big things grow! SDERA originated as a one-year WA School Health Project with a modest budget of \$120,000. From there we developed as the School Drug Education Project and then amalgamated with Road Aware to form School Drug Education and Road Aware, or SDERA. Twenty years have passed since our humble beginning and we continue to successfully support public, Catholic and Independent schools, the early learning sector and community agencies across WA in their implementation of road safety and AOD education. Our long history is testament to our amazing team, Management Committee and Peak Governance Group, and would not be possible without the ongoing support of our funders.

During this reporting period SDERA has driven improvements in delivery and quality of services at an operational level, while increasing efficiencies, service agreement compliance and risk management. Our targeted strategies have successfully increased school engagement in our road safety and AOD education programs and in particular, with metropolitan schools.

Guided by our three year strategic plan we have continued to develop high quality prevention and early intervention programs informed by evidence and evaluations. Our teaching and learning resources, professional learning workshops, education programs and whole school frameworks provide children and young people with best practice road safety and AOD education.

SDERA's statewide consultancy service continues to create an important connection between schools and agencies who work to support students and staff. SDERA's input into local Alcohol and Drug Management Plans and road safety strategies ensures that education and early intervention approaches are focused on meeting the needs of children, young people and their school communities.

We have furthered last year's goal to enhance our website profile and increase our digital footprint. As we move to build greater awareness of SDERA and increase our school engagement, the implementation of a diversified social media presence has proved essential in achieving these goals. SDERA's investment in a quality website has driven improvements in delivery and quality of resources. The download data from our website indicates that traffic has increased by 23% and that our resources are being accessed by schools not only in WA but also across Australia and overseas.

As it is our intention to offer evidence-based programs, we partnered with Telethon Kids Institute to determine if interventions such as alcohol education events for parents will influence their decisions and behaviours related to supply of alcohol to children under 18 years of age. I look forward to sharing the results in the next annual report.

A project between Healthway and SDERA resulted in the highly anticipated *Think Again* professional learning workshop for sporting coaches working with young people. The project has since enabled coaches to run alcohol education warm-up activities. Feedback from coaches indicates the project to be highly successful.

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**Guided by our three year strategic plan we have continued to develop high quality prevention and early intervention programs informed by evidence and evaluations.**

With informative keynotes from acclaimed researchers Professor Dan Lubman, Professor Lynne Cohen and Dr Stacey Waters, SDERA's inaugural conference was a highlight for the 250 educators in attendance. This opportunity not only cemented our position as a leader in road safety and AOD education, but created interest from schools who were still to discover the amazing benefits of engaging with SDERA.

We were delighted to present the SDERA Health and Wellbeing Award to Scott Guerini at the 2018 WA Young Achiever Awards. At the age of four, Scott started Scott's Great Walk and has not only raised \$140,000 for Telethon by walking 340.5km but has also written and illustrated a book called *Did you know you can change the world?* Scott regularly speaks about his journey at schools demonstrating the importance of determination and courage. He aims to motivate young people to action by asking "what can you do?"

Commencing in January 2019, SDERA will become a program delivered by the new Road Safety and Drug Education branch at the Department of Education. The program will continue to be delivered to all public, Catholic and Independent schools.

**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 is detailed within this report.



**1997**

- The School Drug Education Project (SDEP) was launched by Premier Richard Court on 4 April at Observation City, Scarborough
- Option A and Option B drug education programs were offered to WA schools



**1999**

- SDEP launched the Drug Education K-12 Teacher Support Package
- SDEP established Regional Organising Committees to extend drug education into regional WA

**2000**

- The *In Touch* early intervention program was developed for students experiencing issues associated with drug use



**2003**

- SDEP and Road Aware joined to become School Drug Education and Road Aware (SDERA)
- The *Keys for Life* pre-driver education program launched
- SDERA joined the National Road Safety Education Forum (now the Road Safety Education Reference Group Australasia)



**2009**

- The *Challenges and Choices* Early Adolescence program for resilience, drug and road safety education was developed for schools
- The *Getting it Together: A Whole-School Approach to Road Safety Education* resource was made available for schools
- The *Road Map Road Safety Directory* was made available for schools and communities
- SDERA released road safety education grants for schools
- *Keys for Life* was independently evaluated

**2008**

- *Keys for Life* won the national Road Safety Award for Supporting Implementation

**2007**

- SDEP celebrated it's 10 year anniversary
- SDERA released the Principles for Road Safety Education research
- The *Challenges and Choices* Early Childhood program was independently evaluated

**2006**

- The *Challenges and Choices* Middle Childhood program for resilience, drug and road safety education was developed for schools
- SDERA managed funding for schools to run drug education forums for students
- *In Touch* was redeveloped and released as *Keeping in Touch*



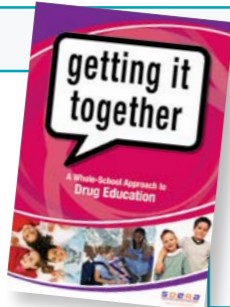
**2005**

- The *Smart Steps* early childhood road safety education program launched
- The *Challenges and Choices* Early Childhood program for resilience, drug and road safety education was developed
- *Keys for Life* won the national Road Safety Award for Other Supporting Initiatives
- SDERA consultants began working in regional and remote communities across WA



**2010**

- The *Changing Health Acting Together (CHAT)* whole school initiative was launched
- The *Getting it Together: A Whole-School Approach to Drug Education* resource was made available for schools
- The *Connect Alcohol and Other Drug Services Directory* was made available for schools and communities



**2011**

- An independent evaluation found that SDERA's drug education programs build resilience in children
- An independent evaluation found that SDERA's *Road Aware Parents* and *Road Aware Kids* programs create safer behaviours in the traffic environment
- The *KIT Plus Research Project* was completed with successful findings strengthening SDERA's approach to early intervention

**2012**

- SDERA formed the Road Safety Education Committee (now the WA Road Safety Education Committee)

**2013**

- The *Keys4Life Online* program launched for community agencies
- The *Challenges and Choices* Kindergarten, Foundation and Year 1-6 resources for resilience, drug and road safety education were developed for schools
- SDERA won the Constable Care Child Safety Award for WA Government Department and Agency

**2014**

- An independent evaluation found that *CHAT* was one of the most effective ways to implement a whole-school approach to core health areas

**2015**

- SDERA launched it's new website for educators, parents and students
- An independent evaluation found that teachers consider *Keys for Life* to be a valuable part of their school curriculum



**2017**

- 17 *CHAT* schools were the first schools in WA to achieve gold level
- *Keys for Life* won best Road Safety Community Program in Australia
- *Keys for Life* won the Australian Road Safety Foundation Founders Award for Outstanding Achievement
- *CHAT* won the Injury Prevention and Safety Promotion Award for Outstanding Achievement in Injury Prevention, Early Intervention, Treatment and/or Recovery
- *Smart Steps* was redeveloped to meet the needs of educators working in early childhood agencies



**2016**

- SDERA formed the WA School Drug Education Reference Group
- SDERA ran the first *Talking Drugs* parent session
- The *Challenges and Choices* Year 7-9 resources for drug and road safety education were developed for schools

## IN THE LAST 20 YEARS WE'VE:



Engaged with over  
**1,200 WA schools and  
700 community agencies**



Developed over  
**165,000**  
resources and support  
materials for educators,  
parents and students



Conducted  
**2,600**  
professional  
learning  
workshops

# 2017-2018 HIGHLIGHTS AND ACHIEVEMENTS

Our training, resources and support are available to all WA schools and community agencies who work with young people. During this financial year we trained 8,444 staff (including 101 from undisclosed locations) and supported 1,014 WA schools and agencies (including one agency from an undisclosed location).

## MIDWEST

Trained 1,037 staff and supported 44 schools and 30 agencies  
Member of 11 committees  
Delivered 14 workshops (including 3 in partnership with Northam)  
Conducted 26 events

## METRO

Trained 2,612 staff and supported 354 schools and 82 agencies  
Member of 3 committees  
Delivered 114 workshops  
Conducted 7 events

## PEEL

Trained 752 staff and supported 59 schools and 44 agencies  
Member of 13 committees  
Delivered 21 workshops  
Conducted 7 events

## SOUTHWEST

### • Albany

Trained 202 staff and supported 17 schools and 11 agencies  
Member of 4 committees  
Delivered 13 workshops  
Conducted 3 events

### • Bunbury

Trained 162 staff and supported 31 schools and 9 agencies  
Member of 3 committees  
Delivered 7 workshops (including 4 in partnership with Dunsborough)

### • Dunsborough

Trained 239 staff and supported 26 schools and 10 agencies  
Member of 6 committees  
Delivered 12 workshops (including 4 in partnership with Bunbury)  
Conducted 1 event

## KIMBERLEY

Trained 130 staff and supported 13 schools and 8 agencies  
Member of 9 committees  
Delivered 8 workshops

## PILBARA

Trained 585 staff and supported 30 schools and 53 agencies  
Member of 8 committees  
Delivered 23 workshops  
Conducted 9 events

## GOLDFIELDS

### • Kalgoorlie

Trained 410 staff and supported 24 schools and 47 agencies  
Member of 5 committees  
Delivered 4 workshops  
Conducted 12 events

### • Esperance

Trained 189 staff and supported 14 schools and 3 agencies  
Member of 2 committees  
Delivered 11 workshops

## WHEATBELT

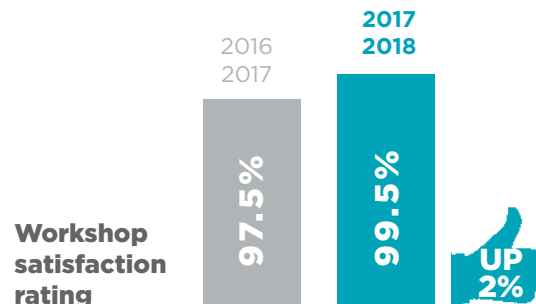
### • Northam

Trained 1,763 staff and supported 46 schools and 30 agencies  
Member of 8 committees  
Delivered 27 workshops (including 3 in partnership with the Mid West)  
Conducted 18 events

### • Narrogin

Trained 262 staff and supported 27 schools and 1 agency  
Member of 2 committees  
Delivered 13 workshops  
Conducted 4 events

# 2017-2018 HIGHLIGHTS AND ACHIEVEMENTS



## Attendees by workshop type



## Parents who attended a Talking Drugs information session

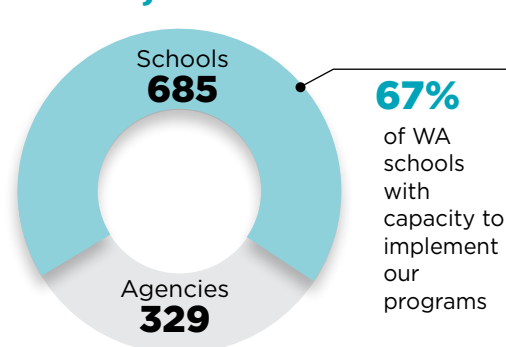
**342**



**CHAT schools**

**122**

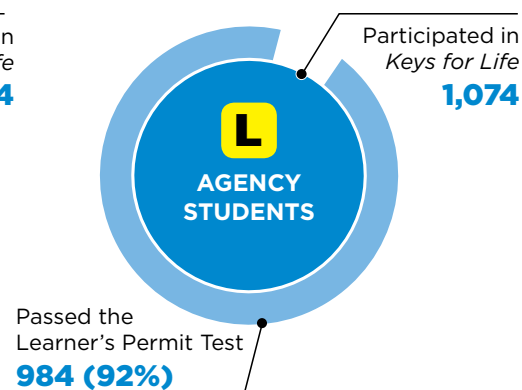
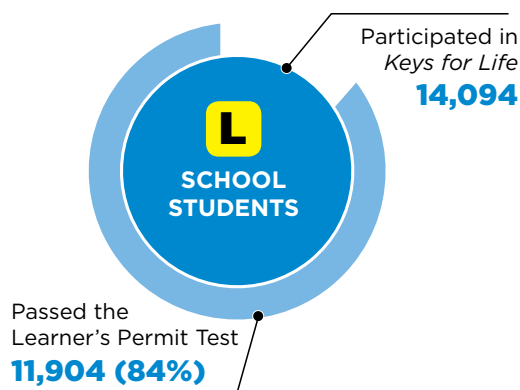
## Total interactions



## People who attended a Keys for Life Parent-Student workshop

**2,307 parents**

**1,707 students**



## New and updated resources and support materials

Category	Count
Road safety	17
AOD	62
Both	11

## Resources and support materials distributed or downloaded

**256,244**



YouTube views

**998**



Website sessions

**85,037**



Facebook reach

**108,151**



Twitter reach

**34,344**

# 2017-2018 HIGHLIGHTS AND ACHIEVEMENTS



## AWARDS

- **CHAT** was awarded for **Outstanding Achievement in Injury Prevention, Early Intervention, Treatment and/or Recovery** at the 2017 Injury Prevention and Safety Promotion Awards.
- **CHAT** was selected as a finalist in the **National AOD Excellence and Innovation Awards** for preventing and reducing harms in young people.
- **40 schools** were acknowledged for their commitment to resilience, road safety and AOD education at the **2017 CHAT Awards**.
- **Scott Guerini** won the **SDERA Health and Wellbeing Award** at the 2018 WA Young Achiever Awards.



## RESOURCES

- **New AOD and resilience and wellbeing assessment tasks** were developed for Kindergarten/Pre-primary to Year 9 students.
- We developed a **flip chart** to assist presentations to families from Aboriginal and culturally and linguistically diverse (CALD) backgrounds.
- **New road safety signs and banners** were developed for schools and community agencies.
- We released **Drug Talk: Body. Mind. Future.**, a new drug education program for Year 10 to 12 students, parents and educators.
- We released **Wraparound**, a new early intervention program to assist staff working with young people impacted by drug use.



## WORKING TOGETHER

- We coordinated and facilitated the **2017 Road Safety Education Workshop** at the Australasian Road Safety Conference for national and international delegates.
- We worked in partnership with members of the **WA Road Safety Education Committee (WARSEC)** to launch *Directions 2017-19 WA's Road Safety Education Action Plan* and the 2015-2017 Annual Report at the 2017 Australasian Road Safety Conference.
- Membership of the **WA School Drug Education Reference Group (WASDERG)** and **WARSEC** grew.
- We assisted the **RAC** to deliver the Keys for Life Parent-Student workshops.
- We supported **Ngala, Meerilinga Young Children's Foundation, Playgroup WA and Kidsafe WA** to deliver road safety messages to parents and children.
- We collaborated with **Healthway and Mental Health Commission** to develop the *Think Again* project to help sporting coaches educate young people about alcohol.
- We partnered with **Telethon Kids Institute** to develop an alcohol education project for parents.



## PARTICIPATION

- **15,168 students** participated in **Keys for Life** at 255 schools and 78 agencies across WA. A fantastic achievement for a non-mandated course!
- **2,307 parents and 1,707 students** attended a **Keys for Life Parent-Student workshop**.
- **342 parents** learnt how to talk with their children about AOD at a **Talking Drugs** information session.
- Training was delivered to **479 pre-service teachers and educators** at three WA universities and registered training organisations.
- We supported **118 schools to develop Drug Education Plans** that include procedures for managing drug use incidents and provision of intervention support for students experiencing issues related to drug use.
- **103 CHAT schools developed School Road Safety Plans**.
- **Brand awareness increased** as a result of new marketing and communications strategies.

# STRATEGIC FOCUS AREAS

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



## LEARNING

### INTENT

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

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

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

### OUTCOMES

- Professional learning.
- 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 in this area.

We are a key player in decision making, policy influence and coordination in road safety and AOD 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 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.
- Applied learnings from current literature and relevant legislation.



## PROFESSIONAL LEARNING

**This year we continued to deliver high quality, relevant and easily accessible professional learning workshops to WA schools, the early learning sector and community agencies.**

Our suite of professional learning aims to enhance participants' understanding of best practice road safety and AOD education and increase their confidence to implement these programs within the setting they work. Our workshops demonstrate how building students' resilience and social and emotional competence can strengthen their ability to manage themselves and support others in road and drug related situations.

In this reporting period our team of experienced facilitators continued to deliver high quality, relevant and easily accessible professional learning to public, Catholic and Independent schools, the early learning sector, tertiary institutions, community agencies and parents.

Workshops are scheduled at various times and we work to meet specific requests from schools during the school year. Modes of delivery are flexible and include face-to-face and online delivery as well as full day workshops and modules integrated into meetings and staff development days.

By continuing to offer our professional learning at no cost and reimbursing schools to cover teacher relief, school engagement data indicates a substantial increase.

The following workshops were offered in this reporting period:

### **Workshops with an AOD focus**

- Talking Drugs (for all school staff).
- Wraparound: Day 1 pilot (for all school staff).
- Challenges and Choices: Teaching and assessing with purpose (for educators of students in Kindergarten to Year 9).
- Getting it Together: A whole-school approach to drug education (for all school staff).



### Workshops with a road safety focus

- Smart Steps (for educators of children up to Year 2).
- Keys for Life (for educators of students in Year 10 to 12).
- Getting it Together: A whole-school approach to road safety education (for all school staff).

### Workshops with a resilience, road safety and AOD focus

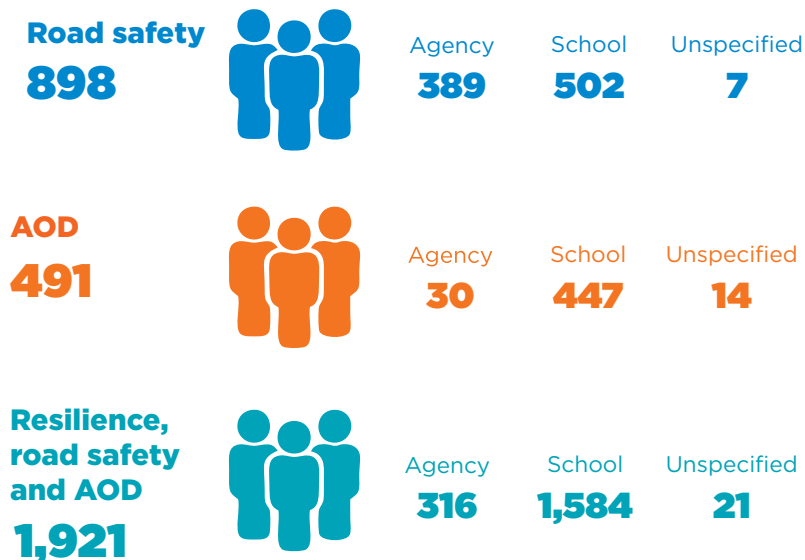
- Resilient Kids (for educators of students in Kindergarten to Year 6).
- Resilient Teens (for educators of students in Year 7 to 12).
- Safer Kids (for educators of students in Kindergarten to Year 6).
- Safer Teens (for educators of students in Year 7 to 12).
- CHAT (for all school staff).



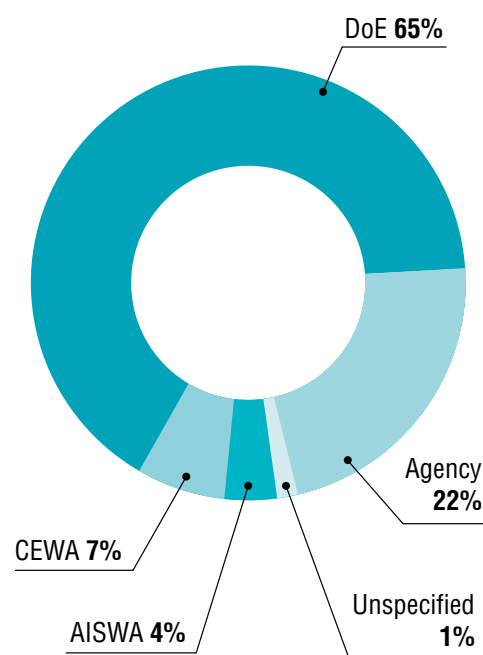
### Looking ahead

- We will continue to review and improve our workshop content with the aim of retaining previous workshop attendees and attracting new participants.
- We will develop a workshop to introduce school staff to our new Drug Talk: Body. Mind. Future. program for Year 10 to 12 students.
- We will further develop and extend the workshops that form part of the Wraparound program to two consecutive days with a third day offered at a later stage.

### Attendees by workshop type and workplace



### Attendance by system/sector



**Workshop satisfaction rating 99.5%**

## RESOURCES

SDERA's suite of evidence-based/ evidence-informed road safety and AOD education resources for schools, early learning 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 up to 18 years of age.

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.



**New and updated resources and support materials**

**AOD 62 Road safety 17 Both 11**



**Hardcopy resources and support materials distributed**

**178,226**

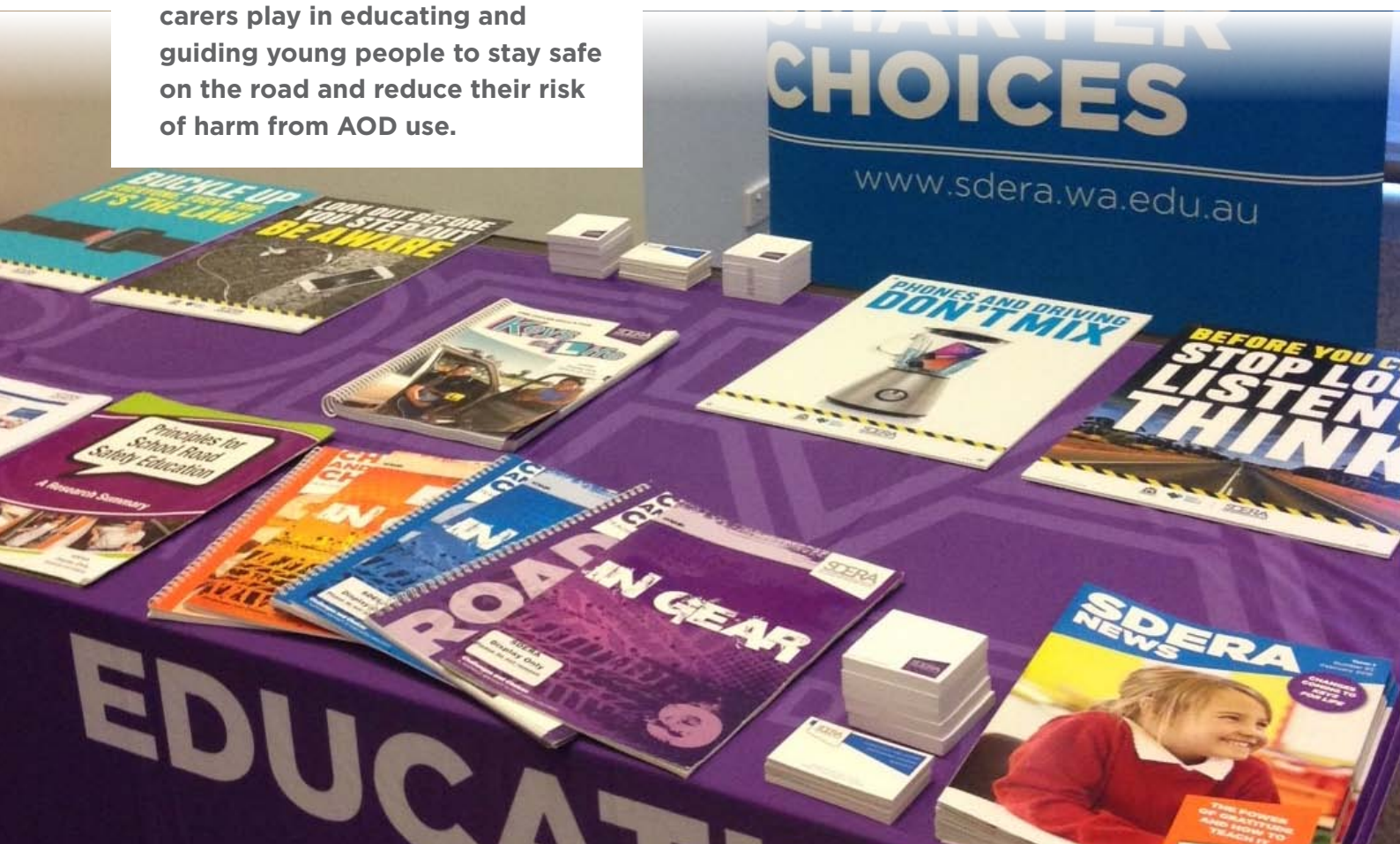
<b>AOD</b>	<b>25,333</b>
<b>Road safety</b>	<b>147,429</b>
<b>Both</b>	<b>5,464</b>



**Resources and support materials downloaded**

**78,018**

<b>AOD</b>	<b>21,627</b>
<b>Methamphetamine</b>	<b>1,254</b>
<b>Road safety</b>	<b>36,686</b>
<b>Resilience</b>	<b>12,660</b>
<b>Other</b> <i>(ie corporate material and teaching and learning strategies)</i>	<b>5,791</b>





### Drug Talk: Body. Mind. Future.

Drug Talk: Body. Mind. Future. is a new methamphetamine and other drugs education program for Year 10 to 12 students, educators and parents. This holistic program recognises the interconnectedness of the body, mind and the future.

The program includes:

- a series of inclusive and interactive lessons which are linked to the WA Health and Physical Education Syllabus
- animated videos with methamphetamine and other drugs content
- trigger videos for unpacking key skills
- student journal
- additional support resources for educators and parents
- assessment tasks.

A key component of the program is the student portal that includes video quizzes, expert interviews, fact sheets, research and news articles, and links to community support services.

Drug Talk resources are available to access from our website. More information about the Drug Talk program can be found on page 30.

### Challenges and Choices assessment tasks

We developed AOD and resilience and wellbeing assessment tasks for students in Pre-primary to Year 9 to support teachers using our Challenges and Choices resources. These assessment tasks are linked to the WA Health and Physical Education Syllabus.

Assessment tasks for Kindergarten/Pre-primary to Year 2 are also linked to the National Quality Standard and the Early Years Learning Framework. Teachers can access the assessment tasks from our website.

### Wraparound

The Wraparound program aims to enhance skills and increase the confidence of all school staff to engage and support students who may be engaging in AOD use.

The new program includes:

- the 10 module Wraparound resource that provides the background, theories and concepts that support early intervention
- the Wraparound Intervention Toolkit (currently in development) that focuses on the strategies and skills to strengthen confidence to engage and work forward with students
- two workshops followed by ongoing support and a further capacity building workshop to illustrate and consolidate the practical application of these strategies and skills.

The resource can be accessed online while the Intervention Toolkit will be available to those who attend the workshops in the next reporting period.

More information about the program can be found on page 31.





### Road safety banners and signs

Four 1500mm x 900mm vinyl banners were created to promote the following key road safety messages:

- *Game over! Speed kills*
- *Your call: Distraction kills*
- *Buckle up. Everyone. Every trip. It's the law!*
- *Before you cross: Stop, Look, Listen & Think*

The banners can be easily attached to school fences at the Kiss and Drive, where young drivers park their vehicles at school or at road safety events in the community.

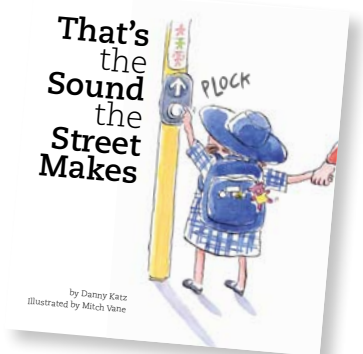
A series of six A3 corflute road safety signs for early childhood centres and schools were created at the start of 2018. These corflute signs share the following road safety messages:

- *Hold my hand: Stay safe*
- *Buckle up: Everyone. Every trip. It's the law!*
- *Don't get scrambled: Protect your head*
- *Look before you step out: Be aware*
- *Before you cross: Stop, Look, Listen & Think*
- *Phones and driving don't mix*

The signs can be securely attached to fences and pedestrian gates.

### That's the Sound the Street Makes storybook

*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. The book encourages children to explore what they can do to keep safe in a traffic environment. This storybook, used within our Challenges and Choices program, is engaging and shares key road safety messages in a practical manner.



At the start of the new school year we developed a big version of this storybook and sent a copy to every Pre-primary class in WA. More information about this promotion can be found on page 40.

## Keys for Life posters

Four A3 posters were created in early 2018 to support key messages from the Keys for Life pre-driver education program. These include:

- *Your call: Distraction kills*
- *Game over! Speed kills*
- *You're not on a race track: Speed kills*
- *Don't run on empty: Fatigue kills*

These posters will be available for schools to order in the next financial year.

## Aboriginal English fact sheets

Last year we translated four of our most widely used fact sheets into 16 different languages. The purpose of this project was to provide a greater cross-section of our community with current and accurate information about alcohol and other drugs in a more accessible format. To continue this work we developed the following Aboriginal English fact sheets for parents:

- *About methamphetamine*
- *Talking to your kids about grog and drugs*
- *Is my kid using drugs?*
- *It's not just about the drug*

These fact sheets can all be downloaded free of charge from our website



## Aboriginal and CALD flipcharts

Through consultation with clients, and piloted by members of the target audience, a modified Talking Drugs resource was developed in the first term of 2018. This resource, a large flipchart, can be used instead of a PowerPoint presentation when working with groups of Aboriginal or CALD parents. Information is presented in images with limited text. The facilitator presents the information using the key messages on the back of each flipchart sheet for consistency of message. These flipcharts can also be used when working with small groups of Aboriginal students in regional and remote areas..

## Izzy the Smart Steps road safety mascot

To address ongoing issues impacting efficiency we developed a new prototype of Izzy, the Smart Steps road safety mascot. The new costume was tested at several events including Toddlerfest and the World's Biggest Playgroup day, and received positive feedback from parents and children. The new costume will be available for use by early childhood educators.



We worked with Clarity Communications to develop a new online order form which was launched in February 2018. The new functionality makes it easier for teachers and community members to order resources and support materials from our website. The form includes information, pictures and links to all of our materials and once completed, automatically generates an invoice.

In November we released our revised Connect Directory with a new and easy-to-use structure. This directory provides users with contact details for a diverse range of health education, AOD and mental health support services located throughout WA. These services offer programs that complement a school's AOD



## Road Map: A road safety directory for schools and communities

Road Map was updated in late 2017. This directory includes helpful information, a guide to road safety education resources, and contact details for services and organisations across WA who can support and assist school road safety education programs and initiatives. The directory is online and downloadable free of charge from our website.

The Smarter than Smoking campaign produced a number of excellent tobacco education resources for young people, teachers and parents. SDERA maintains these resources and other useful information on the Smarter than Smoking website. Resources are mapped to the WA curriculum and free to download.





### Looking ahead

Next year will be another busy year for resource development.

- To continue reaching more Aboriginal and CALD parents we will translate our child car restraint brochures into 24 languages.
- The Keys for Life suite of resources will be reviewed and rebranded.
- The Road Map and Connect Directory will be reviewed and updated as required.
- The Wraparound Intervention Toolkit will be released.
- The Challenges and Choices resources for Kindergarten/Pre-primary to Year

6 students will be reviewed and updated to include Health and Physical Education mapping documents.

- The Challenges and Choices student workbooks for students in Year 7 to 9 will be reviewed and updated.
- CHAT and the two Getting it Together resources will be rebranded and revised to include a range of easy-to-use tools and templates, sample AOD/road safety education plans, and other information to support a whole-school approach.
- A webinar will be hosted to help school staff build their understanding of effective school AOD education.





### EDUCATION PROGRAMS

We offer 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 eight years of age.
- **Challenges and Choices** – a resilience, road safety, and AOD education program for children four to 15 years of age.
- **Keys for Life** – a pre-driver education program for young people 15 to 18 years of age.
- **Drug Talk: Body. Mind. Future** – a methamphetamine and other drugs education program for young people 15 to 18 years of age.
- **Wraparound** – an early intervention program to assist staff working with young people impacted by drug use.
- **CHAT** – a funded whole-school approach that supports schools to improve health and safety outcomes for students, staff and the wider community.

With the addition of Drug Talk and Wraparound, our resilience, road safety and AOD education programs are now available to assist young people up to 18 years of age.



**Schools and  
agencies engaged  
in our programs**

CHAT



**122**

Keys  
for Life



**333**

Smart  
Steps



**89**

Challenges  
and Choices



**400**



## Changing Health Acting Together (CHAT)

This year we continued to embed a more comprehensive approach to resilience, road safety and AOD 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 road safety and AOD education. CHAT is evidence-based and adapted to suit the unique school context of each school.

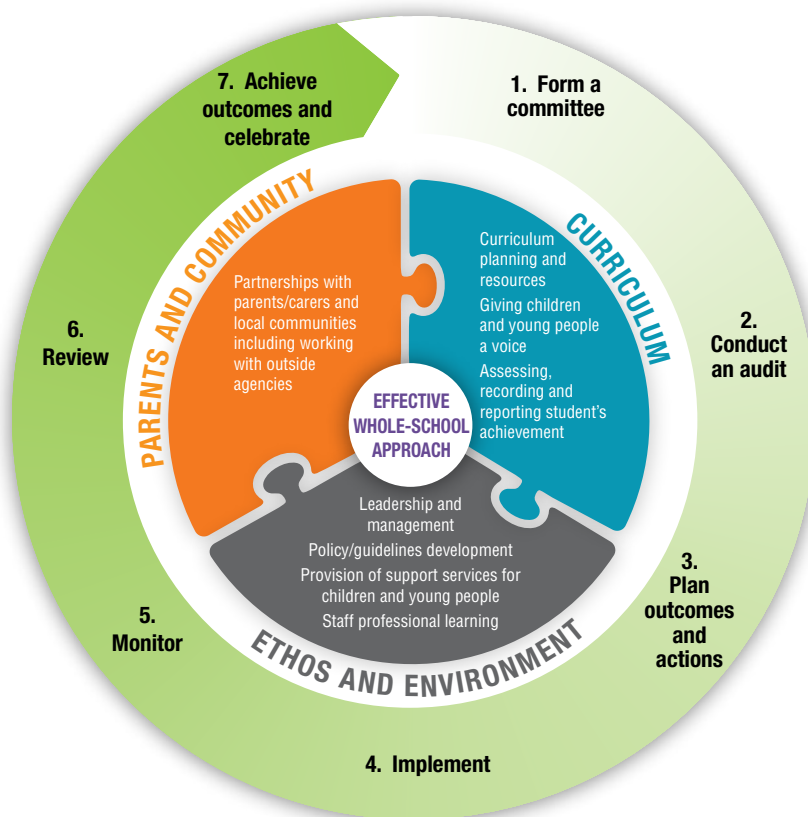
CHAT acknowledges the close association between the good health and wellbeing of students, staff and the school community and positive educational outcomes. CHAT works through the three key areas of the Health Promoting Schools Framework:

- Curriculum
- Ethos and environment
- Parents and community.

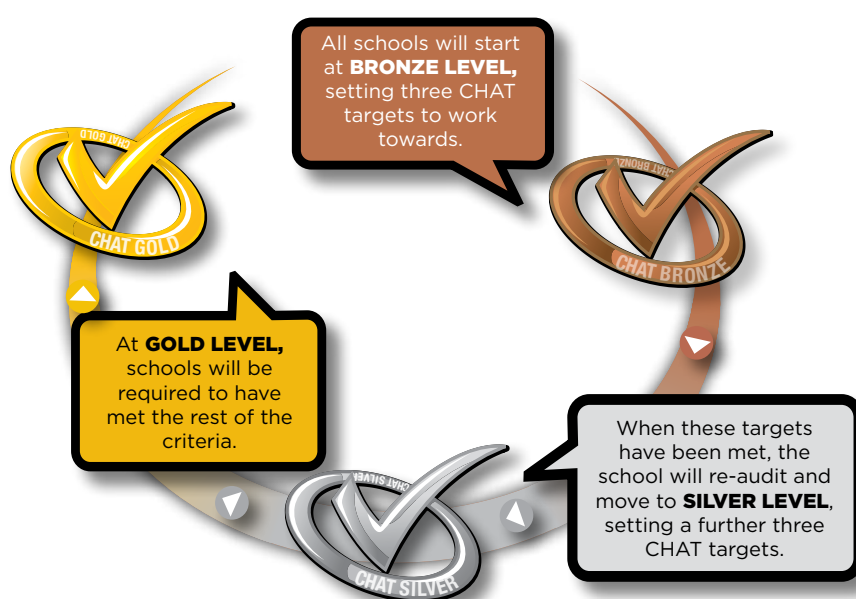
This supports schools to develop initiatives that are inclusive and add value, extending resilience, road safety and AOD education from the classroom out into the broader school community.

All schools start the CHAT process at Bronze Level by setting targets for each of the three key areas. Once these targets have been met, the school is required to complete an audit, and with agreement from SDERA, progress to Silver Level. This process continues with the school setting a further three targets. At Gold Level, schools extend into new initiatives and consolidate achieved targets ensuring long-term sustainability.

Schools may find that some targets take longer to implement than others. Achieving targets at each level will generally require at least one academic year to fully complete.



CHAT Model



CHAT levels

### CHAT Awards

Forty metropolitan and regional schools were presented with a CHAT award in recognition of their commitment to resilience, road safety and AOD education. A highlight of the ceremony was the 12 schools recognised for achieving Gold Level. A further 28 schools received Bronze or Silver awards. The event was attended by various special guests including the Hon. Roger Cook MLA, Deputy Premier, Minister for Health; Mental Health, the Hon. Samantha Rowe MLC, Parliamentary Secretary to the Minister for Education and Training, and Colin Pettit, the Commissioner for Children and Young People.

### Awards

CHAT was awarded for Outstanding Achievement in Injury Prevention, Early Intervention, Treatment and/or Recovery at the 2017 Injury Prevention and Safety Promotion Awards in Perth. We were honoured to accept this award and feel proud knowing CHAT is reducing injury and making positive impacts across the whole community.

CHAT was also selected as a finalist in the National AOD Excellence and Innovation Awards for preventing and reducing harms in young people.





### CHAT schools by system/sector

DoE	CEWA	AISWA
<b>114</b>	<b>6</b>	<b>2</b>

### CHAT schools by level



**GOLD**  
**29**



**SILVER**  
**39**



**BRONZE**  
**54**

### Areas of focus by CHAT schools



**AOD**  
**25**



**Road safety**  
**7**



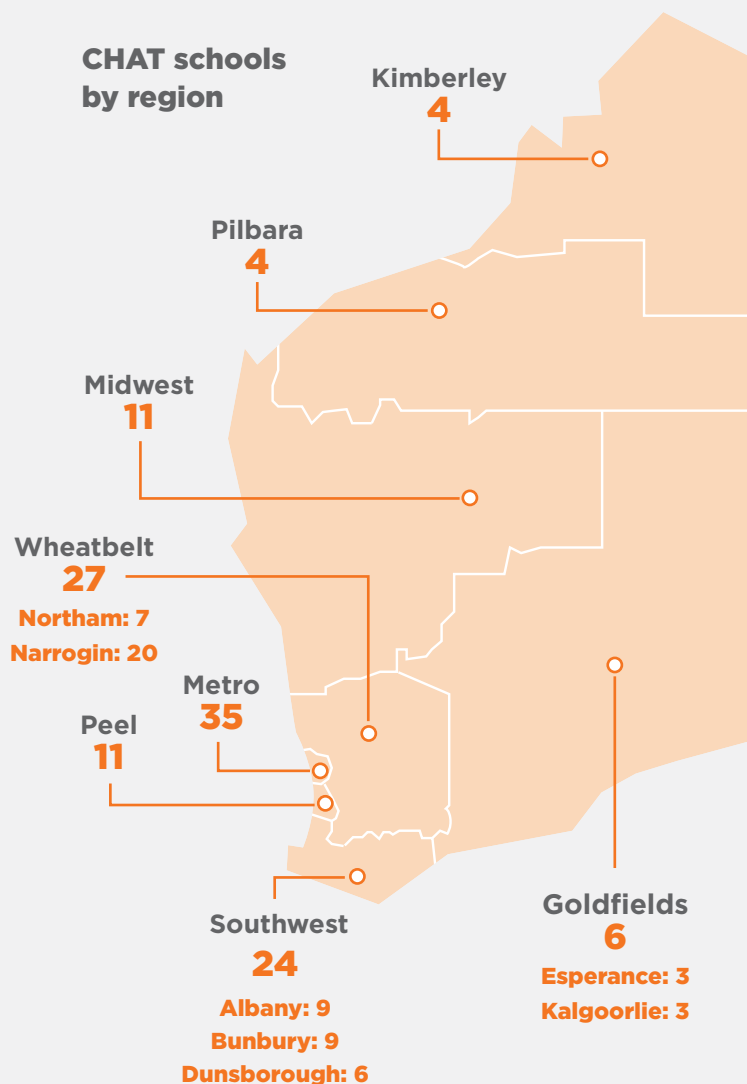
**Both**  
**90**



**School Drug Education Plans developed**  
**118**

**School Road Safety Education Plans developed**  
**103**

### CHAT schools by region



### Looking ahead

- A review and update of the CHAT Guide and Online Audit Tool will commence during the new financial year.
- New branding will seek to modernise the brand while updated resources will provide schools with better access to support tools.



## Keys for Life

Our Keys for Life pre-driver education program continues to play an important role in the State Government's *Towards Zero* Road Safety Strategy 2008-2020. This award-winning program immerses young people in a culture of respect and responsibility on the road before they begin to drive. Carefully structured lessons and decision making opportunities build positive road safety attitudes that can help to reduce risks.

Over 15,000 WA students participated in Keys for Life during this reporting period. A close working relationship between the School Curriculum and Standards Authority and SDERA ensures the program's content remains relevant to curriculum requirements for educators.

## Parent-Student workshop

Developing positive driving attitudes in novice drivers is an important part of reducing road crashes in WA. Learning to drive a motor vehicle is an exciting time of independence for teenagers, however, it also represents a very

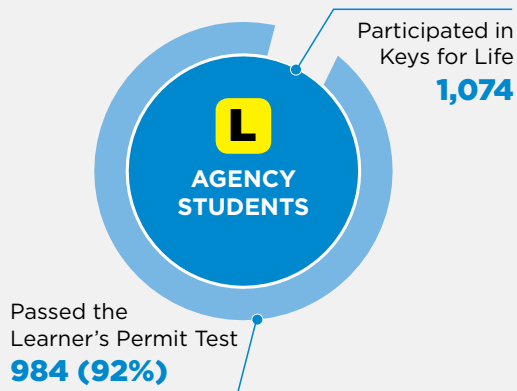
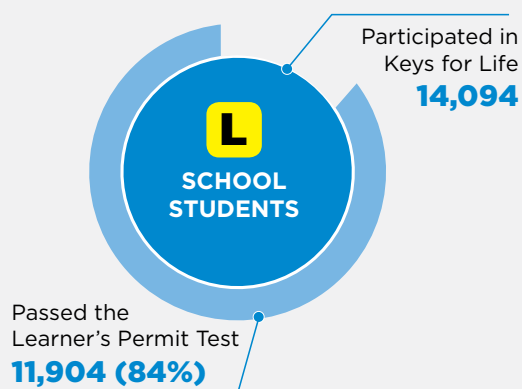
anxious time for parents. To help alleviate parental anxiety and make this process safer, SDERA and the RAC work in unison to deliver the Keys for Life Parent-Student Workshop. This workshop is a component of the Keys for Life and complements our whole-school approach to road safety education. At this workshop teenagers are provided with a range of information including the impacts of dangerous behaviours such as the use of AOD and mobile devices while driving. Teenagers are encouraged to increase their amount of supervised driving and awareness of car safety ratings to reduce their risk of injury. Up-to-date research and statistics help parents and teenagers become more aware of the responsibilities and dangers associated with being an inexperienced road user.

Many schools across WA have embraced this opportunity to engage parents in the learning to drive process. Over 70% of parents report they intend to supervise their teenager beyond the required 50 hours. They also report increased levels of confidence when teaching a young person to drive as a result of attending.

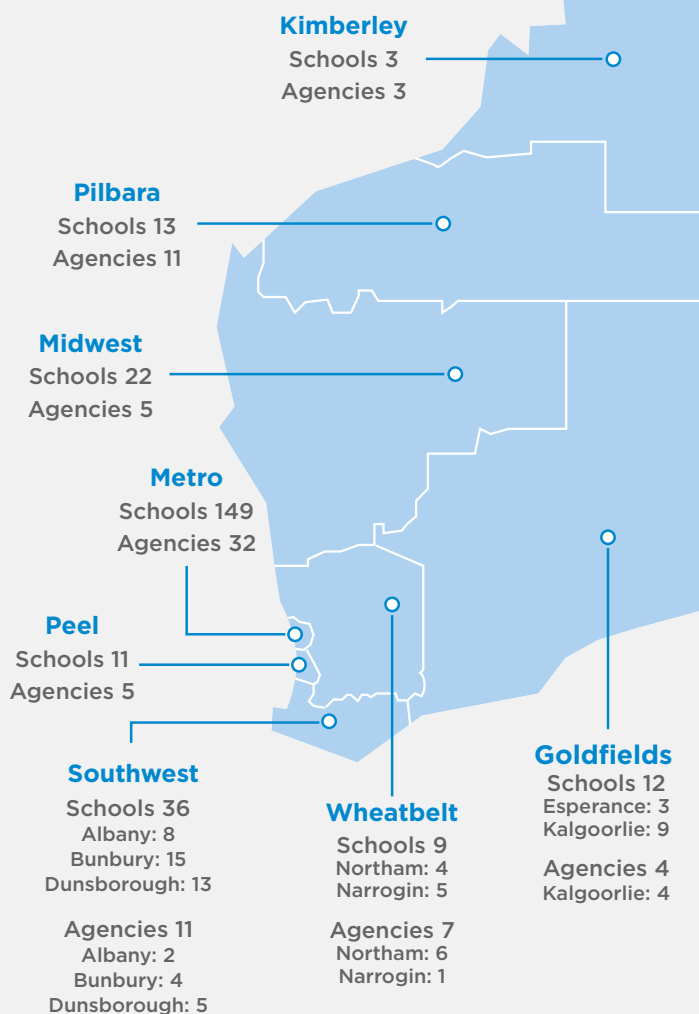




# Keys for Life



## Schools and agencies delivering Keys for Life by region



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

DoE	CEWA	AISWA	All	Agency
156	35	63	1	79

Workshop satisfaction rating

**100%**

People who attended a Parent-Student workshop

**2,307 parents 1,707 students**



### Looking ahead

- 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 learning workshop out of date.

In addition to this, preliminary 2016 data released by the Road Safety Commission identified increases in high risk driver behaviours for all age groups that significantly contributed to fatalities and critical injuries.

To address the legislation changes and trends in data we are updating and rebranding the resources associated with Keys for Life and Keys4Life Online.

This will come into effect during the next reporting period.

- Following the successful delivery of Keys for Life presentations to pre-service teachers at Murdoch University and Edith Cowan University, we will pursue the concept of providing full facilitator training with fourth year post graduate students.
- We will continue negotiations with the Department of Transport to maintain our existing agreement. We will also look to maintain our working relationship with the RAC. The support Keys for Life receives from both of these peak road safety bodies is a testament to the professionalism and integrity of this award-winning program.



## 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 and links to all key early childhood education frameworks.

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 to help educators build road safety knowledge and skills in children
- explore strategies for educators to engage parents in road safety education.

Following the program's review last year, we have been working hard to increase our reach across the state. This has resulted in:

- over 34,000 resource orders
- nine resource reprints
- a 47% increase in the number of educators trained (including five times the number of Independent and Catholic educators and 72 students enrolled in a Certificate III in Early Childhood Education).

To extend our reach to more parents and children we continued to work with four

service providers including Meerilinga Young Children's Foundation, Ngala, Kidsafe WA and Playgroup WA. We thank these organisations for their continued support and commitment to children's safety.

To demonstrate the educational robustness of the program a new resource that explicitly links the professional learning workshop to the Australian Institute for Teaching and School Leadership Standards was developed.

## Izzy the road safety mascot

Izzy attended schools, early learning centres, parent workshops and special events across the state delivering valuable road safety messages to over 11,000 children and parents.

This year we developed a new prototype of Izzy to improve ease of use. More information about this can be found on page 18.

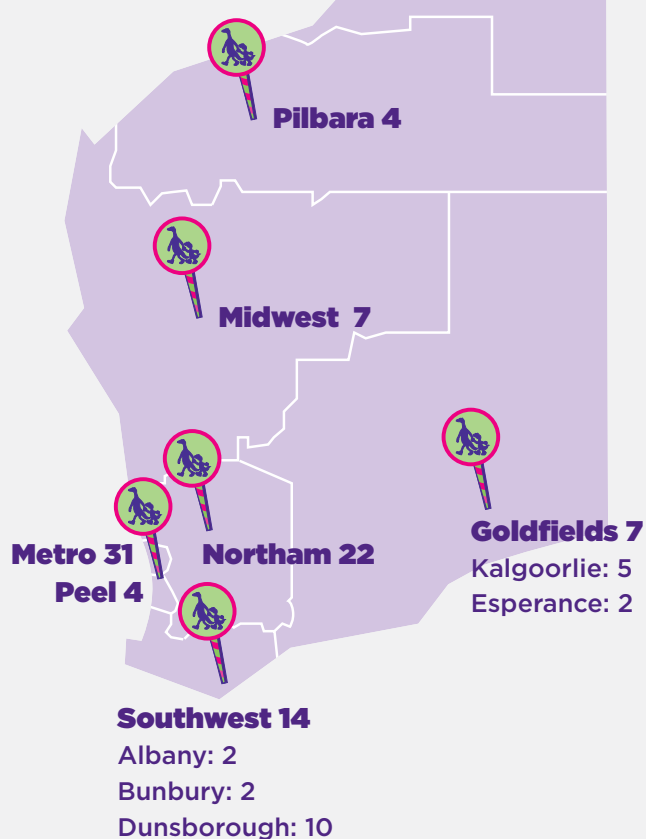


## Looking ahead

- We will continue to promote the Smart Steps program across the state and seek new opportunities to engage educators in child care settings.
- New Izzy costumes will be developed.



Schools and agencies trained to deliver Smart Steps by region



People reached at events



Izzy school, centre and event visits

**Southwest 13**

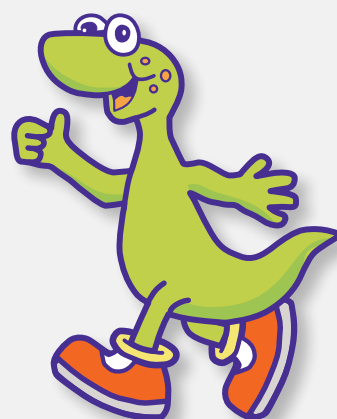
Albany: 4  
Bunbury: 9

**Wheatbelt 19**

Northam: 10  
Narrogin: 9

**Metro 9**

**Peel 1**



People reached via service providers



Total schools and agencies trained to deliver Smart Steps



Total workshop participants



Workshop satisfaction rating



## Challenges and Choices

Challenges and Choices is our core resilience, road safety and AOD education program. The Challenges and Choices teaching and learning resources provide a range of learning activities with age appropriate resilience, road safety and AOD education content for students in Kindergarten to Year 9. AOD and resilience and wellbeing assessment tasks are now available for teachers to download from our website. More information about these can be found on page 16.



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

**DoE**  
**313**

**CEWA**  
**37**

**AISWA**  
**29**

**Agency**  
**21**



### Looking ahead

- Road safety assessment tasks for Pre-primary to Year 9 students will be developed in the next reporting period.



## Drug Talk: Body. Mind. Future.

Drug Talk: Body. Mind. Future. is a methamphetamine and other drugs education program for Year 10 to 12 students, educators and parents. Launched by the Minister for Education and Training in June 2018, this innovative online program supports students to build their knowledge and resilience, empowering them to make healthy, informed decisions for their own and others' safety and wellbeing, now and into the future.

The program aims to:

- increase students' knowledge, social skills and refusal skills towards AOD use
- foster student resilience and increase these skills and capabilities
- explore students' values, attitudes and beliefs towards AOD
- apply critical thinking to why students take risks around AOD use
- explore help-seeking strategies
- investigate the impact AOD use can have now and into the future.

Drug Talk includes three main areas of focus:

1. Body. Mind. Future.
2. Risk-taking
3. Help-seeking

By adopting a resilience approach to methamphetamine and other drugs education, the program challenges students to think about the AOD use choices that they may make, their risk-taking behaviours, and how these choices and behaviours may impact their body, mind and future.

Drug Talk resources for students, educators and parents are freely available from the SDERA website. More information about these resources can be found on page 16.



### Looking ahead

- Plans are in place to develop a professional learning workshop next year. The purpose of the workshop will be to increase uptake of the Drug Talk program and introduce the resources to school staff.



### 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.*

Intervening early to address student AOD use can prevent escalation of problems and enhance student wellbeing. All staff have a role in early intervention.

Wraparound is our new early intervention program that will be available to school staff next year.

The program aims to:

- provide a platform of information to consolidate or extend learning on AOD including methamphetamine
- introduce and work with models and frameworks to increase awareness of AOD use and how this may impact young people
- deepen understanding of guiding structures that will support staff in taking appropriate, role relevant action where concerns exist around student AOD use
- explore and work through support strategies and skills that can strengthen staff confidence to engage and work with students for whom AOD use may be an issue.

The program includes a resource, intervention toolkit and professional learning workshops. More information about the resources can be found on page 16.



**Wraparound: Day 1 workshops** **2**

**Wraparound: Day 1 workshop attendees** **36**

**Workshop satisfaction** **100%**



### Looking ahead

- The full Wraparound Program will be offered to schools throughout 2019. The workshops will run over two consecutive days and provide participants with ongoing support prior to attendance at a capacity building workshop at a later stage.





## Methamphetamine Project

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

**Secondary schools with capacity to run the program who are delivering methamphetamine and other drugs education**



**32%**



**Talking Drugs parent information sessions (including 4 CALD sessions)**

**21**



**Parents reached**

**342**

**Workshop satisfaction rating**

**98.9%** 

## Talking Drugs workshop for school staff

This year we continued to deliver Talking Drugs professional learning workshops to student services and other school staff. The workshop continued to receive positive feedback from attendees.

## Methamphetamine education resource

A new education program was developed to align methamphetamine education with the WA HPE syllabus. Drug Talk: Body. Mind. Future. is an innovative online program for Year 10 to 12 students, teachers and parents. The resources included within the program provide relevant and current methamphetamine and other drugs information to support students to build their knowledge and resilience empowering them to make healthy and informed decisions. More information about Drug Talk can be found on page 30.

## Parent information sessions

We continued to deliver Talking Drugs information sessions to parents and carers wanting information about AOD including methamphetamine. Each session provides true and current trends of drug use in WA as evidenced through recent data and reports, strategies to use when speaking with their children about AOD, and an introduction to services offering information and/or help.





### 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 36.

### Early intervention program

A new early intervention program, Wraparound, was developed to increase staff skills and confidence to engage and support students where concerns exist around AOD use. More information about Wraparound can be found on page 31.



### Looking ahead

- The Talking Drugs workshop for school staff will be revised to focus on Year 7 to 12 students.
- We will continue strengthening partnerships with community organisations and agencies. We are currently collaborating with the WA Police to develop an information session for parents of school Leavers. This event will come to fruition in the next financial year.





### OTHER ENGAGEMENTS

In addition to scheduled professional learning, we deliver customised presentations and workshops to staff at their school, early learning centre or agency to assist those 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; and/or request a SDERA consultant to work one-on-one with a small group of staff.



**Other workshops/  
presentations**

*(ie in-school presentations)*

**770**

**Attendees**

**5,134**



### Looking ahead

- We will continue to engage with schools, early learning centres and agencies by delivering presentations and workshops customised to their needs.

### PROMOTION AND ADVOCACY

This year provided us with the opportunity to undertake new initiatives and optimise our marketing and communications efforts to reach to new schools and educators.

#### Branding

To acknowledge our 20 year history, a 20th anniversary badge was developed to accompany the SDERA logo on various communications. Branding was developed to support the use of the logo and promote our anniversary across all communication channels.



Minor updates were made to the logo and tag line to better align it to our mission and provide more variations for use. An audit commenced to identify materials depicting old branding, logos and messaging.





### Marketing

New marketing collateral was developed to promote our growing range of services and highlight our points of difference.

Some existing materials were updated to include new information and fresh imagery. New merchandise was developed to promote SDERA at workshops and events.

Email marketing continued to promote upcoming workshops and special events to educators.



### Communications

Our quarterly communication, SDERA News, continued to provide schools with information about resilience, road safety and AOD education. To reduce printing and design costs we reduced the newsletter to 12 pages and encouraged recipients to register for the electronic version. In addition to this we used Campaign Monitor to communicate timely news updates and encourage visits to the website.





### Website

A focus for this year was to improve the content on our website and increase web traffic. We developed an electronic order form to make it easier for educators to order resources online. Further changes were made to electronic forms in an effort to reduce the time required to cleanse data for reporting purposes.

To grow our database and social media following we developed a subscription form to allow people to register for e-news and visit our social media pages.

To improve our website performance we completed an audit and began tracking our performance, monitoring top performing pages and search terms and making changes to improve our search engine optimisation. This led to an increase in website traffic.



**Total number of visitors**

**54,719**

**UP  
23.3%**

**Total number of sessions 85,037**

**Total number of page views 220,892**

#### The top visited pages were:

<b>1.</b>	Homepage	<b>11,505</b>
<b>2.</b>	Programs / Keys for Life	<b>11,447</b>
<b>3.</b>	Programs / Keys for Life / Keys for Life - Students	<b>4,274</b>
<b>4.</b>	Resources / Primary Resources / Challenges and Choices: Primary	<b>3,065</b>
<b>5.</b>	News & Events / News / Changes to the WA Drivers Licence Application Process	<b>2,512</b>

#### Total downloads



AOD  
(may include road safety and resilience)  
(Methamphetamine 1,254)

**21,266**

Road safety  
(may include AOD and resilience)

**36,685**



**Total video views**

**3,562**



### Social media

Facebook, Twitter, YouTube and Vimeo continued to play an important role in our marketing and communications strategy. Regular posts and targeted advertising on Facebook and Twitter encouraged website visits, workshop and event registration and engagements with stakeholders. New video content was uploaded to YouTube and Vimeo to support new initiatives and promote partnerships with stakeholders.



Reach  
**108,151**  
Followers  
**1,167**



Reach  
**34,344**  
Followers  
**177**



Views  
**998**  
Subscribers  
**9**

### Media

Increasing earned media opportunities continued to be a focus this year. We worked proactively to generate news about road safety and AOD education by inviting media to events, generating media releases and making new contacts. We continued to use Meltwater to monitor electronic media and track its impact on web traffic.

### Events

We attended a number of conferences and community events where we had the opportunity to engage with new and existing stakeholders. Some of these included the ACHPER WA Annual Conference, the Joondalup Learning Community Conference, the Alcohol and Other Drugs Conference, the Positive Schools WA Conference and the Generation Next Conference.

### Road Safety Week

We held an event at Springfield Primary School to celebrate National Road Safety Week and acknowledge the importance of road safety education. To raise awareness for road safety students decorated yellow ribbons with road safety messages and displayed these around the school. Students received a visit from the Acting Road Safety Commission, Iain Cameron and Izzy, the Smart Steps road safety mascot.





## SDERA Conference

On Wednesday 27 June we held our inaugural conference, Destination Wellbeing, at Rendezvous, Scarborough. It was an extremely positive and affirming day for SDERA and delegates alike. From the moment the doors opened, the buzz and energy was palpable! Two hundred and fifty educators from primary and secondary schools across the metropolitan and surrounding areas were eager to expand their knowledge and skills in delivering best practice resilience, road safety and AOD education with the purpose of keeping young people safer. Delegates heard from three keynote speakers, attended interactive workshops, received free resources and had the opportunity to network with others. Feedback was overwhelmingly positive and resulted in many new engagements with schools.

## Awards

We were extremely proud to win an award at 2017 Injury Prevention and Safety Promotion Awards. CHAT was awarded for Outstanding Achievement in Injury Prevention, Early Intervention, Treatment and/or Recovery. CHAT was also a finalist in the 2018 National AOD Excellence and Innovation Awards.



## Ambassadors

This year we welcomed four new youth ambassadors to help advocate for school-based resilience, road safety and AOD education. These young people were all finalists in the 2017 Young Achiever Awards for their commendable work in the areas of health and wellbeing.



In addition to our new ambassadors we continued to have the support of Professor Donna Cross from the Telethon Kids Institute and Kylie Catto, President of the WA Council of State School Organisations.

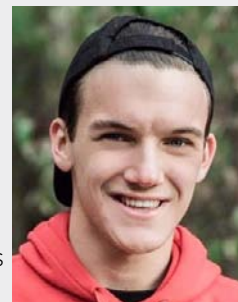
### Pavitra Aran

Pavitra Aran, 28 is the 2017 Western 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 CALD youth worker nationwide, Pavitra attracted over 100 CALD 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.



### James Fazio

James Fazio, 18 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.



### Cory Payne

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 Insurance Commission of WA Regional Safety Award.



### Jennifer Edwards

Jennifer Edwards, 29 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 to 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.



## Promotions

To grow awareness for SDERA and to encourage road safety education for students in early years, we supplied all primary schools in WA with a storybook for Pre-primary classes. *That's the Sound the Street Makes* by Danny Katz was sent to schools with information about our Smart Steps program. This promotion was strategically timed to coincide with the start of Term 1. We worked closely with the Road Safety Commission and the Hon. Michelle Roberts MLA Minister for Police; Road Safety to launch the promotion at St Paul's primary school on the first day of term. The event was attended by media and other special guests.

## Sponsorship

We continued our sponsorship of the Health and Wellbeing Award in the 2018 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 over \$400,000 in positive media exposure across WA. We also received earned media coverage in numerous regional and metropolitan newspapers and 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 three finalists on stage and presented the Health and Wellbeing Award to Scott Guerini.



## Partnerships

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

### Western Australian Road Safety Education Committee (WARSEC)

WARSEC consists of key agencies in WA that support road safety education in early learning, school and community settings. Established by SDERA in 2003, WARSEC meet three times a year to plan strategies to facilitate evidence-informed and evidence-based best practice road safety education; promote the *Towards Zero* 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, Curtin Monash Accident Research Centre, Department of Health, Department of Transport, Injury Matters, Kidsafe WA, Legal Aid WA, Paraplegic Benefit Fund, Parents and Friends Federation WA, P.A.R.T.Y. Program, Public Transport Authority, RAC, Road Safety Commission, St John Ambulance, WA Council of State School Organisations, WALGA RoadWise, WA Police and Your Move.

### Road Safety Education Reference Group Australasia (RSERGA)

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

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

### Western Australian School Drug Education Reference Group (WASDERG)

Established in 2016 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. Members meet three times a year 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:  
Aboriginal Alcohol and Drug Service, Alcohol and Drug Foundation, Community Alcohol Drug Services, Cancer Council, Constable Care, Drug and Alcohol Youth Service, East Metropolitan Health Service, Ed Connect, Healthway, Helping Minds, McCusker Centre for Alcohol, Mental Health Commission, Ocean Reef Senior High School, Parents and Friends Federation of WA, St John Ambulance, WA Police, WA Council of State School Organisations and YouthCARE.



### Looking ahead

Next year we will continue to explore ways to improve and optimise our marketing and communication efforts by:

- developing a marketing and communication strategy for 2019-2021
- reviewing and improving our email marketing and social media strategies
- continuing to improve our online presence.

# PERFORMANCE BY FOCUS AREA



## ORGANISATIONAL EXCELLENCE

SDERA continues to establish an internal framework of standards and processes intended to engage and motivate employees to maintain a high level of service delivery that fulfils key stakeholder expectations.

Our organisational culture supports accountable, transparent, effective and fair governance and operational practices. We strive to provide a healthy, safe, respectful and inclusive workplace that promotes growth and wellbeing.

During this reporting period staff accessed training to support their personal and professional growth. Some of these workshops included Crucial Conversations, Applying for Public Sector Positions, Confident Communicating, Executive Media Skills and Working with CALD Community Groups. Consolidation of skills covered in the Crucial Conversations course has enhanced respectful conversations and understanding of the impact conversations around performance and other work related issues can have on work place harmony.

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

We continued to build strategic partnerships with research, education and health organisations to extend our knowledge and support our commitment to organisational excellence.



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

## Opinion

We have audited the accompanying Statement of Income and Expenditure (the "Grant Acquittal Report") of the Catholic Education Office of Western Australia (the "Recipient") which comprises details of the grant monies received and expended, for the funding period from 1 July 2017 to 30 June 2018.

In our opinion, the accompanying Grant Acquittal Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the School Alcohol and Other Drug Education Service Agreement (the "Program") for the funding period from 1 July 2017 to 30 June 2018.

## 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 Grant Acquittal Report* 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 Grant Acquittal Report 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.

## Emphasis of Matter - Basis of Accounting and Restriction on Distribution and Use

We draw attention to the *Responsibilities of Management for the Grant Acquittal Report* paragraph below which states the Grant Acquittal Report has been prepared in accordance with the accruals basis of accounting. The Grant Acquittal Report has been prepared to assist the Recipient to meet the financial reporting requirements of the Program. As a result, the Grant Acquittal Report may not be suitable for another purpose. Our report is intended solely for the Catholic Education Office of Western Australia and the Mental Health Commission (Drug and Alcohol Office) and should not be distributed to or used by parties other than the Catholic Education Office of Western Australia and the Mental Health Commission (Drug and Alcohol Office). Our opinion is not modified in respect of this matter.

**Responsibilities of Management for the Grant Acquittal Report**

Management of the Recipient is responsible for compliance with the Program and the preparation and fair presentation of the Grant Acquittal Report and has determined that the accruals basis of accounting is appropriate to meet the requirements of the Program and the needs of the Catholic Education Office of Western Australia and the Mental Health Commission (Drug and Alcohol Office). Management's responsibility also includes such internal control as they determine is necessary to enable the preparation and fair presentation of the Grant Acquittal Report that is free from material misstatement, whether due to fraud or error.

In preparing the Grant Acquittal Report, management is responsible for assessing the ability of the Recipient 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 Catholic Education Office of Western Australia or to cease operations, or has no realistic alternative but to do so.

The Catholic Education Commission of Western Australia are responsible for overseeing the Recipient's financial reporting process.

**Auditor's Responsibilities for the Audit of the Grant Acquittal Report**

Our objectives are to obtain reasonable assurance about whether the Grant Acquittal Report 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 Grant Acquittal Report.

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 Grant Acquittal Report, 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.

- Evaluate the overall presentation, structure and content of the Grant Acquittal Report, including the disclosures, and whether the Grant Acquittal Report 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, 20 September 2018

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 2018

	2018 \$	2017 \$
<b>INCOME</b>		
Grant Funding	1,429,027	1,417,264
Interest Income	9,105	8,082
Resource Recoup and Miscellaneous Income	2,095	12,213
<b>TOTAL INCOME</b>	<b>1,440,227</b>	<b>1,437,559</b>
<b>EXPENSES</b>		
Administration	48,868	51,354
Curriculum and Resource Development	121,822	42,307
Personnel and Training Costs	1,214,509	943,184
Publicity and Promotions	28,918	25,276
Regional Organising Committees	127,265	81,561
Strategic Planning	924	314
IT Expenses	5,607	6,628
<b>TOTAL EXPENDITURE</b>	<b>1,547,913</b>	<b>1,150,624</b>
<b>(Deficit) / Surplus for the Period</b>	<b>(107,686)</b>	<b>286,935</b>
Surplus Brought Forward	810,078	523,143
<b>Surplus Carried Forward</b>	<b>702,392</b>	<b>810,078</b>

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

## Opinion

We have audited the accompanying Statement of Income and Expenditure (the "Grant Acquittal Report") of the Catholic Education Office of Western Australia (the "Recipient") which comprises details of the grant monies received and expended, for the funding period from 1 July 2017 to 30 June 2018.

In our opinion, the accompanying Grant Acquittal Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Mental Health Commission Methamphetamine Initiative (the "Program") for the funding period from 1 July 2017 to 30 June 2018.

## 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 Grant Acquittal Report* 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 Grant Acquittal Report 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.

## Emphasis of Matter - Basis of Accounting and Restriction on Distribution and Use

We draw attention to the *Responsibilities of Management for the Grant Acquittal Report* paragraph below which states the Grant Acquittal Report has been prepared in accordance with the accruals basis of accounting. The Grant Acquittal Report has been prepared to assist the Recipient to meet the financial reporting requirements of the Program. As a result, the Grant Acquittal Report may not be suitable for another purpose. Our report is intended solely for Catholic Education Office of Western Australia and the Department and should not be distributed to or used by parties other than the Catholic Education Office of Western Australia and the Department. Our opinion is not modified in respect of this matter.

## **Responsibilities of Management for the Grant Acquittal Report**

Management of the Recipient is responsible for compliance with the Program and the preparation and fair presentation of the Grant Acquittal Report and has determined that the accruals basis of accounting is appropriate to meet the requirements of the Program and the needs of the Catholic Education Office of Western Australia and the Department. Management's responsibility also includes such internal control as they determine is necessary to enable the preparation and fair presentation of the Grant Acquittal Report that is free from material misstatement, whether due to fraud or error.

In preparing the Grant Acquittal Report, management is responsible for assessing the ability of the Recipient 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 Catholic Education Office of Western Australia or to cease operations, or has no realistic alternative but to do so.

The Catholic Education Commission of Western Australia are responsible for overseeing the Recipient's financial reporting process.

## **Auditor's Responsibilities for the Audit of the Grant Acquittal Report**

Our objectives are to obtain reasonable assurance about whether the Grant Acquittal Report 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 Grant Acquittal Report.

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 Grant Acquittal Report, 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.

- Evaluate the overall presentation, structure and content of the Grant Acquittal Report, including the disclosures, and whether the Grant Acquittal Report 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, 20 September 2018

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 2018

	2018 \$	2017 \$
<b>INCOME</b>		
MHC Methamphetamine Funding	250,000	250,000
Interest Income	1,768	1,660
<b>TOTAL INCOME</b>	<b>251,768</b>	<b>251,660</b>
<b>EXPENSES</b>		
Administration	4,535	-
Curriculum and Resource Development	97,733	5,554
Personnel and Training Costs	219,345	73,965
Publicity and Promotions	9,915	-
Regional Organising Committees	4,492	3,549
IT Expenses	22,333	8,605
<b>TOTAL EXPENDITURE</b>	<b>358,353</b>	<b>91,673</b>
<b>(Deficit) / Surplus for the Period</b>	<b>(106,585)</b>	<b>159,987</b>
Surplus Brought Forward	159,987	-
<b>Surplus Carried Forward</b>	<b>53,402</b>	<b>159,987</b>

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

## Opinion

We have audited the accompanying Statement of Income and Expenditure (the "Grant Acquittal Report") of the Catholic Education Office of Western Australia (the "Recipient") which comprises details of the grant monies received and expended, for the funding period from 1 July 2017 to 30 June 2018.

In our opinion, the accompanying Grant Acquittal Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the National School Drug Education Strategy Program (the "Program") for the funding period 1 July 2017 to 30 June 2018.

## 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 Grant Acquittal Report* 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 Grant Acquittal Report 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.

## Emphasis of Matter - Basis of Accounting and Restriction on Distribution and Use

We draw attention to the *Responsibilities of Management for the Grant Acquittal Report* paragraph below which states the Grant Acquittal Report has been prepared in accordance with the accruals basis of accounting. The Grant Acquittal Report has been prepared to assist the Recipient to meet the financial reporting requirements of the Program. As a result, the Grant Acquittal Report may not be suitable for another purpose. Our report is intended solely for the Catholic Education Office of Western Australia and the Department and should not be distributed to or used by parties other than the Catholic Education Office of Western Australia and the Department. Our opinion is not modified in respect of this matter.

## **Responsibilities of Management for the Grant Acquittal Report**

Management of the Recipient is responsible for compliance with the Program and the preparation and fair presentation of the Grant Acquittal Report and has determined that the accruals basis of accounting is appropriate to meet the requirements of the Program and the needs of the Catholic Education Office of Western Australia and the Department. Management's responsibility also includes such internal control as they determine is necessary to enable the preparation and fair presentation of the Grant Acquittal Report that is free from material misstatement, whether due to fraud or error.

In preparing the Grant Acquittal Report, management is responsible for assessing the ability of the Recipient 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 Catholic Education Office of Western Australia or to cease operations, or has no realistic alternative but to do so.

The Catholic Education Commission of Western Australia are responsible for overseeing the Recipient's financial reporting process.

## **Auditor's Responsibilities for the Audit of the Grant Acquittal Report**

Our objectives are to obtain reasonable assurance about whether the Grant Acquittal Report 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 Grant Acquittal Report.

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 Grant Acquittal Report, 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.

- Evaluate the overall presentation, structure and content of the Grant Acquittal Report, including the disclosures, and whether the Grant Acquittal Report 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, 20 September 2018

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 2018

	2018 \$	2017 \$
<b>INCOME</b>		
Grant Funding - State Government	445,214	445,214
Interest Income	7,749	6,011
<b>TOTAL INCOME</b>	<b>452,963</b>	<b>451,225</b>
<b>EXPENSES</b>		
Administration	33,539	29,133
Curriculum and Resource Development	59,723	1,695
Personnel and Training Costs	222,645	170,079
Regional Organising Committees	65,543	12,063
Publicity and Promotions	41,788	11,991
Strategic Planning	1,335	1,120
IT Expenses	3,897	5,570
Payments to Schools	110,495	26,512
<b>TOTAL EXPENDITURE</b>	<b>538,965</b>	<b>258,163</b>
<b>(Deficit) / Surplus for the Period</b>	<b>(86,002)</b>	<b>193,062</b>
Surplus Brought Forward	389,939	196,877
<b>Surplus Carried Forward</b>	<b>303,937</b>	<b>389,939</b>

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

## Opinion

We have audited the accompanying Statement of Income and Expenditure (the "Grant Acquittal Report") of the Catholic Education Office of Western Australia (the "Recipient") which comprises details of the grant monies received and expended, for the funding period from 1 July 2017 to 30 June 2018.

In our opinion, the accompanying Grant Acquittal Report presents fairly, in all material respects, the grant monies received and expended by the Recipient, in accordance with the accruals basis of accounting and the grant monies were expended in accordance with the Road Aware Project (the "Program") for the funding period from 1 July 2017 to 30 June 2018.

## 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 Grant Acquittal Report* 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 Grant Acquittal Report 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.

## Emphasis of Matter - Basis of Accounting and Restriction on Distribution and Use

We draw attention to the *Responsibilities of Management for the Grant Acquittal Report* paragraph below which states the Grant Acquittal Report has been prepared in accordance with the accruals basis of accounting. The Grant Acquittal Report has been prepared to assist the Recipient to meet the financial reporting requirements of the Program. As a result, the Grant Acquittal Report may not be suitable for another purpose. Our report is intended solely for the Catholic Education Office of Western Australia and the Department and should not be distributed to or used by parties other than the Catholic Education Office of Western Australia and the Department. Our opinion is not modified in respect of this matter.

**Responsibilities of Management for the Grant Acquittal Report**

Management of the Recipient is responsible for compliance with the Program and the preparation and fair presentation of the Grant Acquittal Report and has determined that the accruals basis of accounting is appropriate to meet the requirements of the Program and the needs of the Catholic Education Office of Western Australia and the Department. Management's responsibility also includes such internal control as they determine is necessary to enable the preparation and fair presentation of the Grant Acquittal Report that is free from material misstatement, whether due to fraud or error.

In preparing the Grant Acquittal Report, management is responsible for assessing the ability of the Recipient 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 Catholic Education Office of Western Australia or to cease operations, or has no realistic alternative but to do so.

The Catholic Education Commission of Western Australia are responsible for overseeing the Recipient's financial reporting process.

**Auditor's Responsibilities for the Audit of the Grant Acquittal Report**

Our objectives are to obtain reasonable assurance about whether the Grant Acquittal Report 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 Grant Acquittal Report.

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 Grant Acquittal Report, 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.

- Evaluate the overall presentation, structure and content of the Grant Acquittal Report, including the disclosures, and whether the Grant Acquittal Report 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, 20 September 2018

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 2018**

	2018 \$	2017 \$
<b>INCOME</b>		
Grant Income - Office of Road Safety	1,666,995	1,594,000
Interest Income	2,674	2,705
Other Income	66	10,330
<b>TOTAL INCOME</b>	<b>1,669,735</b>	<b>1,607,035</b>
<b>EXPENSES</b>		
Administration	53,777	57,175
Curriculum and Resource Development	169,404	112,174
Personnel and Training Costs	1,305,974	1,160,687
Publicity and Promotions	38,339	61,979
Regional Organising Committees	98,006	100,427
Strategic Planning	999	953
IT Expenses	3,236	29,004
Return of Funds	84,636	2,133
<b>TOTAL EXPENDITURE</b>	<b>1,754,371</b>	<b>1,524,532</b>
<b>(Deficit) / Surplus for the period</b>	<b>(84,636)</b>	<b>82,503</b>
Surplus Brought Forward	84,636	2,133
<b>Surplus Carried Forward</b>	<b>-</b>	<b>84,636</b>

School Drug Education and Road Aware  
Statewide Services  
33 Giles Avenue  
PADBURY WA 6025

**P: 08 9402 6415**

**E:** [sdera.co@education.wa.edu.au](mailto:sdera.co@education.wa.edu.au)

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



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.