

CHAT SELF-ASSESSMENT TOOL (CSAT)



ETHOS AND ENVIRONMENT



CURRICULUM



PARENTS AND COMMUNITY

2.0 Do we have an age appropriate scope and sequence/curriculum plan for health education, which includes resilience, road safety and AOD education?

The school has developed a scope and sequence/curriculum plan for resilience, road safety and AOD education that identifies age appropriate content across all year levels.

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

2.1 Do we have the curriculum support resources to provide resilience, road safety and AOD education?

The school uses a number of evidence-based resources which support resilience, road safety and AOD education being delivered (e.g. Challenges and Choices, Drug Talk and Keys4Life).

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

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2.2 Do we feel confident to deliver resilience, road safety and AOD education in the classroom?

All school staff have the opportunity to attend professional learning to gain the appropriate skills and confidence to deliver resilience, road safety and AOD education (e.g. Challenges and Choices, Talking Drugs, Drug Talk and Keys4Life).

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

All school staff are informed/provided with relevant information and resources to enable them to deliver resilience, road safety and AOD education.

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

2.3 Are we teaching our students the skills needed to increase resilience and reduce harm from AOD use and road trauma?

The school can demonstrate that classroom programs have a knowledge and skills development focus (e.g. help-seeking, decision-making and self-reflection skills).

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

2.4 Are we increasing students' capacity to make an informed choice about AOD and their use?

The school can demonstrate that social and emotional skills are taught in the classroom (e.g. help-seeking and resilience).

Status Implemented Partially implemented Not implemented

Evidence Available / Comments

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2.4 Are we increasing students' capacity to make an informed choice about AOD and their use?

The school can demonstrate students have an opportunity to actively participate in quality resilience, road safety and AOD education teaching and learning programs.

Status Implemented Partially implemented Not implemented
Evidence Available / Comments

2.5 Are we monitoring and evaluating the school's health education scope and sequence/curriculum plan?

The school annually reviews and updates (where required) the health education scope and sequence/curriculum plan to ensure it is current, appropriate and relevant to students.

Status Implemented Partially implemented Not implemented
Evidence Available / Comments

2.6 Are we assessing progress in health education?

The school uses SDERA's resources to assess student achievement and progress (e.g. SDERA's resilience and wellbeing, road safety and AOD assessment tasks).

Status Implemented Partially implemented Not implemented
Evidence Available / Comments

Students and staff can clearly identify progress though the school's assessment and reporting processes.

Status Implemented Partially implemented Not implemented
Evidence Available / Comments