

## **Drug and Alcohol Interagency Strategic Framework for Western Australia 2011-2015**

### **DEPARTMENT OF EDUCATION ANNUAL REPORT 2013/14**

In support of the *Drug and Alcohol Interagency Strategic Framework for Western Australia 2011-2015*, and to address a range of existing and emerging alcohol and other drug issues, the Department of Education has identified a number of key initiatives for 2013/14. Outcomes are summarised below in the respective key strategic areas of the Framework.

#### **Key Strategic Area 1: Focusing on prevention**

Educating and encouraging individuals, families and communities to develop the knowledge, attitudes and skills to choose healthy lifestyles and promote healthy environments.

#### Highlights for 2013/14:

The Department of Education, through the School Drug Education and Road Aware (SDERA) project:

- supported the implementation of CHAT (Changing Health, Acting Together) as a whole school engagement strategy for drug education;
- supported the implementation of K-12 drug education curriculum support materials within the context of a whole-of-school (health promoting school) framework;
- provided comprehensive training and ongoing support for teachers of drug education in all schools;
- promoted parent and community participation in the development and implementation of drug education programs, policies and protocols;
- promoted effective school drug education practices designed to maximise sustainability; and
- supported the research undertaken by the Child Health Promotion Research Unit (CHPRU) at Edith Cowan University. The research relates to the impact of a whole school approach on the implementation of comprehensive drug education in schools.

The Department also:

- undertook a review of the *Alcohol on School Premises* policy; and
- supported schools with the provision of resources for developing a whole-of-community approach, to target the complex factors influencing persistent absences.

### **Key Strategic Area 2: Intervening before problems become entrenched**

Implementing a range of programs and services that identify individuals, families and communities at-risk and intervening before problems become entrenched.

Highlights for 2013/14:

The Department of Education, through the SDERA project:

- supported schools to develop policies and guidelines for a whole-of-school approach to drug/health education and ensured the effective management of drug use issues for all schools, including promoting the use of *the Getting it Together: A Whole School Approach to Drug Education* resource and the *Keeping in Touch* program.

### **Key Strategic Area 3: Effective law enforcement approaches**

Reducing and controlling the availability of alcohol and other drugs and implementing strategies that aim to prevent or break the cycle of offending.

- Not Applicable

### **Key Strategic Area 4: Effective treatment and support services**

Providing integrated, evidence based treatment and support services that promote positive and healthy lifestyle changes by effectively responding to an individual's use and those affected by someone else's use.

Highlights for 2013/14:

The Department:

- continued to provide, through the School Psychology Service, vital social-emotional, behaviour management, mental health and learning support to individual students, school-wide support and capacity building in student behaviour and mental health, and inter-agency collaboration and referral. This included the development and dissemination of mental health professional practice guidelines to all school psychologists.
- continued to support young people in the final two years of compulsory education to participate in education, training or approved employment. This support included services provided by participation coordinators and supported by 32 regional Education and Training Participation Plans (ETPPs) offered through three schools and 24 community organisations, which targeted disengaged young people in the final two years of compulsory education; and
- through a Service Agreement with YouthCARE, enabled more than 600 public schools to access chaplaincy services to support and strengthen their pastoral care provision.

## **Key Strategic Area 5: Strategic coordination and capacity building**

Providing improved and targeted responses to alcohol and other drug related problems through capacity building, workforce development, collaboration, evidence-based practice, monitoring and information dissemination.

Highlights for 2013/14:

The Department:

- provided comprehensive training and ongoing support for teachers of drug education in all schools, through the SDERA project;
- provided ongoing feedback to the School Curriculum and Standards Authority regarding the development, by the Australian Curriculum and Reporting Authority (ACARA), of the draft Australian Curriculum: Health and Physical Education. Issues regarding the design of the Phases 2 and 3 ACARA curriculum documents have required the Authority to adopt an implementation process that differs significantly from that used for Phase 1 learning areas; and
- advised and supported primary and secondary school communities in the preparation of pastoral care and leadership programs as part of their transition planning for the move of Year 7 students to secondary schools in 2015. There was a particular focus on:
  - advice and resources to assist school staff to identify and harness expertise and experience across the Department;
  - the provision of online evidence-based resources for social and emotional learning, and resilience development;
  - curriculum and teaching/learning resources and strategies for use with mainstream students; and
  - exemplars, frameworks and tools to support students with a disability.

Other initiatives have included a targeted communication strategy to facilitate co-planning between primary and secondary schools and to assist parents to support their children involved in the transition process, and identification of support available from education regional offices, Lead and School Psychologists and Teacher Development Centres.

- addressed the implications of the increase in 18 year old students in the senior schooling cohort from 2015 as part of the ongoing process of policy review and continued to provide advice to school communities on related issues.