



FOR A SAFER, SMARTER LIFE.

Adequacy and Appropriateness of Prevention and Treatment Services for Alcohol and Illicit Drug Problems in Western Australia

Life Education Western Australia Submission

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1. Executive Summary

The health costs associated with drug use in Australia are high. In 2004-05, the total cost of ill-health relating to drug use (legal and illegal) was around \$56 billion dollars - \$8 billion was in relation to illegal drug use.

In Western Australia, total hospitalisation costs associated with alcohol were more than \$ 33 million in 2006.

There was an increasing trend of per capita alcohol consumption among people aged 15 years and over in WA based on alcohol wholesale sales data.

Among Western Australians aged 14 years and over, around 39% reported that within the last 12 months they had consumed alcohol at levels that placed them at risk of harm in the short term. Furthermore, 11% reported drinking at levels that placed them at risk of harm in the long-term.¹

As the State's largest non government provider of drug and health education to Primary School children, Life Education Western Australia congratulates the Education and Health Standing Committee on its inquiry into the adequacy and appropriateness of prevention and treatment services for alcohol and illicit drug problems in Western Australia

Life Education supports the need for a multi-faceted and integrated approach to tackling alcohol and illicit drug problems, with interventions throughout the life course.

An effective health and drug education program to young children and adolescents is one important facet of a holistic prevention strategy. Life Education's experience and expertise over the past 22 years of supporting teachers and parents in WA in the area of school-aged children's drug and health education, qualifies us to make an important contribution in this area.

This submission demonstrates an alignment between Life Education's programs and the following terms of reference:

- Programs that are adequate and age appropriate to aid in the prevention of alcohol and illicit drug problems in Western Australia, with particular reference to:
- the evidence base, the content, implementation and resourcing, of the Life Education Drug and Health education program and how it supports teachers and schools in their drug and health initiatives.

This submission also demonstrates how our programs address prevention of tobacco and illicit drug use and safe use of alcohol as part of a holistic, sequential approach to children's health.

Central to this submission is the notion of partnership between Life Education, government, schools and parents. The importance of the non profit sector and the need for an integrated approach is raised in the WA Drug and Alcohol Strategy 2005 – 2009

The government will facilitate the adoption of a comprehensive approach to prevention and early intervention involving all relevant agencies and non-government organisations aiming to:

1. *contribute to the reduction of risk factors and the development of protective factors and resiliency relating to problems associated with alcohol and other drug use in local communities*
2. *work with the community to achieve a 'drinking culture' that is consistent with decreasing the problems associated with hazardous and harmful alcohol use*
3. *support physical environments that decrease problems associated with alcohol and other drug use*
4. *undertake initiatives that develop the knowledge, attitudes and skills of the community, particularly priority groups, to prevent, delay and reduce alcohol and other drug-related problems*
5. *initiate and maintain evidence-based education, policy, legislation, workforce development, compliance and enforcement, and monitoring and surveillance initiatives that will prevent, delay and reduce alcohol and other drug-related problems*
6. *prevent and/or delay the onset of illicit drug use and the hazardous use of alcohol and other drugs through effective partnerships between the community, non-government and government agencies; and*
7. *involve local communities in strategies to prevent and reduce alcohol and other drug-related problems¹*

1.1 Recommendations

Life Education recommends that the State Government of Western Australia provides funding to support Life Education to:

- expand its current level of service delivery to better meet the needs of schools in rural communities across Western Australia ensuring the program is accessible to more children, parents and teachers.
- appoint an Executive Officer to oversee and manage the operations of Life Education in Western Australia.

Please refer to Section 5 for details of implementation.

In summary, these recommendations are based upon the belief that:

- all schools that have a need for Life Education to provide their teachers and students with specialist support, should have the opportunity to access the program
- no child from those schools should miss out on the program because of financial circumstances

Currently, although the Life Education program is still the state's largest non government health and drug education resource, it is now beyond the reach of a significant number of Western Australian children due to a significant lack of resources to expand the program delivery to the Mid-West, Goldfields, Esperance, Bunbury, Warren-Blackwood, Albany, Midlands, Narrogin, Pilbara and Kimberly in spite of a continued demand from schools in these areas.

The structure and delivery of the service is currently managed and operated solely by 2 volunteer committees which carry out the key organizational functions and responsibilities

This situation should be of great concern, as it deprives schools and communities of an important external resource.

This submission seeks to provide access to schools that require support in the area of children's health and well-being specifically in the area of alcohol and other drug education in order to reach 53,000 children per year.

Such an outcome can be achieved with minimal funding from the Government of Western Australia, whilst representing a highly cost effective approach to helping to provide adequate and appropriate education targeting prevention of illicit drug use and misuse of alcohol

2. How does Life Education provide appropriate content, implement and resource drug and health education for school- aged children?

2.1 Overview of Life Education's Approach

Life Education's philosophy is founded on the principle that every human being is unique. Our programs encourage respect for self and for others through making safe, healthy choices throughout our lives.

Given that smoking, poor diet, lack of exercise and excessive alcohol consumption and illicit drug use are all behaviours that result from the choices we make, it is important to address these as part of a holistic approach, rather than in isolation of one another. If a poor choice is made repeatedly by an individual in one area of life, there is an increased likelihood that the individual will engage in other risky behaviours. Studies in the United States show the following:

*"Youths who smoke are more than 11 times as likely to use illicit drugs and 15 times as likely to drink heavily as youths who do not smoke."*²

*"Adolescent smokers are three times more likely to use alcohol than adolescents who do not smoke"*³

*"People who start smoking as children are almost four times more likely to be regular users of an illicit drug and three times more likely to use cocaine regularly than those who do not smoke as children."*⁴

In surveys of alcohol and tobacco use among indigenous Australians, the following has been noted:

*"Smoking and drinking often occur together. In 2004–05, Indigenous smokers were twice more likely to drink at risky or high-risk levels than Indigenous non-smokers."*⁵

Life Education therefore recommends a greater emphasis on early intervention, through education campaigns that are sustained throughout the school years, aimed at providing children with the knowledge and the skills to make safer choices.

Life Education recommends that this focus on children and adolescents should be one important component of the proposal of the inquiry into the "Adequacy and appropriateness of prevention and treatment services for alcohol and illicit drug problems in Western Australia."

"Adequacy" and "appropriateness" mentioned above are reflected in Life Education's programs and capacity for service delivery. This was reinforced by an independent evaluation by the Erebus Group, commissioned by the Federal Department of Health and Ageing in 2006, which found that:

- The provision of effective pedagogy that teachers can model is a strong feature of the Life Education experience. The organization is fortunate to have a group of teachers with high levels of expertise, commitment and enthusiasm. These Educators ensure that students receive most relevant information about drugs in a manner that is entertaining for students and conducive to learning. From the class

teacher's perspective, they have access to a teaching model that can be emulated and is known to have a positive impact on student learning.

- Life Education's materials and resources are based on sound theory and current research. The overall efficacy of the materials is also being enhanced through the drive towards seeking national consistency.
- Life Education adopts a holistic perspective to its work by focusing on the overall health and well being of students as its essential guiding principle with schools and students
- From the early years of schooling, Life Education, through its various lessons, puts students in situations where they need to make decisions, solve problems and interact with other students in discussing possible alternative actions to address problem situations relating to their own health and well-being.
- The real life settings of the learning experiences, complemented in the early years by the charismatic Healthy Harold, provide an excellent model for teachers to follow up in this area, once the Life Educator has left the school.
- The comprehensive and detailed links within learning materials to State and Territory curriculum frameworks are greatly appreciated by teachers and school executive.

Life Education's recent national survey indicated that 98% of teachers who had been recipients of the Life Education visit, sought to ensure the visit was repeated for their students. Such evidence reinforces the current levels of teacher satisfaction with the service provided by Life Education and further highlights the active role it can play as it begins to focus on local teacher capacity building to ensure sustained student outcomes in the future.

2.2 Content of the Life Education Program

Life Education takes the view that education around tobacco, alcohol, and illicit drugs should be part of a broad health curriculum. All Life Education's modules are linked to the curriculum framework for each state and territory. This enables the Life Education resource to be integrated into the schools health and wellbeing program.

Life Education offers drug and health programs from pre-school to secondary school that focus on:

- developing knowledge about the body and how to maintain it
- developing strategies for personal safety
- developing social skills and resilience
- challenging values and attitudes
- developing knowledge about the effects of legal and illegal drugs on the body

2.3 Specific Programs that aim to reduce excessive alcohol consumption

Within our **junior primary** modules we incorporate knowledge and skills that complement alcohol education through foundation activities which assist students to:

- understand and appreciate how the body works i.e., physiology in relation to the respiratory and circulatory system and nervous system
- distinguish between safe and unsafe environments
- identify and practice strategies to manage peer pressure

The Life Education modules that complement alcohol education are:

- Clued Up – Pre-primary – Year 1
- Harold’s Surprise - Pre-primary – Year 1
- Harold’s Mystery Tour - Pre-primary – Year 2
- Harold’s Heroes- Pre-primary – Year 2
- Heart Central- Year 1 - Year 3

Within our **middle primary** modules we incorporate the topic of alcohol through activities which assist students to:

- define a drug
- understand and explain the pathway of substances through the body
- suggest and practice strategies for personal safety
- developing coping strategies and support networks

The Life Education modules that complement alcohol education are:

- Harold’s Diary - Year 2 - Year 4
- Mind Your Medicine – Year 4 – Year 5

Within our **upper primary** modules we incorporate the topic of alcohol through activities which assist students to;

- describe the pathway of alcohol through the body and its effects on a number of body systems
- develop and practice refusal skills and strategies to delay the use of alcohol
- examines the short and long term physical and social consequences of alcohol use
- understand that alcohol is a legal drug with laws controlling its purchase and use

The Life Education modules that cover alcohol are:

- News About Booze – Year 5 – Year 7
- It’s Your Call - Year 5 – Year 7

Within our **lower and middle secondary** modules we incorporate the topic of alcohol through activities which assist students to:

- develop knowledge and skills to make informed decisions about the use of alcohol
- develop skills and strategies to avoid risk situations with alcohol
- identify peer and social influences to drink alcohol
- examine the physical, social, legal and economic consequences of alcohol use
- analyse the level of risk in situations involving alcohol
- understand the laws around the purchase and use of alcohol

2.4 Specific programs that focus on preventing tobacco smoking

Within our **junior primary** modules we incorporate the topic of tobacco/smoking through foundation activities which assist students to:

- understand and appreciate how the body works i.e., physiology in relation to the respiratory and circulatory system
- distinguish between safe and unsafe environments
- identify strategies for personal safety around tobacco smoke e.g. second hand smoking and recognition of the No Smoking Sign

The Life Education modules that cover tobacco education are:

- Mystery Tour - Pre-primary – Year 2
- Heart Central- Year 1 - Year 3
- Harold's Heroes - Pre-primary – Year 2

Within our **middle primary/upper primary** modules we incorporate the topic of tobacco through activities which assist students to:

- identify sources of information about the effects of smoking
- identify and classify the short and long term effects of smoking
- identify personal and community strategies to reduce the harms related to tobacco use
- develop and practice strategies to deal with tobacco related harm
- acknowledge that smoking is not the norm for people their age

Life Education modules that cover tobacco education are:

- It's Your Call - Year 5 – Year 7
- The Burning Issue - Year 5 – Year 7

Within our **lower secondary** module we incorporate the topic of tobacco through activities which assist students to:

- explore attitudes about tobacco use
- identify and discuss the short and long term physical effects of smoking
- identify and discuss the social, financial and legal consequences of smoking
- identify the peer and social influences around smoking
- clarifying that smoking is not the norm for people their age
- discuss and evaluate community strategies to reduce the harms related to tobacco use

2.5 Specific Programs that aim to prevent illicit drug use

Within our **junior primary** modules we incorporate knowledge and skills that complement illicit drug education through foundation activities which assist students to:

- understand and appreciate how the body works i.e., physiology in relation to the respiratory and circulatory system and nervous system
- distinguish between safe and unsafe environments
- identify and practice strategies to manage peer pressure

The Life Education modules that complement illicit drug education are:

- Clued Up- Year 1- Year 2
- Harold's Surprise - Pre-primary – Year 2
- Harold's Mystery Tour- Pre-primary – Year 2
- Harold's Heroes - Pre-primary – Year 2
- Heart Central - Year 1 - Year 3

Within our **middle primary** modules we incorporate knowledge and skills that complement illicit drug education through foundation activities which assist students to:

- define a drug
- understand and explain the pathway of substances through the body
- suggest and practice strategies for personal safety
- developing coping strategies and support networks

The Life Education modules that complement alcohol education are:

- Harold's Diary – Year 2 – Year 3
- Mind Your Medicine – Year 3- Year 4

Within our **upper primary** modules we incorporate knowledge and skills that complement illicit drug education through foundation activities which assist students to:

- Recognises that legal drugs can affect all body systems resulting in short and long term harm
- Identify services and products that advise, educate and inform people of the facts about legal drug use
- Examine the harmful effects the at legal drug use can have on our environment and community
- Understand the laws governing the advertising, sale and use of a variety of legal drugs
- Identify community strategies to reduce drug related harm
- Identify and practice personal strategies to reduce drug related arms

The Life Education modules that cover legal drugs are:

- It's Your Call – Year 5 – Year 7

Within our **lower, middle and upper secondary** modules we incorporate the topic of illicit drugs through activities which assist students to:

- Explore the potential harms from illicit drug use can be both increased and decreased through the interaction of various factors
- Assess the rules, laws and policies in relation to the use of illegal drugs
- access and assess information products and services in relation to illicit drugs
- describe the short and long term effects of illicit drug use in the community
- identify skills and strategies for dealing with group related illicit drug use harm

2.6 Specific programs that focus on nutrition

Within our modules we incorporate the topic of nutrition through activities which assist students to:

- understand the importance of eating breakfast
- classify foods using the 'The Australian Guide to Healthy Eating'
- understand that foods with a high nutritional content are to be eaten most of the time whilst the others are to be eaten in limited amounts or occasionally
- identify the specific nutrients in foods e.g. calcium in dairy products, carbohydrate in breads and cereals and their importance for growth and development
- recognise that a balanced diet promotes health and wellbeing
- evaluate their own food choices

The Life Education modules that cover nutrition are:

- Clued Up -Year 1- Year 2
- Harold's Surprise - Pre-primary – Year 2
- Harold's Diary - Year 2 – Year 3

In 2008 -09, Western Australian primary school students also participated in "Harold's Healthy Challenge" where children were asked to eat only healthy foods for 30 hours and exercise for at least 30 minutes a day. This allowed students to immediately put into practice what they had learnt by taking positive steps to eat healthy and exercise over 30 hours, including monitoring their food intake over the time period. Parents were asked to register their children into the program, and to support their child by helping them to make healthy food choices.

2.7 Resources and implementation of the Life Education Program

The Life Education program provides:

- class needs analysis, in conjunction with classroom teachers, to identify how the Life Education program can be integrated effectively in order to meet the needs of each school and teacher
- pre visit activities for the class teacher to conduct with the students prior to the Life Education session. These activities prepare students for the concepts that will be covered in their session
- interactive workshops for each class that are engaging and age appropriate conducted by highly trained, qualified educators.
- Unique direct delivery of drug and health education in our specifically designed mobile learning centres
- Healthy Harold - life education's iconic mascot that aids learning in the early years.
- post visit classroom activities conducted by the teacher, which reinforce the concepts covered in the workshop
- specific links in the teacher manuals to activities from other state and commonwealth drug and health education resources that complement the Life Education post visit activities
- communication with parents through parent information sessions that encourages them to provide further reinforcement

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- Family Forum evenings that provide strategies to assist parents to engage in conversations with their children around healthy lifestyles
- 2 websites for on-going communication and access to health and drug education www.healthyharold.org.au www.lifeeducation.org.au



3. How does Life Education help community alcohol and drug education?

Life Education's modules, though primarily aimed at supporting teachers in the area of children's drug and health education, also have a wider community benefit.

Life Education recognizes the crucial role that parents play in helping to shape the attitudes, behaviours and values of their children. We also understand the importance of public influence campaigns aimed at attitudes and behaviours within the wider community. These are tackled in a number of ways:

3.1 Parent Information Sessions

In all of the schools in which Life Education operates, parents are offered the opportunity to attend an information session. This offers a two way interaction, where educators share the content of the modules and our teaching methodologies, and where parents can raise questions and issues with us directly. During this session we also encourage parents' active participation in the program. We alert them to the fact that each child will bring home a student manual and ask that parents work through this with the child, as they would with other student learning activities.

3.2 Family Forums

In 2009, Life Education Western Australia is providing schools with the opportunity to partner with us in facilitating Family Forums. These are evenings where both parents and children are given the tools to communicate more effectively on issues around alcohol, other drugs and health. These Forums often involve other community stakeholders including Ambulance Services, Police and District Health Service.

We view these Forums as an important extension of our in-school services, because they facilitate partnerships between schools, parents, children and other community groups.

3.3 Ocober Campaign (www.ocober.com.au)

In 2008 Life Education Australia introduced a national campaign to highlight the dangers of alcohol abuse. Ocober encourages Australians to "cut out" alcohol during the month of October and to "cut down" during the rest of the year.

We view this as a dedicated month where we can focus public attention on alcohol abuse in the community. As Ocober also helps to raise vital funds for our programs in schools, it enables us to reinforce to adults the importance of setting the right example through responsible drinking behaviour.

Recognizing that binge drinking is becoming an increasing trend among teenage girls and young women, Life Education has partnered with local identities including Rebecca Chalon - Miss Australia WA and Dr Fiona Wood AM to further underline the message to this demographic.

4. What evidence is there of Life Education's impact in WA?

4.1 A short history

The late Dick Williamson, a past president of the Mt Lawley Rotary Club in Western Australia, in partnership with Harold Taylor, a fellow past president of Rotary from North Perth Club, set up and began Life Education Western Australia.

The first mobile Learning Centre was launched in WA on May 13th, 1987. Four vans followed in the metropolitan area and two in the country and the program was delivering programs to primary school children in Western Australia.

With the help of Rotary and the generosity of dedicated and philanthropic individuals, the program has been able to continue and has delivered services to over 120,000 children since 2004.

Life Education (WA) received some support from the Government and the Lotteries Commission, in 2003 with all vans fully booked, the Government of the day withdrew its funding of \$175,000.

The program has been able to continue through the support of Life Education's National Office, hard working volunteers and parents who contribute \$6 per child to attend.

4.2 Achievements of Life Education Western Australia

Since its inception in 1987, hundreds of thousands of lessons have been delivered and children have had the benefit of the Life Education programs based on the latest research to provide high quality drug education and other health related messages, equipping them to face the challenges that may confront them at some time in their future

- Life Education (WA) currently sees 23,300
- At its peak Life Education saw 34,000 children in its four mobile learning centres

4.3 Life Education (WA) Facts and Figures

Life Education Western Australia current staffing resources, state wide, are as follows:

Staff Resources	EFT
Management/Admin	0.50
Service Delivery (Educators)	3.00
Total	3.50

Total Students Participating in 2008	
Pre - School	2,747
Primary	20,585
Total	23,332

4.4 Service Delivery Method

Currently Life Education Western Australia operates three Mobile Learning Centers in metropolitan Perth and the Midwest and direct delivery is provided to outlying towns and communities where the location and costs inhibit the Mobile Learning Centres attending. For direct delivery the program is delivered either in the school library or class room.

4.5 Demand for the Life Education program from Schools

One of the most telling statistics is that in excess of 90 Western Australian Primary Schools engage Life Education as an external provider, to support them in the delivery of health and drug education. This currently impacts over 23,300 children in metropolitan Perth and the Midwest.

It is important to note that since the loss of state government funding in 2003, the number of schools that utilize Life Education has reduced significantly, and the number of children benefiting has dropped from more than 34,000 per year to 23,300. This is not a result of a reduced demand, but a consequence of Life Education having to close down its services in some key areas due to lack of funding.

This strong level of support reinforces the value that schools and parents place on the program. Program costs run to an average of \$15 per child. To make the program affordable and accessible, parents pay an average of \$6.50 per child. The gap is generally made up through a series of donations, general fundraising activities and corporate sponsorships.

Life Education Western Australia continues to seek sponsorship to cover increasing costs such as educator salaries, program development, operational expenses, and equipment and maintenance costs.

4.6 Surveys of Schools that engage Life Education

In 2008 a survey was conducted in more than 3000 government, catholic and independent primary schools across Australia

These surveys revealed the following:

Feedback to Survey	Conclusion
98% of respondents stated that they would recommend their school re-book the Life Education program	There is a high level of satisfaction among teachers and a strong demand for the program
87% of teachers agreed that working with the Life Education educator had helped them to include drug and health education in their own classroom teaching	LE Resources empower teachers to deliver drug and health education in the classroom. Our resources have comprehensive links to other resources available to teachers e.g. School Drug Education and Road Aware resource
92% of teachers rated the program as either excellent or good in supporting	The LE program complements the Government's Drug Education Strategy

their school's drug education policy	in schools
97.5% of teachers felt that the teachers manual and student workbooks provided by Life Education were valuable resources	Life Education's manuals and workbooks are quality resources. Which have comprehensive links to the WA curriculum?
99% of teachers agreed that the Teachers manual contained adequate information to support them to integrate the resource into their classroom teaching	LE resources are user friendly

These surveys, which are conducted annually, consistently demonstrate that Life Education provides a vital external support to teachers in their efforts to improve their student's health and well-being.

4.7 Testimonials

Included are some quotes from Western Australian teachers and principals as examples of the comments we regularly receive:

- Students were very motivated and engaged by the session
- Chris controlled the students very well and made it exciting and hands on.
- The ESL group thoroughly enjoy the sessions each year
- The Kindy children enjoyed the session it was well presented entertaining and got its message over very effectively the length of the session was perfect for this age group.
- Engagement with the students was fantastic, presenter captured their attention and the activities and knowledge gained by the students was great.
- Excellent presentation, professional great engagement by children and great professional development for teachers also.
- Engagement of children was excellent because of a variety of topics. bullying, medicines and a variety of activities AV, questioning, real medicine packets the presenter was very well received by the children.
- Drug abuse, student depression and youth suicide are serious issues that we must all recognize and work collaboratively to address. Life Education Western Australia plays a vital role in this collaborative process by assisting in educating our children from very young of the dangers of drug abuse. Teachers, parents and Life Education Western Australia work hand in hand to address this important social concern.
- There should be no argument that drug abuse can lead to individual and family destruction. Since Life Education Western Australia is the only direct-to-student Drug and Health Education resource that exists and since the efforts of Life Education Western Australia also compliment the School Drug Education Project, it seems somewhat illogical that our state government should choose to reduce funding for such a vital service to our community.

5. Recommendations and strategies to resource and implement drug and health education for school aged students

It serves little purpose for an external health and drug education program to be in place, if schools cannot access it.

To make this resource accessible to those schools that are in need would require only a minimal investment from the Government of Western Australian, as the infrastructure and programs are already in place.

Life Education therefore proposes with support from Government of Western Australian, we can make a greater contribution to supporting and strengthening schools drug and health education.

5.1 Life Education proposes to expand its current service level to better meet the needs of schools and local communities across Western Australia.

Government funding accounts for approximately 27% of the total funds required for the successful operation of the organisation, with the remaining funds being generated by donations, general fundraising activities and corporate sponsorships.

Life Education Western Australia proposes that the State Government of Western Australia provides a subsidy to allow for the consolidation and further development of Life Education programs across Western Australia. The details of the Funding request are detailed below.

The Western Australian Education Departments School Districts outside the Perth Metropolitan area and their Student numbers have been used to develop regions and evaluate the most cost effective and suitable model of delivery of Life Educations Programs.

Regions and student numbers in Government and Non Government schools

Life Ed Country 1	Student Numbers	Govt	Private	TOTAL
Mid-West		6266	1936	8202
Goldfields		4395	825	5223
Esperance		2339	234	2573
TOTAL		13,000	2998	15998

Life Ed Country 2	Student Numbers	Govt	Private	TOTAL
Bunbury		6856	2409	9265
Warren-Blackwood		4382	1830	6212
Albany		3,541	1080	4621
TOTAL		14779	5319	20098

Life Ed Country 3	Student Numbers	Govt	Private	TOTAL
Midlands		8093	531	8624
Narrogin		2480	283	2763
TOTAL		10573	814	11387

Life Ed Country 4	Student Numbers	Govt	Private	TOTAL
Pilbara		5,894	491	6385

Life Ed Country 5	Student Numbers	Govt	Private	TOTAL
Kimberley		2,941	1353	4344

5.2 Current Services Structure and Activities

The structure and delivery of the service is currently overwhelmingly managed and operated by two volunteer committees. These groups are incorporated bodies and currently carry out all the key organisational functions and responsibilities that include:

- Comply with all state legislative requirements under the incorporations Act
- Manage all finances and assets to ensure the financial viability of the organisation,
- Employ Educators and manage Workcover, Insurance, Entitlements, provide for ongoing training and support.
- Effect all insurances associated with professional indemnity in relation to its educator, public liability, mobile unit comprehensive (vehicle and contents), burglary and fire.
- Work in co-operation with Life Education Australia and other Life Education Centre committees in quality initiatives for program development,
- Conduct its Life Education Centre in accordance with the aims, constitution and by-laws of the organisation.

5.3 Staged Implementation

A staged implementation is planned in order to properly assess the most efficient and effective method of delivery.

- Metropolitan Area (2009)

To maintain service delivery in support of our current demand and bookings to the end of this year Life Education Western Australia plans to employ and train a full time educator for the metropolitan area by the 2nd half of 2009.

- Life Ed Country 1 (2010-2011) (Mid-West, Goldfields, Esperance)

The Life Education program is planned to be based in Kalgoorlie/Boulder area and provide services to all schools and communities, to the south, to Esperance and the north to Menzies. For this region the delivery model would be via Direct Delivery as noted above from a mobile Harold Van.

Financial and management support of Rotary Clubs in that Region along with local councils would be sought to ensure the ongoing success of the program.

The Mid-West operates a mobile learning centre to the Geraldton region and a direct delivery service to the outline towns.

The existing Mid-west committee ensures the continued funding of that operation, however immediate Government funding would need to be sought for the committee to continue employing a local fundraising and administration position.

- Life Ed Country 2 (2009-2010) (Bunbury, Warren-Blackwood, Albany)

It is planned that a feasibility study will be conducted in conjunction with local Rotary Clubs, local councils and community groups to establish a frame work to deliver the Life Education program to cover the areas from Bunbury through the South-West Region.

- Life Ed Country 3 (Midlands, Narrogin)

It is planned for a Mobile Learning Centre to be based in either Midland or Northam and used not only for the country areas but also the outer suburban area of Perth. Though the majority of service would need to be by Direct Delivery to the smaller communities.

- Life Ed Country 4 (Pilbara)

Of the 5,894 student population, 2,373 are indigenous and an initial needs assessment is planned to develop a suitable service model to address the drug and alcohol issues associated with these communities.

- Life Ed Country 5 (Kimberly)

Similarly in the Kimberley the student population is 2,941 of which 2080 are indigenous peoples. As above a similar initial needs assessment is planned to develop a suitable service model to address the drug and alcohol issues associated with these communities.

The logistics of this will be done in conjunction with the establishment of supporting committees in the various county areas.

5.4 Secondary Schools

Life Education Western Australia is aware of the changes in the middle school structure in WA schools with year seven now moving to lower secondary. Life Education's existing program Face the Facts is being implemented in NSW and SA (and will be implemented in time with additional financial support into WA schools)

Life Education's "Face the Facts" program is a dedicated secondary school resource. There are four modules available, as follows:

- Face the Facts - Alcohol
- Face the Facts – Tobacco
- Face the Facts – Cannabis
- Face the Facts – Illicit Drugs

The introduction of "Face the Facts" extends the Life Education program to a sequential, integrated resource covering a child's entire school life from Pre-primary to Year 12.

The mode of delivery varies from the Primary School program, in that modules are delivered in the classroom rather than through a Mobile Learning Centre.

Otherwise the engagement model is the same, comprising of:

- pre visit to identify school and individual teacher needs
- classroom delivery
- distribution of teacher and student resources with comprehensive links to other resources
- parent Information Sessions and Family Forums

5.5 Required Infrastructure

To achieve a phased expansion of Life Education programs across Western Australia over the next five years the following infrastructure developments have been planned.

Infrastructure	Implementation Timeline		
	Year 1	Year 2	Year 3
	2010/11	2011/12	2012/13
Appointment of a State Executive Officer to oversee all State operations on behalf of the volunteer committees			
Appoint and train new Educators (WA School Districts)			
1 EFT 2010 METRO			
1 EFT 2010 Bunbury,Warren - Blackwood & Albany			
1 EFT 2011 METRO			
1 EFT 2011 Midland & Narrogin			
1 EFT 2011 Goldfields & Esperance			
1EFT 2012 METRO			
Establishing Mobile Learning Centres (MLC)			
Refurbish 3rd MLC for Outer metro use			
Establish new MLC for Metro, Midland, Narrogin			
Establish new MLC for Metro			
Establishing Direct Delivery Van			
Establish new van for Mid-West, Goldfields & Esperance			
Establish new van for Bunbury, Warren-Black & Albany			
Establish new Van for Pilbara			

5.6 Budget over the implementation period

(Not including current costs of delivering services)

PROJECTED COSTS FOR LIFE EDUCATION	FINANCIAL YEARS			
	Year 1	Year 2	Year 3	Year 4
	2010/2011	2011/2012	2012/2013	2013/2014
Executive Officer	75,000	78,000	81,000	84,000
New Educators (WA School Districts)				
1 EFT 2010 METRO	48,000	50,000	52,000	52,000
1 EFT 2010 Bunbury,Warren- Balackwood & Albany	48,000	50,000	52,000	52,000
1 EFT 2011 METRO	0	48,000	50,000	52,000
1 EFT 2011 Midland & Narrogin	0	48,000	50,000	52,000
1 EFT 2011 Goldfields & Esperance	0	48,000	50,000	52,000
1EFT 2012 METRO	0	0	48,000	50,000
State Office Operating Costs	20,000	30,000	30,000	30,000
Professional Development of all Staff	5000	10,000	13,000	13,000
Establishing Mobile Learning Centres (MLC)				
Refurbish 3rd MLC for Outer metro use 2010	40,000	0	0	0
Establish new MLC for Metro, Midland, Narrogin 2011	0	130,000	0	0
Establish new MLC for Metro 2012 & 2013	0	0	130,000	0
Establishing Direct Delivery Van				
Establish new van for Mid-West, Goldfields & Esperance 2011	50,000	0	0	0
Establish new van for Bunbury, Warren-Black & Albany 2011	0	50,000	0	0
Establish new Van for Pilbara 2011	0	50,000	0	0
TOTAL	286,000	592,000	556,000	437,000

To support the infrastructure and delivery of service over a broad geographic setting regional centres are set up. Life Education Western Australia plans to set up 3 regional centres to support its activities.

Cost of Establishing Regional Centre	Year 1	Year 2	Year 3	Year 4
	2010/2011	2011/2012	2012/2013	2013/2014
Bunbury (Bunbury, Warren-Blackwood & Albany)	5,000	0	0	0
Goldfields & Esperance	0	5,000	0	0
Pilbara	0	5,000	0	0
TOTAL	5,000	10,000	0	0

5.7 Funding Required

In achieving the above infrastructure growth, to meet the needs of the Western Australian school communities and complete the implementation of the strategy the following has been calculated to support this funding proposal and indicate the level of funding required.

Shortfall in Income on Delivery	Year 1	Year 2	Year 3	Year 4
	2010/2011	2011/2012	2012/2013	2013/2014
Metro 3 vans 2010 x\$40k per van	120,000	0	0	0
Metro 3 vans 2011	0	120,000	0	0
Metro 4 vans 2012	0	0	160,000	160,000
Bunbury, Warren-Blackwood & Albany 2010	40,000	40,000	40,000	40,000
Goldfields, Esperance & Mid-West 2011	0	40,000	40,000	40,000
Midland, Narrogin	40,000	40,000	40,000	40,000
Pilbara 2011	0	40,000	40,000	40,000
TOTAL	200,000	280000	320000	320000

In order to achieve these outcomes Life Education Western Australia request that the Western Australian State government provide a subsidy of \$200,000 in the first year and amounts annually as per the above schedule to enable the expansion of services in 2010 and beyond. We also ask that an additional amount of \$75,000 be granted annually to appoint an Executive Officer to oversee and manage the operations of Life Education in Western Australia.

Essentially this represents \$6:00 per child in Life education programs (parents pay \$6.50). The program cost on average \$15:00 per child. The gap will made up through a series of donations, general fundraising activities and corporate sponsorships.

Life Education Western Australia Continues to seek corporate sponsorship to cover costs such as educator salaries, operational expenses, and equipment and maintenance costs.

WESFarmers have committed \$75,000 for the delivery of Life Education Program in Collie and surrounding area for the next 18 months.

6. Getting the most out of the Partnership

Life Education (WA) will work with the Western Australian Government to devise suitable leveraging opportunities and also work with you for the delivery of these:

1. Signage displayed on the side of the vans
2. External promotions (via website and member correspondence) to Life Education stakeholders of the partnership
3. Regular media releases and photo opportunity on the successes of the partnership – stories on the positives of the Life Education program on children's lives
4. Hospitality for the Premier and key members at Life Education's events throughout the year
5. Media launch of the Program with Premier and members
6. Acknowledgment in Life Education's newsletter Unique
7. Acknowledgment on Life Education's website

7. Summary

Life Education Western Australia proposes that the above initiatives be funded through a partnership between Life Education, the Western Australian Government, Schools and parents.

Life Education is confident that the above strategies could be implemented for an investment of \$1,120,000.

Of the \$4,194 million proposed expenditure in 2009-10 by the State Government on public health and \$5,188 million on education initiatives, this proposal would be a minimal and extremely cost effective investment to reach approximately 65,000 children, their teachers and parents and care givers within five years.

In NSW, South Australia, Northern Territory and Victoria, Life Education currently receives in excess of \$2.5 million per annum from Government. Western Australia and Queensland are the only states in mainland Australia without Government support.

Life Education would advertise and promote the support of Government extensively to the community, through our everyday engagement with teachers, parents and children, through our fleet of mobile learning centres, and through the resources that we distribute.

With the enormity of the public health crisis facing this state due to alcohol and other drug abuse it is crucial that we cease to tackle this problem in a fragmented fashion, but work together to achieve the best possible impacts for the future.

The alternative is a repeat of what has already occurred where schools have lost an important drug and health education resource with nothing to replace it.

We again congratulate the Education and Health Standing Committee on highlighting this issue and for its commitment to providing appropriate alcohol and illicit drug education for a future free the effects of drug misuse for all Western Australian children.



References:

¹ WA Drug and Alcohol Strategy (2005 – 2009)

² Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. Summary of Findings from the 1998 National Household Survey on Drug Abuse (August 1999),

³ National Institute on Alcohol Abuse and Alcoholism (NIAAA), Alcohol Alerts: Alcohol and Tobacco (January 1998).

⁴ CASA, Cigarettes, Alcohol, Marijuana: Gateways to Illicit Drug Use.

⁵ Australian Bureau of Statistics. Tobacco smoking - Aboriginal and Torres Strait Islander people: a snapshot, (2004-05)