



Government of **Western Australia**
Department of **Health**

GDHR: Growing and developing healthy relationships

Providing curriculum support for teachers in relationships and sexual health education
for 15 years!

Sexual Health and Blood-borne Virus Program
Communicable Disease Control Directorate

Maryrose Baker, Senior Policy & Planning Officer

GDHR Teacher Curriculum Support Materials

- Books 2002 – 2010
- Website Mark 2 2010 - 15
Mark 3 2015 >

Phase 1 K-3 Early childhood	Phase 2 4-7 Middle childhood	Phase 3 8-10 Early adolescence

GDHR: Providing curriculum support for teachers in relationships and sexual health education

Website Survey
Your feedback will help us to improve our services to you. 5 questions only.
[Link to survey]

Featured Activity Package
Activity #2.10: Social and emotional changes
The following activities are designed to help students identify physical, social and emotional changes associated with puberty, including questions 2.1 - 2.10. [Link to activities]



GDHR – ongoing review & evaluation

- Audit of teacher awareness and uptake of GDHR via on-line survey: 2005 . *Catalyse* Data Analysis and Report: 2006.
 - 33% of schools participated = representative sample .
 - Distribution of GDHR did have a positive impact on the conduct of school sexual health education.
- IAG contracted by Tender to review, benchmark, content development and rewrite. New learning activities written aligned with Australian Curriculum V1 -2012
- Ongoing development - external consultants and consultation 2012-2013.

GDHR – ongoing review & evaluation cont.

- New Portal built
- Content migration and development of new material
- New Portal officially showcased October 2015
- GDHR content aligns directly with Australian Curriculum (V8) & Western Australian Curriculum: Health & Physical Education
- Gaps in Learning Activities being reviewed and managed.



Impact Evaluation: Purpose

Provide a formative evaluation process to improve and refine the GDHR online model through an:

- a) assessment of how well the resource is working
- b) identification of practical ways it can be strengthened.

Impact Evaluation: Specific goals and process

Terms of Reference includes 4 key areas of interest:

1. How is GDHR **adding value** to RSE for young people in WA schools K - Yr. 10 through:
 - Building capacity of educators
 - Building strategic partnerships
 - Improved health and wellbeing
2. How is GDHR perceived by key stakeholders in terms of **value and quality** of content.
3. What aspects of the resource could be **improved** to build capacity of educators and improve effectiveness.
4. What do stakeholders **aspire** to see from GDHR in the **future**.

Impact Evaluation: Evaluator

‘John Scougall Consulting Services’ - appointed Jan 2016

Notable areas being investigated:

- Identify changes in values and behaviour of teachers through use of GDHR
- Compare curriculum elements of resource with recognised good practice
- Collect baseline data which can be used for longitudinal study measuring impact over time
- Make findings and recommendations for the future.

Impact Evaluation: Methodology - A mixed methods approach and process

Reference Group established Feb 2016

- Includes: Academic, Medical Researcher, Classroom Teacher (Secondary), A/Deputy Principal/Classroom Teacher (Primary), School Community Health Nurse, Consultant Educator/Web content expert, DoH staff
- 3 meetings, recommendations/advice and input

Impact Evaluation Plan developed

- Input, advice and endorsement from Ref Group

Impact Evaluation: Methodology cont.

Desktop Review

- Document analysis based on comprehensive range of provided quantitative & qualitative evidence, collection of background material including written information.

- **Status:** First Draft received

Impact Evaluation: Methodology cont.

Program Logic Workshop - 21 April

- x19 participants with policy & program background (included NGOs, tertiary-ed, Govt, Independent/Private sector etc.)
- Discussion and feedback on presented theory (models) of how GDHR contributes to health outcomes (short, medium & longer term)
- Presented following '*drafts*' for discussion and comment:
 - outcomes hierarchy
 - future vision model for GDHR
 - RSE best practise matrix
 - Rubrics assessment scale – participants rating of GDHR performance against specified criteria and standards
- **Status:** Second Draft received

Impact Evaluation: Methodology cont.

On-line survey questionnaire: Open 2-23 May

- Contact made through direct email lists, links on websites: ACHPER, WAHPSA, SHQ and CACH school health nurses.
- 150 usable responses
- Status: Under analysis

Literature review

- Comprehensive review of Relationships & Sexuality Education best practice and theory
- Status: First Draft completed

Impact Evaluation: Methodology cont.

Qualitative interviews

- x 8 selected users/practitioners (x 4 teachers, academics, school nurses, program managers)
- Status: Underway

Case studies

- x 2 selected sample sites
 - small manageable sites such as a group, workplace or organisation selected because of 'information rich potential'.
- Status: Underway

What's Next

- Final Impact Evaluation Report **expected end of June**
- Review of Report & Recommendations
 - Establish Action & Implementation plan
 - Build-on Teacher feedback
- ESA Syndication: Scootle – AC
- Establish Curriculum and Academic Review panel
- Establish Advisory Group – Governance model with national representation
- Data Analysis: targeted campaigns increasing, awareness, access & usage (Google Analytics)
- Ongoing review, update and additions
- Collaboration with Education, Tertiary & Research partners
- Online SRE 'Communities of Practice' for teachers



Feedback, comments and questions
WELCOME.

Thank you from the GDHR Team 😊
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