



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

GDHR Impact Evaluation: Case Study Report

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1. Introduction

1.1 Background

The SHBBVP commissioned an evaluation of the Growing and Developing Healthy Relationships (GDHR) online curriculum resource which commenced in January 2016. The resource equips teachers to deliver relationships and sexuality education in Western Australian schools.

The GDHR evaluation assesses how well the GDHR online curriculum resource is working, and identifies practical ways in which the resource might be strengthened. The evaluation is focussed on improving GDHR and its contribution to the quality of relationships, and sexuality education in WA more generally.

The terms of reference for the evaluation specify four key areas of interest:

1. How is GDHR perceived in terms of the value and **quality** of its **content** by key stakeholders?
2. How is GDHR **adding value** to RSE of young people in WA through:
 - building the capacity of educators from kindergarten to Year 10 (K-10)?
 - building strategic partnerships that add value?
 - contributing to improved health and well-being of young people?
3. What aspects of the GDHR resource could be **improved** to build the capacity of educators K-10 and improve effectiveness?
4. What do stakeholders **aspire** to see as a result of GDHR in the **future**?

1.2 Purpose of case study

Two case studies were specified as deliverables as part of the GDHR Impact Evaluation. This is a report on those studies. The cases are intended to be 'information rich' accounts of activity over time in relation to a particular aspect of the GDHR curriculum support resource. Case studies can add value to evaluation by demonstrating how particular initiatives, or aspects of them, work in practice.

These case studies focus on relationships that both aid the roll-out of GDHR and give insight into how it serves to support teachers. One case reports on links between the School Curriculum Standards Authority (SCSA), the Association of Independent Schools WA (AISWA) and the GDHR Team: Sexual Health and Blood-Borne Virus Program (SHBBVP). The other describes a critical relationship between SHBBVP and its Information Communication Technology (ICT) consultants, Permeance Technologies.

The case study sites were selected on the basis of the learning opportunities and insights they present into:

- a. the perspectives of agencies working with GDHR;
- b. the contribution of partners to the delivery and reach of GDHR;
- c. how GDHR actually works in practice;

- d. lessons learnt about what works well in particular settings; and
- e. the identification of successful or promising practices that have potential to be replicated.

It is important to note that case study data is always context specific, and it cannot be assumed that effective practices at one site can necessarily be copied and transplanted into another.

The GDHR Evaluation Reference Group had initially proposed that one of the case studies examine the use of GDHR in a school setting. A particular secondary college was proposed as a suitable site because there had been a high level of interest demonstrated by staff in RSE. A substantial contingent had attended a symposium facilitated by the School of Public Health at Curtin University in 2015. The proposed focus of the case study was 'How is the GDHR resource used to support teachers to undertake the GDHR role at school?' The intent was that it describe the use of GDHR teaching-learning materials and the real-life achievements, complexities and challenges encountered in delivering relationships and sexuality education in a school community.

Relevant school staff were, unfortunately, not available to participate at the time of the evaluation study. Logistical challenges associated with workloads mitigated against getting school staff together for a discussion. This may be symptomatic of a broader challenge for SHBBVP, namely that RSE is not core business for anyone in a school and, therefore, it can sometimes be problematic to engage with school staff.

The failure to initiate a school-based study should not be read as suggesting that the views of school staff have not been canvassed or are in some way marginal to the case studies that were conducted. Indeed, most of the other case study informants had previously worked in the school system as HPE educators, and this experience did inform their views. Furthermore, a great many school staff had opportunities to participate in the evaluation through participation in interviews by responding to an online survey and membership of the GDHR Impact Evaluation Reference Group.

Finally, it is open to the GDHR evaluation to recommend to SHBBVP that a school-based case study be conducted in the future as part of a process of continuous improvement, should the agreement of a participating school be secured. Such a case study would add value.

1.3 Informants

The case studies were informed by separate discussions with nominated representatives and the individual contributors listed as follows:

Case study 1: Curriculum delivery

- a. Dino Manalis (SCSA);
- b. Kristin Clapé (AISWA).

The intent of this case study was to include SCSA, AISWA and the WA Department of Education (DOEWA). A representative of the DOEWA declined the invitation to contribute and/or participate in the case study.

Case study 2: Technical support

- a. Paul Robinson (Permeance Technologies);
- b. Penelope Curtis (SHBBVP, Consultant);
- c. Meagan Roberts (SHBBVP, A/Senior Policy Officer); and
- d. Maryrose Baker (SHBBVP, Senior Policy & Planning Officer).

Participation was entirely voluntary, and contributors were aware they could withdraw at any time for any reason. Comments were recorded as written notes by the evaluator. Following meetings, written summaries were sent to informants from SCSA, AISWA and Permeance to provide an opportunity to clarify, qualify or withdraw any comments, if they wished. Two informants did choose to make minor amendments. None of the comments made by informants have been personally attributed.

2. Case Study 1: Curriculum Delivery

2.1 Purpose of case study

The first case study considers how strategic relations between partner organisations can help to bridge the health and education sectors, thus contributing to GDHR implementation. The focus question for this case is: 'How does the GDHR online curriculum support resource contribute to the delivery of relationships and sexuality education generally?' The study seeks to illuminate the process of *how* GDHR can better reach teachers in schools.

2.2 Background

GDHR is resourced from within the health sector, not the education sector. This means that SHBBVP has limited influence or control over the implementation of GDHR materials by teachers working with students in schools. This dilemma can be resolved by working closely with agencies that are embedded in the education sector, such as SCSA and AISWA, and relevant parts of the government school system. The cooperation of schools and curriculum authorities located in the education sector is required. The study describes how relationships between SHBBVP, SCSA and AISWA can aid this. SHBBVP has been working closely with SCSA for about two years and more recently with AISWA over the past nine months.

SCSA

SCSA is an independent statutory authority responsible for the school curriculum taught in WA, from kindergarten right through to Year 12. A board of seven members, appointed because of their expertise in education and assessment, oversees the work of SCSA. It is responsible to the Western Australian Minister for Education. The work of SCSA is supported by a secretariat comprising about 150 staff.

A primary responsibility of the Authority is developing the Western Australian Curriculum and Assessment Outline that specifies the overall knowledge, understanding, skills, values and attitudes students from kindergarten to Year 10 are expected to acquire. It sets out mandated curriculum, guiding principles, learning requirements, and offers support for teachers with assessment and reporting on student achievement. The role of the Authority also includes developing and accrediting school courses.

Student assessment is a core responsibility of SCSA, encompassing the setting of guidelines to gauge student achievement. It maintains a database of information about student progress: achievement levels attained, records of assessment, and the extent of student participation in education, training and employment programs during schooling. Certification of student achievement is according to achievement standards.

There have been significant changes in the institutional arrangements related to setting school curriculum in Australia. In the past it was a state government responsibility with variation in standards across jurisdictions. In 2014 both state and national Australian governments formally agreed to the introduction of a national school curriculum. The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established, and

SCSA is responsible for adopting and adapting the Australian Curriculum to reflect the context of Western Australian schools.

The Western Australian Curriculum and Assessment Outline ('the Outline') consists of the curriculum for kindergarten to Year 10. GDHR learning activities are directly aligned to the curriculum content descriptors in the Outline.

In 2013 SHBBVP took the decision to rewrite the entire content of the GDHR resource to align with new Australian Health and Physical Education (HPE) Curriculum (Version 4.0). At that time, the WA Curriculum Framework (2001) and DoE Health Education Syllabus (2007) curriculum guidance documents had not been updated or superseded for several years. Subsequently, after SHBBVP had commenced work to upgrade the GDHR resource, significant changes occurred in both national and state Health and Physical Education (HPE) curriculum. Thus, the GDHR resource, in particular the content and organisation of learning activities, had to be adapted and, in many cases, rewritten to suit.

SCSA subsequently made available a new HPE curriculum for familiarisation over a two-year period, with full implementation expected in 2017. RSE is an integral aspect of the soon-to-be-mandated health-education curriculum in WA schools.

AISWA

AISWA represents the interests of a diverse independent school sector across the state. Affiliates of AISWA include exclusive private schools, faith-based schools and Aboriginal community schools. While the sector includes prominent private schools in Perth, it also includes those that cater for students from lower socio-economic groups with a high proportion of students that need to re-engage with schooling.

The GDHR website was originally developed by WA Health in partnership with the Department of Education (DoE), with the support of AISWA. However, AISWA did not have significant involvement again until 2015 following the appointment of a curriculum consultant with an interest in RSE. The consultant, a former experienced HPE teacher, has made a point of becoming familiar with the GDHR resource and promoting it to teachers at face-to-face meetings.

Findings of case study 1

This section presents findings about how AISWA, SCSA and SHBBVP work together. In the past there was little consistency across schools in respect to the amount of HPE classroom time schools dedicated to RSE content. Now every school needs to teach the HPE Curriculum, including relationships and sexuality education components. Schools need to not only know what content they are required to teach, but also what curriculum-aligned resources are available to assist them with this task. The focus is shifting beyond *whether* to teach RSE onto *how* to teach RSE. It is understood, however, that schools are not required to report to SCSA on how they implement mandated curriculum.

One of the ongoing challenges for education authorities is that some schools do not prioritise RSE-based curriculum, in particular in the secondary schools. At present the GDHR

resource appears not to be widely used by faith-based schools in WA. One informant felt it would be incorrect to interpret this as meaning that faith-based schools were averse to the teaching of RSE. AISWA has found there is considerable interest shown by teachers. Some independent schools have recognised the importance of placing greater emphasis on issues of social and emotional well-being out of recognition that it is a pre-requisite to learning. One prominent independent school in Perth has recently appointed a director of health and well-being. Promoting the use of GDHR in some faith-based schools is only likely to be achieved with the support of AISWA and SCSA, both of whom have the necessary pre-existing relationships with these schools. It is also noted that Catholic Education WA has its own curriculum approach in RSE informed by their religious philosophy and ethos.

As part of the AISWA's HPE Curriculum Consultant's role, they organise meetings with HPE teachers drawn from across the independent school sector. A representative of SCSA has accepted invitations to attend these AISWA meetings to inform teachers about HPE Curriculum requirements. This process is working well as a means of engaging with groups of teachers in the independent school sector about RSE. While the provision of PD is not part of SCSA's role, it does disseminate information about curriculum standards.

2.3 Value and quality of content

The GDHR evaluation has been asked to report on how key stakeholders perceive the value and quality of its content. GDHR is seen as a valuable resource. One participant in this case study described it as "user-friendly, appealing and engaging". Furthermore, educators value a ready-to-use set of downloadable teaching tools that saves them time.

Teachers also value the assurance that comes with knowing that the content of the GDHR resource is aligned to the curriculum. It assists teachers to plan their delivery of prescribed RSE content. It is imperative that the GDHR resource align, and be seen to align, with curriculum requirements if it is to be taught in WA schools. The GDHR resource has been substantially updated to ensure it is curriculum aligned. SCSA has played an advisory role alongside SHBBVP in this process.

By 2018, all syllabuses, with the exception of the languages syllabus, will become part of the mandated curriculum for Western Australia, as prescribed by the Western Australian Curriculum and Assessment Outline. It is nevertheless up to schools and teachers to know *what* they are required to teach, and to decide *how* they will teach it. SCSA will provide guidance about which elements of the curriculum are to be assessed and reported on from the Outline. The significance of the GDHR resource is that it is specifically designed to inform and guide teachers about how they might deliver mandated RSE curriculum requirements in WA. However, the resource can only fulfil this role in circumstances where teachers are both aware that RSE is part of the curriculum, and conscious of GDHR as a resource that builds their capacity to teach it.

Many teachers like using a resource they can access quickly and easily. However, there are some teachers with a particular interest in a topic like RSE. They are likely to be attracted to a resource that furnishes them with opportunities to pick and choose the material they wish

to teach in the classroom, thus reflecting their own teaching style and the needs of particular groups.

SCSA does not recommend or provide endorsement for any one particular educational resource. Doing so would be inappropriate for a curriculum authority focused on providing guidance on *what* to teach rather than *how* to teach it. Nevertheless, discussions with a SCSA staff member did suggest the agency generally sees resources such as GDHR as complementary, potentially providing a “good model” of school-based health-education support for teachers.

SCSA recognises that school education should be about values as well as sharing information. The Western Australian Values of Schooling statement sets out what educators in Western Australia believe all students should value as a result of the programs they undertake <http://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>. The statement refers to core values of “respect and concern for others and their rights” and “sensitivity to and concern for the well-being of other people”. Responsibility, social justice, ethical discernment, openness to learning, diversity, cultural expression, and a sense of personal meaning and identity are values to be fostered at school. A summary of curriculum requirements, as understood by the evaluator, is in Appendix 1.

Amongst SCSA, AISWA and SHBBVP there is fundamental philosophical agreement on the rationale of a model of RSE that commences in the early years of schooling and which focuses on both information and values.

2.4 Adding value to RSE

The GDHR evaluation is required to provide comment on how the resource is adding value to RSE for young people in WA.

Case Study 1 suggests that the reach of GDHR, at least into the independent schools sector, can be extended where SHBBVP builds partnership with curriculum consultants from SCSA and AISWA. Relationships with SCSA and AISWA make it possible to bring the RSE content knowledge of specialist educators engaged by SHBBVP together with expertise about the school curriculum. AISWA directly promotes GDHR as a useful resource to teachers when it has the opportunity to meet with them. AISWA has instituted the practice of inviting SCSA to present information about the HPE curriculum at group sessions with HPE teachers. Discussions suggest this is proving to be a successful strategy. Thus, the effectiveness of GDHR depends on more than the website.

The relationship between SHBBVP and SCSA is founded on recognition that the GDHR resource remains aligned with the Outline. SCSA is willing to provide expert curriculum advice when needed to guide the development of GDHR materials. This includes strict confidential access to view syllabus materials if applicable, to ensure the GDHR resource maintains currency. This enables teaching-learning resources to be developed ahead of release. One informant stressed that it is crucial that agencies involved in school-based

health education respond quickly to curriculum changes, lest their resources fall out of date and mislead users.

The current iteration of the GDHR online resource is the end product of a process of joint reflection. SCSA assisted SHBBVP with the task of interpreting RSE curriculum into teaching-learning practice. According to informants, the GDHR resource is a “better product” as a result of this collaboration.

It is early days in the growth of the professional relationship between SHBBVP and SCSA. Nevertheless, it does appear there is potential for the relationship to evolve in new ways. There is opportunity for SHBBVP to furnish SCSA with useful RSE content ideas that will contribute to curriculum changes over time. Similarly, there is occasion in the near future for SCSA and SHBBVP to collaborate on assessment tasks in relation to new units of work being released for Years 8 to 10. While SCSA may value input from external agencies when developing school curriculum, the relationship between them and agencies like SHBBVP is not always one way. There are occasional opportunities to provide curriculum input into the Health and Physical Education K-10 Overview. It is emphasised, however, that the decision on which content is captured in final documents always lies with SCSA.

It is important to acknowledge the contribution that individual champions of GDHR can play in promoting the resource. SHBBVP has long been engaged in efforts to promote RSE as a priority within the health-education agenda. There is a track record of co-opting strategically placed individuals as contributors wherever they are found in the education system; in a particular school, in a policy or program management role or involved with the provision of teacher training in the academy. These are people who have chosen to take a particular interest in RSE, sometimes independently of considerations of formal role and organisational structure.

Sound professional relationships are not only forged between agencies and positions, they are also a product of like-minded individuals with common interests coming together. There is no guarantee that good working relations between individuals will survive inevitable future personnel changes at SHBBVP, SCSA and AISWA.

It is further noted that the key people assisting SHBBVP with the roll-out of GDHR at both AISWA and SCSA were both previously experienced HPE secondary teachers prior to taking up their current curriculum development roles. As a consequence, they are able to bring credibility and authenticity to their role in the eyes of other secondary HPE teachers. The messenger matters as much as the message. By implication it may be the case that consultants who have trained as primary teachers are best placed to deliver RSE information to primary teachers. Further evidence would be required to support this conclusion.

2.5 Improvements

In the course of discussions, representatives of SHBBVP, SCSA and AISWA commented on aspects of the GDHR resource that might be improved in order to build the capacity of educators K-10 and improve overall effectiveness. The suggestions were that the GDHR

resource might be further developed through the inclusion of information on assessment tasks and ongoing attention to the process of continuous review of website content to ensure it is kept up to date. Discussions also drew attention to a need for greater investment in raising teacher awareness of WA curriculum requirements that relate to RSE, as well as how the GDHR resource can help teachers to meet these.

Assessment tasks

Feedback from AISWA, SCSA and SHBBVP suggests that the inclusion of RSE assessment tasks in the GDHR resource would be a feature likely to prove attractive to teachers.

The purpose of assessment is to understand where students are in their learning. Assessment makes it possible to gauge student knowledge and conceptual understandings, and performance can be scored on the basis of specified criteria. The process identifies student strengths and weaknesses, and provides detailed diagnostic feedback. The purpose is to enable a teacher to be well placed to know what students have mastered and how this information can be used by teachers to improve student learning; the ‘what they need to learn next.’

The RSE component of curriculum is intended to influence student health and safety decision-making over the life course, but this aspect cannot be assessed while students are still at school. The output of RSE learning that is assessable at school is based on acquired student knowledge and conceptual understanding. But beyond this there is a clear expectation that in the process students will also learn about values, attitudes and behaviours.

There are several assessment strategies a teacher can employ. These range from asking questions during a lesson to the provision of qualitative feedback to standardised assessment. Processes can be categorised as formative or summative. Formative assessment is intended to improve student attainment, and guide the direction of teaching and learning activities to follow. It usually involves the provision of qualitative feedback to students, rather than scores. The purpose is to support teachers to plan learning so that it builds upon and challenges students to go beyond what they already know and understand. By contrast, summative procedures seek to assess student knowledge, skills and understandings at a particular point in time. Typically, they might be reported against achievement standards at the end of a semester or on completion of a unit of work.

Part of the role of SCSA is to determine appropriate assessment processes in WA schools. The Authority ensures that procedures are fair and that the judgements of teachers are reliable. The development of assessment processes that can be included in the GDHR resource could build on the existing SHBBVP-SCSA relationship.

Keeping up to date

Informants emphasised that in order for a teaching-learning resource to be seen as engaging for contemporary students, it needs to retain a “contemporary feel”, aligning with the latest information and communications technology. Maintaining this requires continuous updates responsive to changing evidence of best practice, social values, issues,

trends, and technology. Curriculum resources, the informational content, the processes, the methods and the graphic design can quickly become dated. Keeping them up to date can be a resource-intensive process, in particular for an online resource.

Marketing and promotion

Representatives of SHBBVP, AISWA and SCSA consulted in the course of the case study all agreed there is scope to better promote awareness of GDHR amongst teachers. One stakeholder consulted stated: “Many teachers don’t know about it.”

In March 2015 the current new version of the GDHR online resource was given a ‘soft narrow cast’ launch. There was no media release. The launch occurred at a quarterly Sexual Health and Blood-borne Virus Forum. There was an audience of approximately 60 people, most drawn from the sexual health sector. Subsequently, GDHR was showcased to school educators at a Curtin University Schools Relationships and Sexuality Education Symposium attended by over 150 teachers (October 2015), as well as health educators from universities and other agencies.

Suggestions to promote the use of GDHR included giving more attention to marketing by way of presentations and displays at relevant forums such as state conferences, and school PD days. According to one informant, working through principals and heads of department to promote GDHR may not be the most effective approach because messages may “get lost before they filter” through to the target group of those who teach RSE. The development of a GDHR marketing plan is an option.

2.6 Future aspirations

In the course of this evaluation, informants voiced their hopes for the future direction of RSE in general, and GDHR in particular. They want RSE to be regarded as a priority in schools.

Available class time

One informant took the view that available class time for RSE delivery was not the main issue. Every school in WA has approximately 40 weeks of teaching each year to deliver a curriculum that has been purposely designed to fit the available teaching time. How this is timetabled and prioritised varies from year to year and school to school. In Years 7-9 students generally receive about one hour of HPE instruction every fortnight. In Year 10 students might typically receive about one hour of health education every week, not including physical education. Eight weeks of one-hour lessons of health content each term is seen by some as a realistic goal to aim for, with considerable scope to deliver the RSE component.

Schools vary significantly in the amount of time they devote to RSE. There has been a tendency for it to be crowded out of the timetable due to competition from a raft of other subjects, and even other HPE content areas, such as nutrition. Furthermore, some teachers do perceive lack of time to be a factor that inhibits the delivery of RSE in the classroom. Participants involved in this evaluation were conscious of the competition for scarce

curriculum space, with other perceived priorities such as drug education, road safety, swimming and NAPLAN testing often eating into the time actually available for RSE. The inference is that there will be a period of adjustment while awareness about the implications of new curriculum requirements is raised in schools.

Curriculum integration

Some informants would like to see RSE integrated across all areas of the curriculum extending reach beyond HPE. RSE would cease to be viewed as purely a health topic isolated from other subject matter. It is acknowledged that the notion of integrated curriculum has been used as a strategy in primary schools in other areas. It is applicable at this level of schooling because primary teachers are generalists familiar with one class across a whole year. Implementation of an integrated curriculum strategy may be more problematic in high school where there are specialist teachers unable to see the whole teaching-learning picture. SHBBVP might contribute to thinking about how RSE can be delivered through an integrated curriculum across both primary and secondary settings, and provide practical examples of it in action included in the GDHR resource.

Confidence teaching RSE

Graduate teachers are seen as the primary target group in need of RSE training. It is important that teachers not 'overthink it', thereby making RSE sound all too hard and complex. Certainly there is a 'fear factor' involved for graduate teachers delivering RSE for the first time. However, the evaluation was informed that "angst" is generally not the main barrier to the delivery of RSE.

What is critical is confidence and a pre-existing trusting relationship between teacher and students that creates the 'safe' atmospherics necessary for effective teaching. It is problematic when schools expect inexperienced graduate and relief teachers to take RSE classes without additional support or background knowledge. One informant stressed that the risks for schools are greater when inexperienced RSE teachers are involved because they are more likely to arouse parental concerns.

2.7 Lessons learnt

SHBBVP's relationship with SCSA has added value to the GDHR initiative, not only by providing timely advice about curriculum changes related to RSE, but also because SCSA works with schools and teachers to inform them of requirements. In the instance of independent schools, meetings facilitated by the AISWA HPE Curriculum Consultant are raising teacher awareness of relevant curriculum requirements and the GDHR resource. Together, AISWA and SCCA work to assist schools to understand that RSE content is mandated and to interpret curriculum into classroom practice. In the course of this process, use of GDHR teaching-learning resources is being promoted.

SHBBVP's relationship with AISWA adds value to GDHR because AISWA has an HPE Curriculum Coordinator position with established face-to-face links to HPE teachers in the independent schools sector. The AISWA HPE Curriculum Consultant is responsible for assisting and guiding independent schools to implement HPE curriculum now mandated for

all schools. The role links the curriculum standards set by SCSA to what schools actually deliver in practice in the classroom in order to meet those standards.

Arguably, the promotion of the GDHR resource through a central avenue to staff of schools affiliated with AISWA has been facilitated by having a clear point of contact in the current organisational structure. The AISWA structure has a specific designated Curriculum Consultant responsible for and possessing specific expertise in HPE. This structural difference makes the task of communicating key messages about GDHR directly to teachers in this sector more difficult than it might otherwise be.

In the later stages of this evaluation, DoE and SHBBVP established a similar point of direct contact. SHBBVP anticipates that this will contribute towards sustained DoE input into the future development of the GDHR resource.

3. Case Study 2: Technical Support

3.1 Purpose of case study

This second case study examines the relationship between SHBBVP and its contracted Information and Communication Technology (ICT) partners. The focus question is 'How can information and communication technology contribute to the delivery of relationships and sexuality education generally, and GDHR in particular?'

3.2 Background

The Information and Communication Technology Subcommittee of the State Health Executive Forum approved the original development of the GDHR online curriculum support resource in April 2008. A private ICT service supplier was contracted to deliver an online sexual health education resource as a guide for teachers. The long and arduous task of translating the hardcopy content of resource books into website format then commenced.

The initial GDHR website was launched at the 8th National Conference on Health Promoting Schools in 2010. Initially, a Plone/Zone Content Management Platform was used. Unfortunately few people in Perth were able to maintain it and the software could not be updated so a new software platform was sourced.

Permeance Technologies

Permeance Technologies were contracted as new ICT consultants to SHBBVP in 2011. This arrangement has provided the necessary technical support, website maintenance and IT advice to keep the GDHR website operational ever since. In 2013 a decision was taken by SHBBVP to move from the failing Zone/Plone CMS. The consultants managed the GDHR website migration. The contractor was instrumental in providing SHBBVP with professional advice that enabled it to move GDHR to a new and more suitable platform. New portal software and hosting arrangements were put in place, a Liferay Portal licence was purchased, and a new portal was built.

Originally, the planned migration of content stored on the Plone/Zone Content Migration System (CMS) to a new CMS was planned to occur in 2014, however it was delayed because of migration issues and to accommodate several Australian Curriculum version changes released in quick succession by ACARA

<http://www.australiancurriculum.edu.au/curriculumhistory>. The Plone/Zone CMS website was finally decommissioned when the new version of the GDHR website was launched in March 2015.

A close working relationship has developed between SHBBVP and its ICT consultants. According to informants, a high degree of trust has developed on the back of the quality of service delivery. This case study examines the significance of this partnership and where it might lead. It also includes relevant feedback related to ICT provided by survey participants in the course of this evaluation.

3.3 Quality and value of content

The primary value of the GDHR online resource is that it provides school educators with a curriculum-aligned, easily consumable and readily accessible pre-packaged set of RSE teaching-learning materials.

One informant felt the content of the GDHR resource tended to be “a bit long and wordy” for a website. Use could be made of ICT tools that make it possible to target content to the needs of particular users. The resource needs of a specialist HPE teacher, for instance, do differ from those of a generalist teacher, while the requirements of a primary teacher differ from those of a secondary teacher.

At present, teachers are the main audience for GDHR teaching-learning materials. But informants noted that RSE resources are also required by related groups of users, such as parents, students, school nurses and counsellors. Some RSE resources purposely designed for these audiences, such as *Talk Soon. Talk Often* and the *Puberty Series*, have already been developed. There is an opportunity for SHBBVP to develop these as a holistic package of constituent parts. Linkages between resources might be rendered more explicit in an online setting.

Education authorities are creating opportunities for parents to become more aware and involved with what their children are learning, as evidenced by new web-based resources such as Connect. The Education Department WA developed Connect as a resource that links parents, teachers and students in one space <https://connect.det.wa.edu.au/>. A teacher may, for example, place a version of a lesson online, where both students and parents can view it. Kids Helpline was cited as another example of a resource that provides access to information purposely designed to cater for a range of different audiences, inclusive of parents, children and youth <https://kidshelpline.com.au/>.

There is an opportunity for the content of the GDHR resource to be made accessible through Scootle www.scootle.edu.au/. Scootle is a professional digital database and clearing house for teachers and students that offers a streamlined method of finding and using digital resources aligned with Australian Curriculum standards. Scootle was released in May 2013 and is managed by Education Services Australia (ESA), a national, not-for-profit organisation established to facilitate achievement of national agreed priorities in schools, as well as other education and training institutions (www.esa.edu.au). The focus of Scootle is on ensuring quality and ease of use. It enables teachers to search, obtain and utilise a wide array of digital teaching-learning materials, including interactive multimedia resources, visual and audio materials, open-ended tools that enable teachers and students to create their own learning resources, work samples and assessment resources. The flexibility of Scootle allows teachers to better cater for the individual learning needs of their students.

Scootle already includes many resources that match Western Australian Curriculum content descriptors. The GDHR portal contains the framework to link up learning activities to the Scootle clearing house in due course to further enhance teacher accessibility to the resource.

3.4 Adding value to RSE

Over several years now, the routine website support and maintenance role that Permeance Technologies has fulfilled has built a relationship between SHBBVP and its ICT consultants founded on reliability. Several factors contribute to the quality of the relationship.

- a. The contractor brings an understanding of both technology and education to its work founded on long-term involvement, a current knowledge of national educational initiatives, and an existing network of relationships developed over time working at the health-education interface.
- b. Permeance established itself as a reliable website maintenance service. ICT management issues that dogged the original platform have been resolved. The GDHR website now meets government technical compliance standards.
- c. SHBBVP established a GDHR Maintenance and Steering Group that regularly brings staff and the IT consultant together. The Group oversees the process of ongoing website and content management. It meets fortnightly to monthly, as required.

Beyond the current website maintenance role, the ICT consultant has the capacity to contribute to higher value development of the portal in the future, adding an extra dimension to the existing relationship. Much of the value-adding capacity of the relationship lies in the future, but it can be built on existing foundations.

3.5 Improvements

The case study has identified a need for systematic monitoring of the website to ensure it is reaching its target users.

There is scope to formalise some ICT KPIs for GDHR. A critically important performance measure is the percentage of time the site is available to end-users ('uptime'). 'Uptime' is a computer industry term which refers to the time during which a website is operational. Uptime is often measured as a percentile. Investment in quality written online content is only of use if the technology operates well. 'Downtime' is a measure of the time when a website isn't operational. Website downtime was an issue with the initial GDHR website. It is understood that uptime for the GDHR website currently exceeds 97%.

The extent to which the website is used by the target group also needs to be monitored. Demonstrating that the GDHR resource can make a difference to the health and well-being of school students in WA is predicated on it reaching its target audience of teachers. At present there is insufficient data available to confirm GDHR is achieving this outcome.

SHBBVP routinely collects Google Analytics data on GDHR, and over the initial 12-month operational period of the new (and now current) GDHR in the period March 2015 to March 2016, there were 38,568 unique visitors to the site. A unique visitor is the number of individual (non-duplicate) visitors to a site over the course of a specific time period. While this is an impressive number, it is not clear how many of these visitors to the website are actually teachers in WA. For analytical purposes it is necessary to eliminate from consideration those visitors who are most probably not in the target audience of teachers.

Further analysis of available Google Analytics data is possible to help identify those users of the website who are likely to be WA teachers. For instance, this might be assumed on the basis that they simultaneously meet a range of specified criteria such as:

- a. having an Internet provider based in or easily accessible from WA;
- b. the viewing of multiple pages when online;
- c. visits to pages with content on learning activities by year;
- d. stipulating minimum time spent online;
- e. downloading of teaching-learning materials; and
- f. making return visits to the website.

It would also be possible to include a brief 'pop-up' survey so that teachers in WA might self-identify. Furthermore, those users who 'accept cookies' permit the server to store valuable relevant information about a user and their pattern of use. An annual online survey administered to all schools in WA may be an additional source of information.

Effective promotion of GDHR to the target audience might also benefit from the development of an ICT marketing plan. Possible strategies might include:

- a. personalised targeted marketing tailored to the particular requirements of individual educators based on their pattern of online resource use;
- b. monitoring the utilisation of Scootle as a pathway to reach teachers seeking out credible and reliable resources www.scootle.edu.au;
- c. reaching target users directly through the development of a GDHR email distribution list;
- d. enabling public schools to access to GDHR materials through Connect, a DoE resource already used by some teachers, parents and students;
- e. enabling private schools to access GDHR materials through similar technologies to Connect;
- f. utilisation of the services of the corporate communication and marketing unit within DHWA; and
- g. enhancing the 'look and feel' of the website through greater attention to aspects such as graphic design and imagery.

As a part of a GDHR awareness-raising strategy, one informant emphasised the importance of linking the GDHR resource to the Scootle clearing house. The objectives of the agency include the publication of curriculum and assessment materials, and the marketing of leading edge educational teaching and learning resources. The GDHR content will be 'discovered' through Scootle in the near future.

One informant observed that GDHR is resourced from within the health sector rather than the education sector. It was noted that most other health education resources used in schools are located with agencies that have an '.edu' email address. They speculated that potentially this might place SHBBVP at a marketing disadvantage when it comes to promoting the GDHR resource to schools and teachers.

What is clear is that knowing the number of teachers in WA schools who utilise the website is critically important to gauging the success of the GDHR initiative, as is ensuring the site uptime statistics are high and the resource is being effectively marketed and reaching the right people.

3.6 Future aspirations

GDHR has potential to be more than 'just a website'. The platform used enables active data to be 'cached'. This shortens data access times and makes multiple applications possible. The GDHR website as it currently operates demonstrates only one small part of the potential of the platform. For users, the future online experience on websites like GDHR promises to be much more engaging. Informants referred to numerous ways in which the platform might be extended:

- a. the addition of assessment materials;
- b. the incorporation of online PD;
- c. in-text links to videos that demonstrate *how* teachers can actually deliver GDHR activities in class;
- d. inclusion of crowd-sourced and user-generated content that enables teachers, school nurses, parents and students to become contributors, and not just users of GDHR teaching-learning materials;
- e. the capacity for teachers to upload resources such as lesson plans;
- f. opportunities for online collaboration between students, teachers, parents and community members;
- g. artificial intelligence responses to information requests and questions, thereby reducing demands on limited SHBBVP staff resources; and
- h. moderated virtual online forums that promote communities of practice that connect educators with a shared interest in RSE, enabling them to interact and learn from each other.

One of the aspirations voiced in the course of the case studies was that significant numbers of teachers might eventually come to regard RSE as an area of 'sub-speciality' within their profession.

The ideal might be that those who teach RSE have some specialised training prior to taking classes. However, the consensus amongst those consulted is that it would be a mistake to ever stipulate this as a compulsory pre-requisite to teaching the topic because potentially it could further reduce the relatively small number of teachers available to deliver RSE content. In any case, there is a view that RSE can be taught well by some teachers without any specialised training at all.

Face-to-face PD in RSE is already made available to teachers through the School of Public Health and School of Education at Curtin University funded by SHBBVP. The PD is offered annually as a two-day course and provides teacher relief coverage and support for travel and accommodation costs for country based teachers. It is broadly advertised and open to any interested teacher fitting a set criteria related to school socio-economic and regional

remote factors. The PD is limited by capacity to train approximately 40-plus teachers per course per year. Cost and time pressures across the breadth of the teaching profession and school operations can present limitations. The provision of relief to enable a teacher to attend face-to-face specialised PD alone costs about \$550 per day, not including course costs. SHBBVP helps teachers to attend by contributing to such costs as well as to the travel and accommodation for teachers from regional areas.

The GDHR portal has capacity, as yet untapped, to host an online PD course in RSE. From the beginning of the website development, there has always been the intention that, in time, the GDHR resource would come to include an online training course for teachers. At one stage SHBBVP and DoE had worked together to jointly develop such a course as a separate project initiative to GDHR. It is understood DoE has located the course within their portal and that it is still accessible, but only to government-employed teachers. Awareness of the existence of this course appears to be low. One of the ways in which value can be added to RSE in WA schools is by providing teachers with the additional option of a link to an online PD resource.

The effectiveness of an online curriculum resource, at least according to one informant, is about building a 'one-stop shop' that has the capacity to store, manage and distribute information in a single place that is accessible to everyone. This is the main product that the portal can offer. Realising its full potential lies in the future.

3.7 Lessons learnt

There are two main lessons to be learnt from this case study. Firstly, a sound relationship between provider and IT consultant is critical to the efficient management of any online web-based resource. GDHR now benefits from such a relationship. Secondly, now that sound website infrastructure and management practices are in place, there is the opportunity to explore opportunities to further develop the portal in new directions.

4. Conclusion

There are certain relationships that are critical to building and sustaining web-based online curriculum resources like GDHR designed for use in schools. They include those with curriculum authorities, the ICT service provider and, of course, with teachers in schools.

The focus question for the first case study was: ‘How does curriculum support contribute to the delivery of relationships and sexuality education generally, and GDHR in particular?’ The evidence, at least in the independent school sector, is that curriculum support works effectively where teachers understand what curriculum requires and how they can meet those requirements. The involvement of SCSA, both in developing an RSE component within the HPE curriculum and informing teachers about it, helps to promote an understanding of what RSE content schools are required to teach. The involvement of AISWA facilitates direct face-to-face meetings that enable teachers in independent schools to better understand how they can teach this area with the support of a resource like GDHR. Having the GDHR resource supports the work of both organisations by framing and informing the curriculum advice and direction they give to schools. It is not clear what resources they would need to rely upon if GDHR did not exist.

The second case has cast the relationship between SHBBVP and its ICT consultant partners as critical to the effective functioning and future development of an online resource. The focus question was: ‘How can information and communication technology contribute to the delivery of relationships and sexuality education generally, and GDHR in particular?’ The answer is that ICT contributes to an online resource in two ways: initially through sound website management practice and subsequently by opening up a new world of future technical possibilities that engages, connects, extends and is inclusive of teacher and other educator stakeholders.

Appendix 1: Brief Summation of RSE School Curriculum

The attached brief overview of aspects of the school curriculum has been prepared by and is the interpretation of the evaluator. The purpose is to inform readers who may be unfamiliar with the requirements of the school curriculum as it relates to RSE. Those seeking full details about the school curriculum in WA are referred to SCSA www.scsa.wa.edu.au/.

The Western Australian Values of Schooling statement recognises that students have a range of unique past experiences shaped by language, culture, health, location, abilities, disabilities and previous education. The values statement recognises the importance of connecting with student experience and knowledge. Students are to be encouraged to achieve their unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social – and to develop a deep understanding of their own values. It is acknowledged that individual students will differ in the extent to which they may like to work collaboratively, incrementally, practically, theoretically, orally or laterally. The expectation is that learning experiences at school will accommodate individual differences between learners. According to the values statement: ‘Students should be provided with a rich variety of learning opportunities that enable them to build on their existing experiences and personal strengths and work in preferred ways.’ It is also recognised that students may develop and learn new ideas at different rates and thus: ‘They should be provided with the time, conditions and encouragement they need to learn in stimulating ways, and be discouraged from superficial learning that gives the impression of keeping pace at the expense of long-term and sustained learning.’ RSE teaching practices need to be adaptive in order to acknowledge and respect the diversity of backgrounds and values in the classroom.

Students should learn the fundamentals of how to communicate and relate to others, long before they get to any sexuality content. The school curriculum is purposely designed to provide students with opportunities to progressively develop and display knowledge, skills, understandings, attitudes and behaviours that promote a safe and healthy lifestyle.

In the early years the focus is on enabling students to become aware of, and communicate, their own feelings in different situations. They have opportunities to practise basic personal and social skills necessary to effectively interact and relate with others. These include the ability to express their needs, active listening and self-discipline. Relevant protective behaviours include learning how to say 'no', moving away, telling an adult, and seeking help.

By the middle of primary school the syllabus provides opportunities for students to focus on social and emotional factors that contribute to personal relationships, resilience, health and well-being. Students learn ways to foster positive relationships based on values of inclusion, empathy and respect, as well as strategies to manage conflict. They acquire a set of personal strategies, such as assertive behaviour and knowing where to source help to remain safe in uncomfortable situations.

By the end of primary school students are learning communication and coping skills to manage physical, emotional, social changes associated with puberty. They also learn about the impact of harassment and bullying on relationships and well-being.

An emphasis on respectful relationships continues into high school, with a focus on promoting positive interactions and conflict management. Students learn the impact of external influences on their ability to make healthy and safe choices, and about risk-taking related to alcohol and other drug use.

By the end of Year 10, students have developed critical health literacy including strategies to manage situations where others encourage risk-taking. They continue to develop communication techniques for better social interactions. They know how to display respect for personal differences, opinions and rights and responsibilities. External factors that contribute to prejudice, marginalisation, discrimination and homophobia are discussed. They consider the impact of social and cultural influences on personal identity and well-being, including stereotyping and disrespectful attitudes and behaviours. They discuss the benefits of valuing diversity and promoting inclusivity. Students learn about sources of health information, and they apply analytical skills necessary to assess policies, health services, health-education messages and community health campaigns designed to raise awareness, influence attitudes and promote health and well-being.